Digital Technologies (v9) teacher self-assessment

Engagement with Digital Literacy and Digital Technologies	Uncertain and/or hesitant	Willing but dependent	Confident and proficient	Leading and enabling others
Approach to Digital Literacy (DL)	I require significant assistance from peers in Digital Literacy I am hesitant seeking support, aware of own limitations using Digital systems	I am comfortable asking peers/colleagues and/or students for assistance in the use of digital systems I am gaining confidence in Digital Literacy with some scaffolding	I provide others with support for Digital Literacy at a variety of levels I take an active role in the integration/use of digital systems by giving, sharing and developing ideas and practices I recognise student expertise and negotiate and collaborate with them in the use of Digital Literacy I encourage students to support and mentor each other	I provide ideas, support and leadership with integration of Digital Literacy into the curriculum and its adoption by others I challenge structures, systems and perceptions of Digital Literacy integration in education I model innovative practice within and beyond the school and help others progress along the continuum I enable and empower students and colleagues to be innovative in their own learning pathways
Engaging with Digital Technologies curriculum	I require significant assistance from peers in understanding the Digital Technologies curriculum	I am comfortable asking peers/colleagues and/or students for assistance in engaging with Digital Technologies activities I am gaining confidence in the delivery of Digital Technologies activities with some scaffolding	I am comfortable with Digital Technologies implementation I take an active role in the implementation of the Digital Technologies curriculum I recognise student expertise and negotiate with them on their Digital Technologies projects I encourage students to support and mentor each other	I provide ideas, support and leadership with the Digital Technologies curriculum and its engagement by colleagues I model innovative practice within and beyond the school and help others progress along the continuum I enable and empower students and colleagues to be innovative in their own learning pathways
Suggestions to improve skills				

For more information about Digital Literacy Capability see https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-general-capability/digital-literacy
For more information about Technologies core concepts see https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/technologies#technologies
For more information about Digital Technologies core concepts see https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/technologies#digital-technologies

Engagement with Digital Technologies	Uncertain and/or hesitant	Willing but dependent	Confident and proficient	Leading and enabling others
Learning environment	I am aware of the need to create a positive climate for the use of Digital Technologies in the classroom	I discuss strategies with colleagues on how to tailor classroom space for on- and off-computer experiences to implement Digital Technologies	I set challenging learning experiences for students to develop their Digital Technologies knowledge, understanding and skills	I model the use of innovative flexible learning spaces that enable innovation and creativity supported by the Digital Technologies Curriculum.
Online interaction	I am unsure how best to use collaborative tools effectively	I work with colleagues to apply knowledge and skills in the effective use of online tools	I set challenging learning tasks that encourage students to collaborate online.	I initiate and lead students to actively engage and collaborate in online learning communities.
Assessment	I develop some basic Digital Technologies assessment tasks	I work with colleagues to identify and use a range of technologies and practices to assess student learning in Digital Technologies	I set challenging Digital Technologies assessment tasks	I mentor colleagues and work collaboratively to create rigorous Digital Technologies assessment tasks
Ethical practices	I am aware of social, legal and ethical issues relating to digital technologies in teaching and learning	I apply an understanding of the social, legal and ethical issues of digital technologies in teaching and learning	I engage students in explorations of the social, legal and ethical issues of digital technologies in teaching and learning.	I monitor, evaluate and lead the integration of ethical practices into all aspects of digital technologies use
Digital Technologies support and resources	I am unaware of where to find support for implementation of the Digital Technologies curriculum.	I am able to locate online resources and activities to support the implementation of the Digital Technologies curriculum.	I engage in the use of online resources and support networks for example the Digital Technologies Hub, CSER MOOC, State or Territory initiatives	I actively engage in online communities such as the CSER MOOC and contribute to a wider professional learning community.
Suggestions to improve skills				

Understanding of the Technologies curriculum	Areas where significant support is needed	Areas where support is still needed	Areas where further learning opportunities would be useful	Areas I could provide support to others
Technologies core concepts				
Creating solutions for preferred futures is the overarching core concept. It involves identifying compelling visions of the future and making considered design decisions taking into account diversity; ethics; and economic, environmental and social sustainability factors. This overarching core concept is developed through the following core concepts:	☐	☐	☐	☐
Systems comprise the structure, properties, behaviour and interactivity of people and components (inputs, processes and outputs) within and between natural, managed, constructed and digital environments.	☐	☐	☐	☐
Data can be acquired, interpreted and represented to help inform decision-making and can be manipulated, stored and communicated by digital systems.	☐	☐	☐	☐
Interactions and impact need to be considered when creating solutions; this involves examining the relationships between components of technologies systems, sustainability and the effects of design decisions on users.	☐	☐	☐	☐
systems thinking helps people to think holistically about the interactions and interconnections that shape the behaviour of systems.	☐	☐	☐	☐

Understanding of the Technologies curriculum	Areas where significant support is needed	Areas where support is still needed	Areas where further learning opportunities would be useful	Areas I could provide support to others
computational thinking helps people to organise data logically by breaking down problems into parts; defining abstract concepts; and designing and using algorithms, patterns and models.	☐	☐	☐	☐
design thinking helps people to empathise and understand needs, opportunities and problems; generate, iterate and represent innovative, user-centred ideas; and analyse and evaluate those ideas.	☐	☐	☐	☐
Technologies processes and production skills help people to safely create solutions for a range of purposes and involve investigating and defining, generating and designing, producing and implementing, evaluating, and collaborating and managing.	☐	☐	☐	☐
Project management skills help people to successfully and efficiently plan, manage and complete projects to meet identified design criteria.	☐	☐	☐	☐
Enterprise skills and innovation helps people to identify opportunities to take action and create change; follow through on initiatives; and generate new ideas, processes and solutions.	☐	☐	☐	☐
Suggestions to improve skills				

Understanding of the Digital Technologies curriculum	Areas where significant support is needed	Areas where support is still needed	Areas where further learning opportunities would be useful	Areas I could provide support to others
Digital Technologies core concepts				
digital systems processing data in binary, made up of hardware, controlled by software, and connected to form networks	☐	☐	☐	☐
data representation data being represented and structured symbolically for storage, use and communication, by people and in digital systems	☐	☐	☐	☐
data acquisition numerical, categorical or structured values acquired or calculated to create information	☐	☐	☐	☐
data interpretation extracting meaning from data	☐	☐	☐	☐
abstraction reducing complexity by hiding details so that the main idea, problem or solution can be defined and focus can be on a manageable number of aspects	☐	☐	☐	☐
specification defining a problem precisely and clearly, identifying the requirements, and breaking the problem into manageable pieces	☐	☐	☐	☐
algorithms the precise sequences of steps and decisions needed to solve a problem, often involving iterative (repeated) processes	☐	☐	☐	☐
implementation the automation of an algorithm, typically by writing a computer program or using appropriate software	☐	☐	☐	☐
privacy and security the protection of data when it is stored or transmitted through digital systems	☐	☐	☐	☐

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Suggestions to improve skills