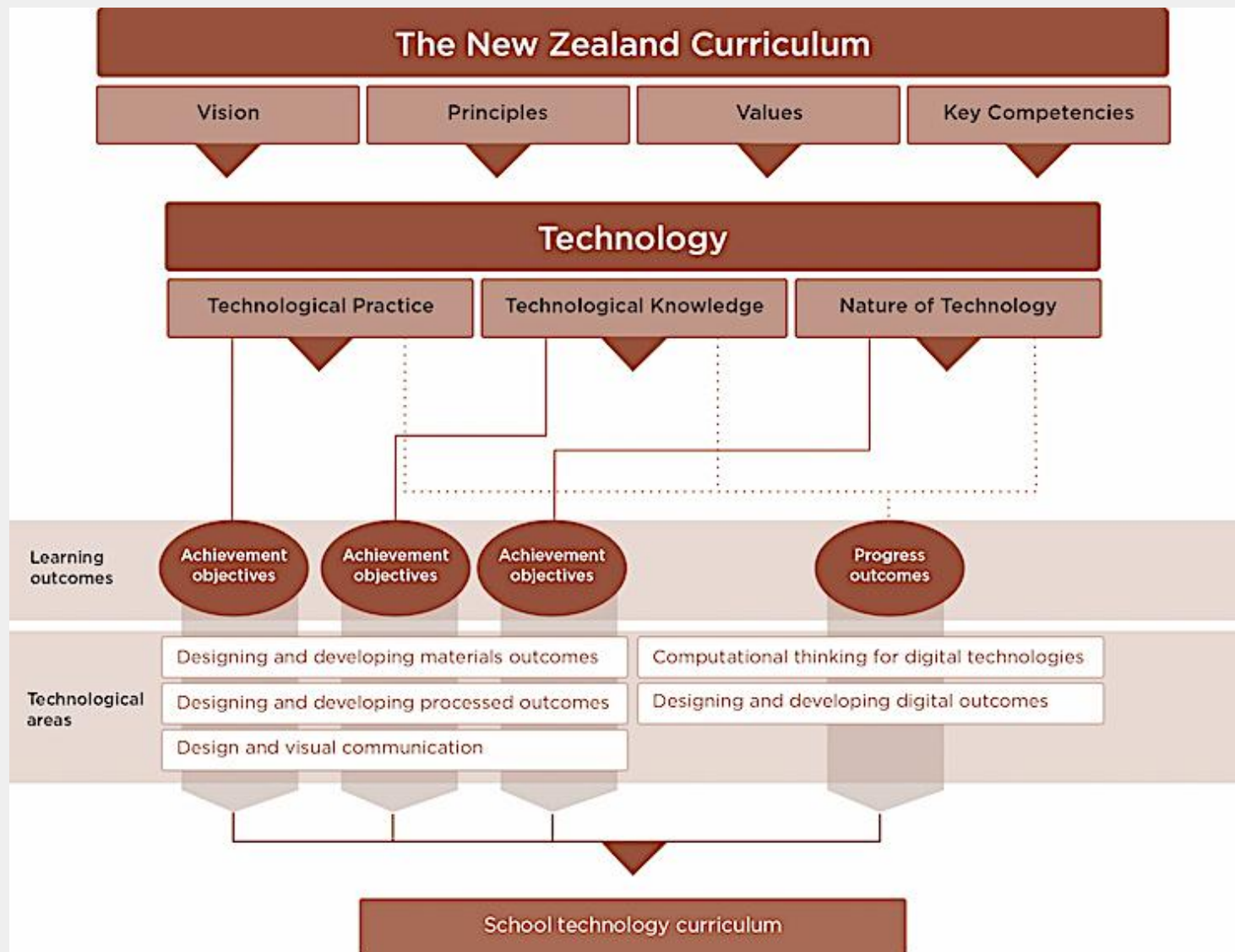


Technology Online webinar: Introducing the learning progressions for digital technologies



Karakia Timatanga

Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tātou
i te rāngi nei
Aroha atu aroha mai
Tātou i a tātou katoa
Hui ē! Tāiki ē!

