Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Digital Technologies

Hello and welcome.

Digital technologies empower students to shape change by influencing our contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative, and discerning decision-makers when they select, use and manage data, information processes and digital systems to meet needs and shape preferred futures.

The aim of this video is to help you become familiar with the Victorian Curriculum F–10 Version 2.0 Digital Technologies.

The Digital Technologies curriculum has been designed to develop the knowledge, understanding and skills of students so that they can use computational thinking to create digital solutions. Use design thinking to design, create, manage, and evaluate digital solutions, apply systems thinking skills to monitor, analyse, predict and shape the interactions between information systems. Confidently and responsibly use digital systems and apply protocols and legal practices that support the ethical collection and generation of data, and participate in safe and respectful communications and collaboration with audiences.

Let's begin by looking at the key revisions to the Digital Technologies curriculum. The content descriptions are now organised under three related strands, Digital Systems and Security, Data, Information and Privacy, and Creating Digital Solutions.

The achievement standards have been revised to better represent progression along the continuum of learning from Foundation to Level 10 and to improve clarity for teachers. Clear achievement standards help teachers to assess student learning more effectively and accurately.

The language within some of the content descriptions has been revised to provide consistent subject-specific language and terminology, as well as a better progression of knowledge and skills towards VCE Applied Computing.

Some related content descriptions were merged to improve clarity and teachability and some content descriptions have been added to improve pathways and progression from Foundation to Level 6 and Levels 7 to 10.

The elaborations have also been revised to provide a range of quality and fit-for-purpose suggestions that contextualise the content for teachers. The definition of computational thinking in the introduction to the Digital Technologies curriculum has been aligned with the definition used in Mathematics.

The revisions to Digital Technologies Version 2.0 have made the curriculum more teachable and manageable and enables efficient and effective implementation in schools with a strengthening of student access to the essential knowledge and skills within the learning area.

Now, let’s turn our attention to the structure of the curriculum. As I said a little earlier, Digital Technologies comprises 3 related strands, Digital Systems and Security, Data, Information and Privacy, and Creating Digital Solutions.

The Digital Systems and Security strand focuses on the components of digital systems, hardware, software, and networks.

The Data, Information and Privacy strand focuses on how data is represented and structured symbolically for use by digital systems.

The Creating Digital Solutions strand focuses on the interrelated processes and associated skills by which students create digital solutions to solve problems and meet needs.

In Digital Technologies, students progress along a learning continuum that provides the first achievement standard at Level 2, and then at Levels 4, 6, 8, and 10. The achievement standards provide a clear progression of knowledge and skills within Foundation to Level 10 and from the Digital Technologies curriculum towards VCA Applied Computing.

The content descriptions describe the knowledge that teachers need to teach and students are expected to learn. The language that the content descriptions provide is subject-specific, and the terminology is consistent throughout each band from Foundation to Level 10 through into VCE Applied Computing.

The Digital Technologies curriculum will empower students to shape change. They will develop an understanding of contemporary and emerging information systems and practices. They'll use this knowledge and skills to meet current and future needs.

Students will become innovative creators of digital solutions, effective users of digital systems and critical consumers of information. They'll become learners who are active and ethical citizens, capable of being informed members of the community.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources.

Thank you for watching.