

## **MESSAGES FROM THE DIGITAL TECHNOLOGIES & LEARNING FORUM 17 NOVEMBER 2015**

1. Varied Technologies implementation timelines from 2015-2018
2. All States and Territories see the need for professional learning support – resources to exemplify good practice teaching; courses to upskill teachers on content knowledge; workshops; assessment task examples.
3. Some concern at the negative impact of latest media release re ICT literacy report – teachers will get flogged!
4. The general public, parents and teachers are confused with the terminology – what’s the difference and similarity between ICT General Capability; STEM; Coding; Digi Tech; digital technologies. Opportunity for ACARA; ESA or EC to provide clarifying communications.
5. Many States and Territories moving toward or already moved to decentralized, school independence, local decision making. Some jurisdictions are holding off delivering central ICT environments while others are seeing good adoption of flexible systems to suit individual school contexts. The degree of integration of these systems with data sets was not really explored.
6. Many States and Territories promote Scootle and SC – frustratingly, teachers report that Google is the preferred way to find stuff.
7. QLD has a wide range of STEM and coding initiatives – Entrepreneurs of Tomorrow; Premier’s Coding Competition.
8. Several states are working with ESA to curate content for the upcoming Australian Government funded Digital Technologies Hub. This is described as THE place for teachers to find what they need for teaching the Digital Technologies subject
9. Some states have adapted the Australian Curriculum Digital Technologies Curriculum; WACAO – modifying bands into year levels; reducing strands; added levels below Foundation; created syllabuses and scope and sequence; altered glossary.
10. WA described their work on providing a joined up digital teaching and learning environment – Connect and SAIS – their student achievement information system. Demonstrated the way teachers can overlay attendance, behavior, semester grade data and NAPLAN data into a view for analyzing student progress longitudinally.
11. Teachers need to be able to compare what their kids are doing with what they should be doing – they need a place to de-privatise their practice and meet around good data. Data about their kids and themselves.
12. There was a willingness to share resources, ideas across jurisdictions – why don’t we do it more? Legal, rights management, benefit?
13. There was a call to develop a common assessment framework for the Digital Tech curriculum. This came from a broad concern about teacher capacity to assess beyond the Knowledge and Skills domain. Not clear on the specifics of the framework – to be continued.
14. There was discussion about the gender issue – girls opting out of Digital Technology when it becomes optional. Re-branding of the subject – less about technology – more about computational thinking, collaboration, communication and problem solving.