Opening Karakia

May peace be widespread
May the sea be like greenstone
A pathway for us all this day
Let us show respect for each other
For one another

Bind us all together



Technology Online webinar: Introducing the learning progressions for digital technologies

Introductions

Catherine Johnson:

Lead facilitator, CORE Education Ltd



Wendy Webb:

Resource facilitator, Technology Online



Webinar content outline

1. What are the learning progressions?
2. Where do they fit in the NZC?
3. What are the supports?



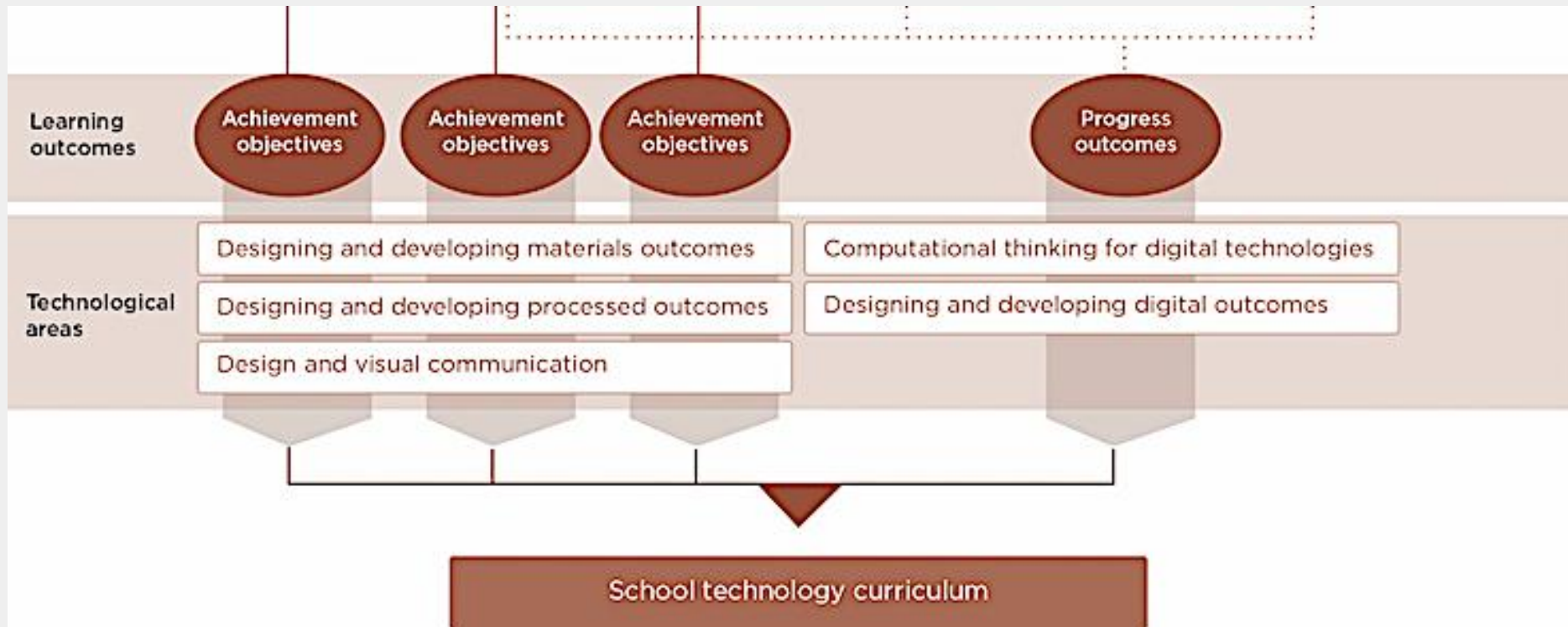
So what is the timeline ?



What are the learning progressions for digital technologies?

What has been revised?

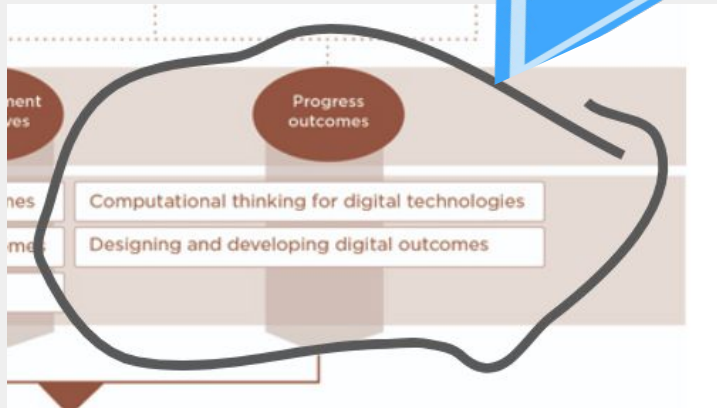
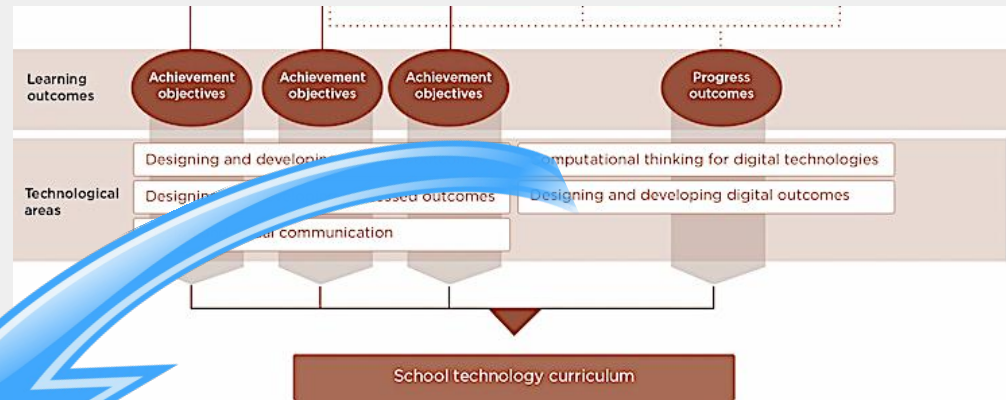
The revision of the technology learning area, has seen these five technological areas defined:



- Read about the revised technology curriculum on [The New Zealand Curriculum Online – Technology](#).

What are the new areas for digital technologies?

Computational thinking for digital technologies (CT)

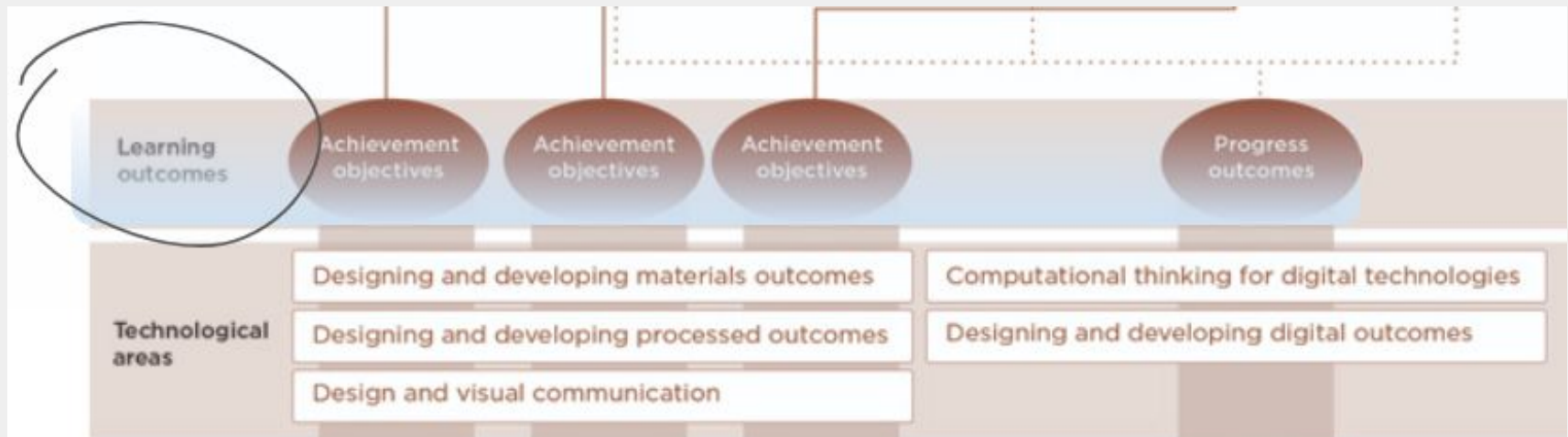


Designing and developing digital outcomes (DDDO)

- Read about the technological areas at [The New Zealand Curriculum Online – Technology – Technological areas](#).

The progress outcomes for digital technologies:

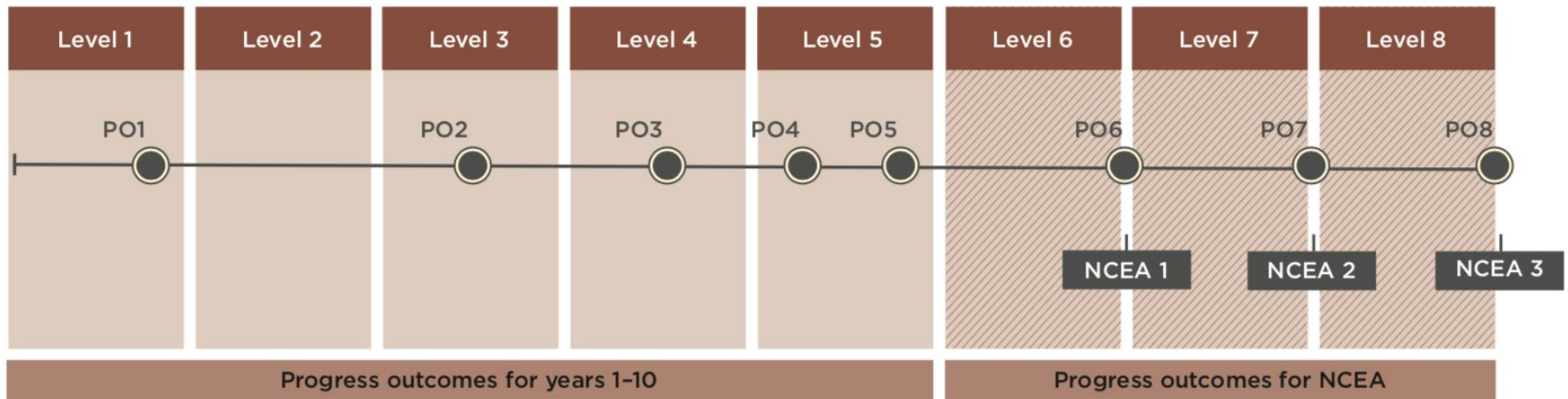
- identify significant learning steps that students take as they develop expertise in computational thinking (CT) and designing and developing digital outcomes (DDDO) within the technology curriculum
- outline the specialist skills that support learning to progress from years 1 to 13
- guide the context and environment for learning.



The digital progressions: CT

- Identify **significant learning steps** that students take as they develop expertise in computational thinking (CT)

Computational thinking for digital technologies



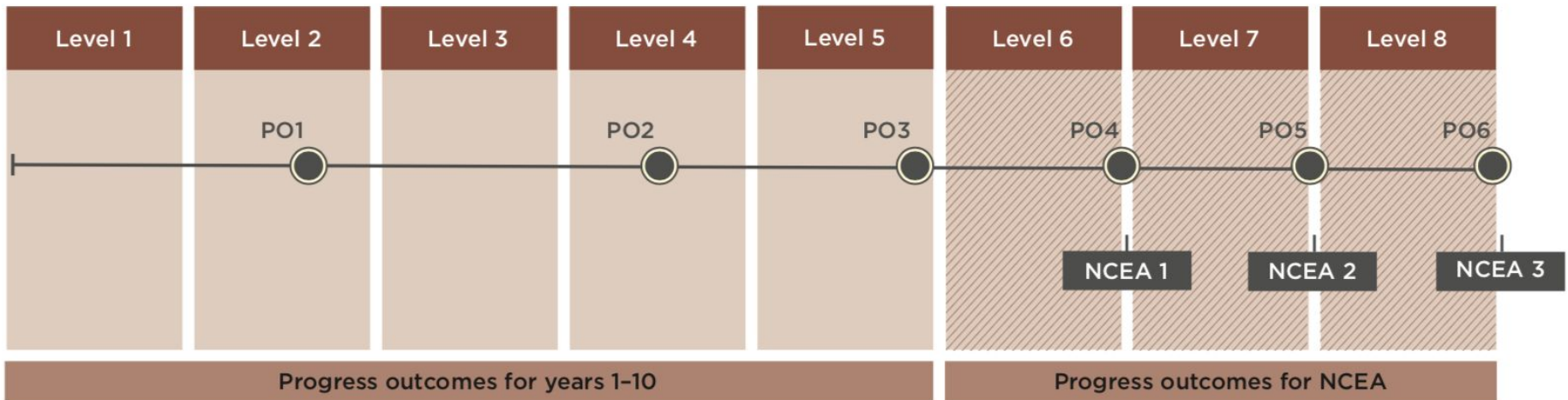
The alignment to levels 1-5 of the New Zealand Curriculum (NZC) is tentative and theoretically derived until teachers have had the opportunity to implement the digital progressions.

- Find exemplars and snapshots for the CT progress outcomes at [Technology Online – Computational thinking: Progress outcomes, exemplars, and snapshots](#).

The digital progressions: DDDO

- Identify **significant learning steps** that students take as they develop expertise in designing and developing digital outcomes (DDDO)

Designing and developing digital outcomes

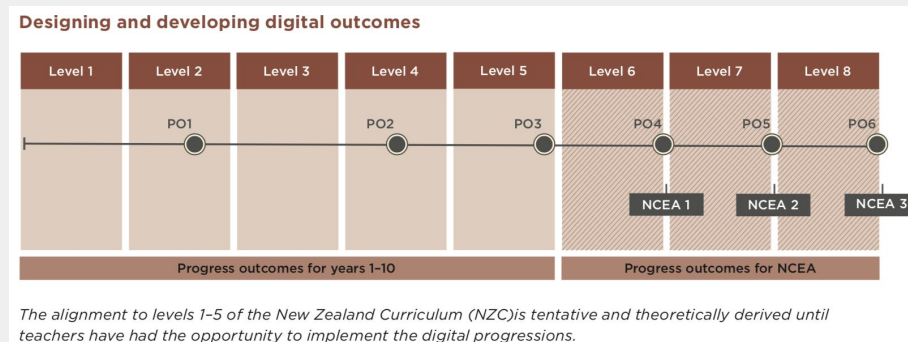
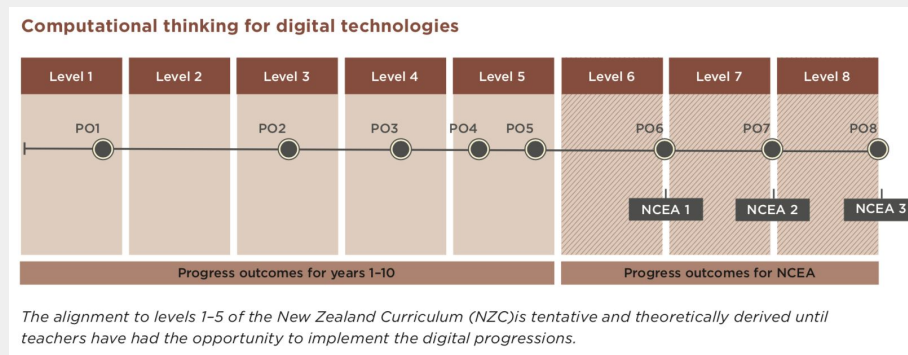


The alignment to levels 1-5 of the New Zealand Curriculum (NZC) is tentative and theoretically derived until teachers have had the opportunity to implement the digital progressions.

- Find exemplars and snapshots for the DDDO progress outcomes at [Technology Online – Designing and developing digital outcomes: Progress outcomes, exemplars, and snapshots.](#)

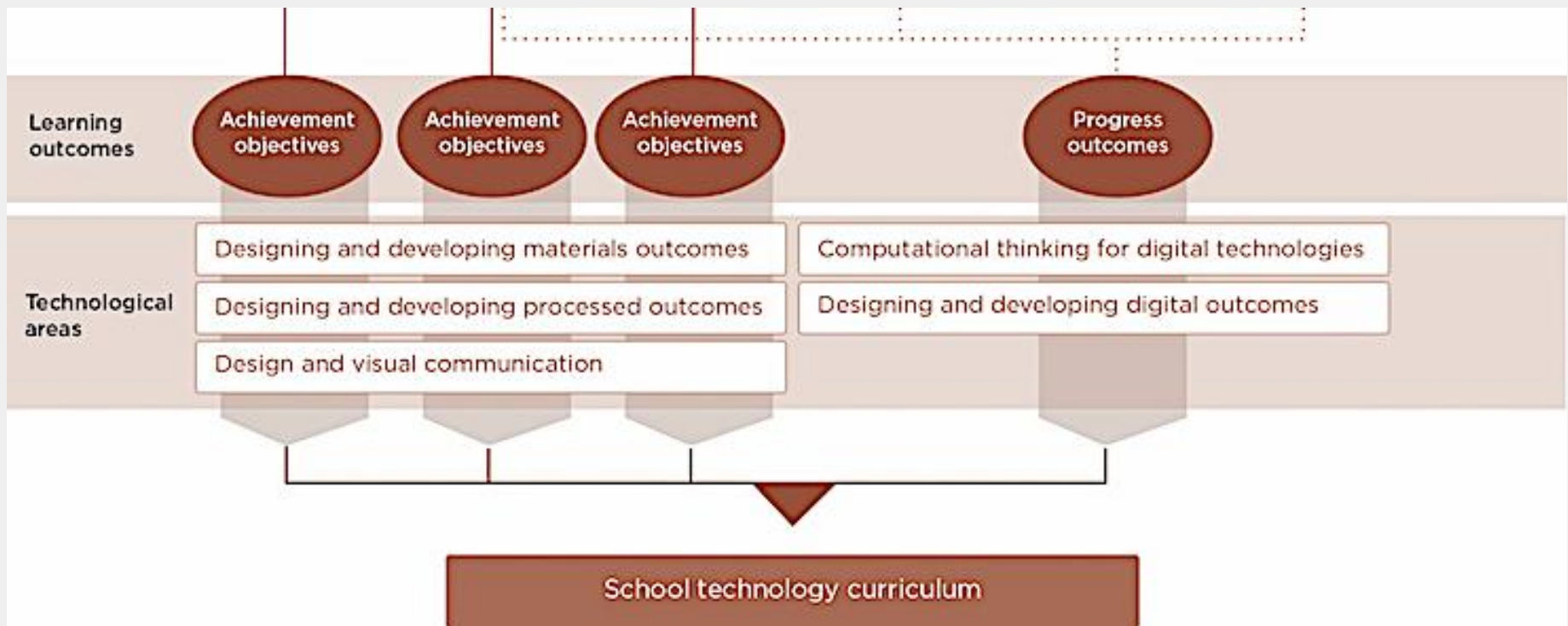
Location and thinking frame

- **Location:** Environment for learning – “In authentic contexts and taking into account of end-users”
- **Thinking frame:** Using “an Iterative process” refers to the highly reflective design thinking process that is supported by the technological practice (the how strand) of the technology learning area.



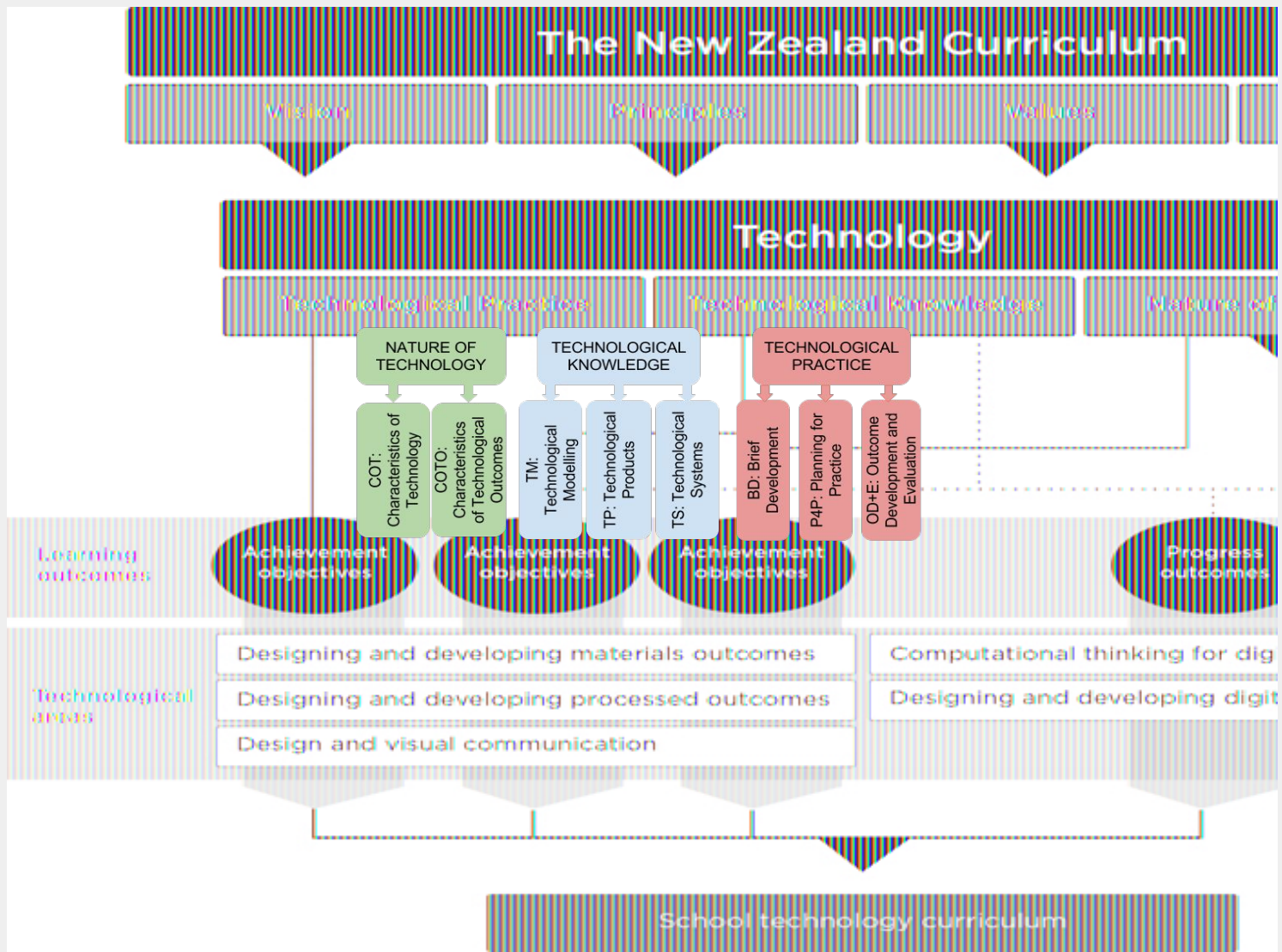
Where do the digital progressions fit in the NZC?

Progress outcomes *sit alongside* existing achievement objectives. They describe the significant learning steps that students take as they develop their expertise.



- Read about the progress outcomes and achievement objectives on [The New Zealand Curriculum Online – Technology](#).

What is the relationship between the digital progressions and the strands?



The technology strands



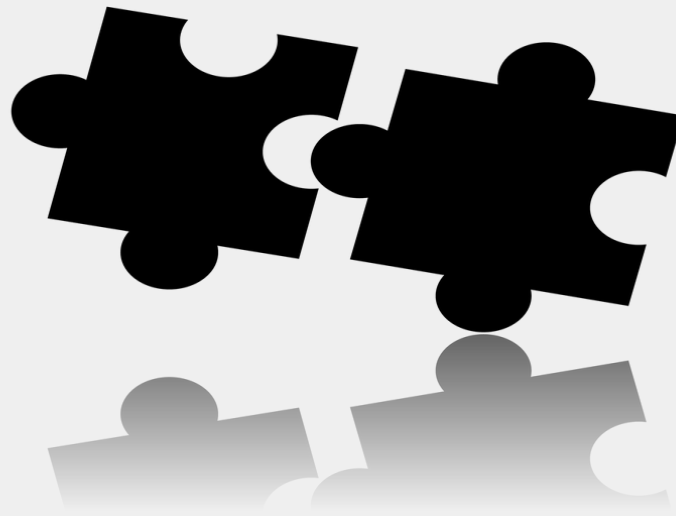
The **“HOW”** encompasses practical activity of analysing design activity of others, students refine their capability in designing and creating their own outcomes

The **“WHAT”** – theoretical knowledge – enables students to evaluate the fitness for purpose of technological products, and the effectiveness of modelling and prototyping outcomes.

The **“WHY”** explores technology as an intervening force in the world and how developments influence, and are influenced by, history, society, and culture.

How to get started

- Start by seeing which aspects of the revisions align with what is **currently being done** in year 1 to 10 programmes.
- Recognise the **differences** between e-Learning/ICT and the digital technologies curriculum
- Aim for 2018, to **become familiar** with the discipline specific skills, and to see where it naturally fits, to trial, and to tweak.
- See the support described in the next section.

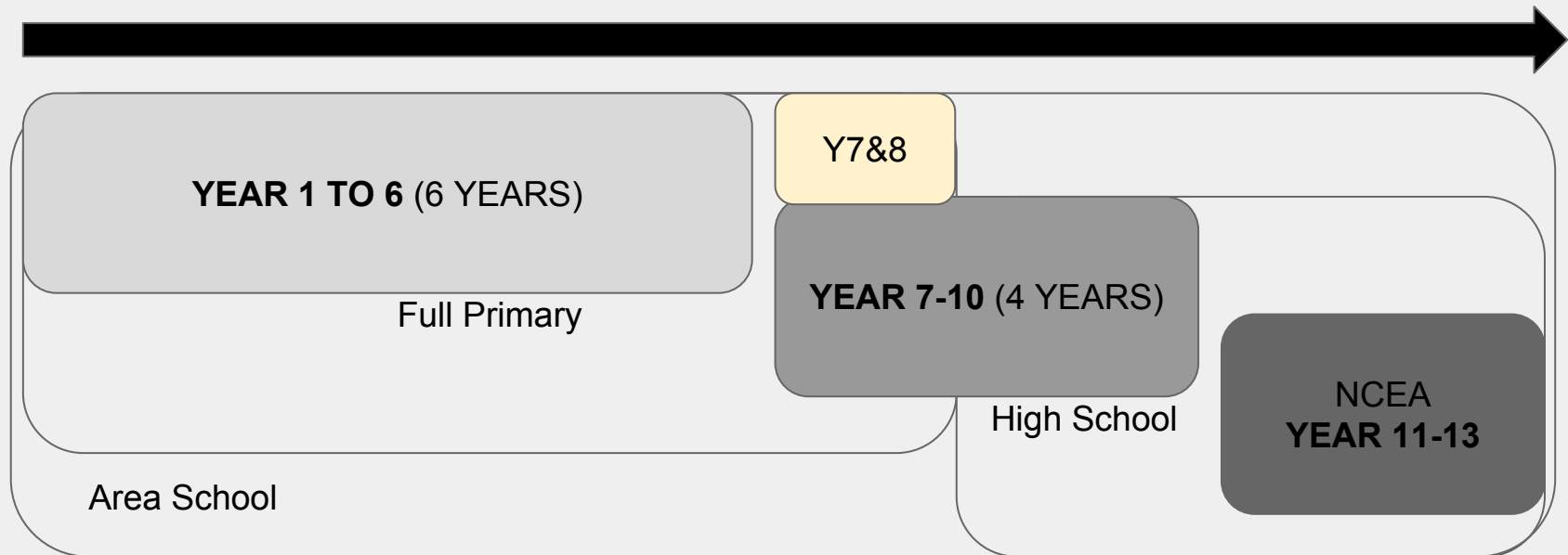


The challenge of being seamless: Broad curriculum design

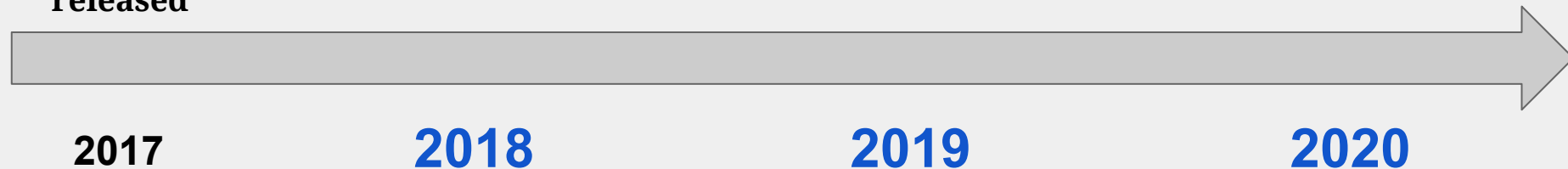
Year 0

Year 6

Year 13



So what is the timeline ?



8 Dec 2017
**Strengthened
digital
technologies
curriculum
content
released**

**Build awareness
and mobilise**
Content to be used in
teaching and learning
programmes 2018

**Increase
engagement** through
the digital
technologies and
hangarau matihiko
supporting initiatives

**Build
foundational
knowledge**

**Develop
knowledge** of
progress of
student learning

**Ongoing
support for
professional
practice**

**It is expected
that the content
will be
integrated into
all local
curricula by the
start of 2020**

2017

2018

2019

2020

What are the supports?

- Networks of Expertise
- Nationwide Digital Readiness Programme
- Centrally-Funded PLD
- The Connected Learning Advisory (CLA)



Technology Online resources

- [Technology in the NZC](#)
- [Digital technologies curriculum support](#)
- [Digital technologies updates](#)



Technology Online Newsletter

See the Technology
Online newsletter
[here](#)

Technology Online Newsletter, Vol 25, 8 November 2017

[View this email in your browser](#)



Kia ora and welcome to the twenty-fifth edition of the Technology Online newsletter. In these newsletters we keep you up-to-date with [Technology Online](#) and pass on other information that you may find useful as a member of the technology education community.

What's new on Technology Online?

New and revised resources are being loaded every week. Here are some of our recent favourites.

Digital technologies resources

[Learning with the internet of things](#)

Four videos share how students in Dunedin participated in a programme where they applied computational thinking skills to their own projects – solving real world problems.



Karakia Whakamutunga

Ka whakairia te tapu
Kia watea ai te ara
Kia tūruki whakataha ai
Kia tūruki whakataha ai
Hui e Tāiki e

*Restrictions are moved aside
So the pathway is clear
To return to everyday activities
Enriched and unified*

