Video transcript

Foundational skills – Digital Literacy

Hello and welcome.

Digital literacy is fundamental to all learning and is referred to as a foundational skill within the Victorian Curriculum F–10 Version 2.0. Digital literacy encompasses the knowledge and skills that students need to create, manage, communicate and investigate data, information and ideas, and solve problems.

The aim of this video is to familiarise you with the Digital Literacy foundational skill, which offers a comprehensive view of digital literacy within the Victorian Curriculum F–10 Version 2.0.

Let’s begin by discussing what digital literacy is. Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, as well as learning to make the most of the technologies available to them. It is context dependent and involves students deepening the knowledge and skills needed to learn effectively in the digital world.

Development of digital literacy allows students to operate and manage digital systems and practise digital safety and wellbeing while investigating, creating and communicating. As students develop digital literacy skills, they build their understanding of how to utilise digital tools when designing digital solutions.

While specific elements of digital literacy are addressed in the Digital Technologies curriculum, these concepts and skills are consolidated and extended across all curriculum areas. The digital literacy sub-elements are embedded in the elaborations in the Digital Technologies curriculum, and may be taught through the content descriptions of both Digital Technologies and other curriculum areas.

Let’s turn our attention to the features of the Digital Literacy foundational skill.

Digital Literacy is one of 3 foundational skills within the Victorian Curriculum F–10 Version 2.0. It is not a curriculum in and of itself - it is a curriculum component. It is organised as a learning continuum that describes the knowledge, skills and behaviours that students can reasonably be expected to develop from Prep to Year 10.

The Digital Technologies curriculum explicitly supports the development of digital literacy across the Victorian Curriculum F–10. Together, Digital Technologies and Digital Literacy give students the opportunity to become discerning users, productive creators, critical analysts and effective developers of digital solutions.

The Digital Literacy learning continuum is organised into 4 elements: Practising digital safety and wellbeing, Investigating, Creating and exchanging, and Managing and operating.

The Practising digital safety and wellbeing element is organised into 3 sub-elements: Manage online safety, Manage digital privacy and identity, and Manage digital wellbeing. Students are required to manage both their online safety and digital privacy and identity from Prep to Year 10 within the Digital Technologies curriculum, in the Digital Systems and Security strand, and the Data, Information and Privacy strand. These sub-elements can also be applied across the Victorian F–10 Version 2.0 in other curriculum areas.

The Investigating element is organised into 3 sub-elements: Locate information, Acquire and collate data, and Interpret data. Students are required to locate information, acquire and collect data, and interpret data from Prep to Year 10 within the Digital Technologies curriculum in the Data, Information and Privacy strand. These sub-elements can also be applied across the Victorian Curriculum F–10 Version 2.0 in other curriculum areas.

The Creating and exchanging element is organised into 3 sub-elements: Plan, Create, communicate and collaborate, and Respect intellectual property. Students are required to use digital tools to plan, create, communicate and collaborate content, and to respect intellectual property from Prep to Year 10 within the Digital Technologies curriculum in the Data, Information and Privacy strand, and the Creating Digital Solutions strand. These sub-elements can also be applied across the Victorian Curriculum F–10 Version 2.0 in other learning areas.

The Managing and operating element is organised into 3 sub-elements: Manage content, Protect content, and Select and operate tools. Students are required to manage content, protect content, and select and operate tools from Prep to Year 10 within the 3 strands, Digital Systems and Security, Data Information and Privacy, and Creating Digital Solutions. These sub-elements can also be applied across the Victorian Curriculum F–10 Version 2.0 in other learning areas.

While the Digital Literacy foundational skill is enabled primarily by the achievement of the knowledge and skills within the Digital Technologies curriculum, teachers of all curriculum areas can support their students to leave school as digitally literate individuals.

Teachers and school leaders can draw the elements and sub-elements of the Digital Literacy foundational skill across all curriculum areas of the Victorian Curriculum F-10, to provide opportunities for students to create, manage, communicate and investigate data, information and ideas.

For more information, I would encourage you to explore the Victorian Curriculum F–10 website, which provides easy access to the Victorian curriculum, including the foundational skills and all the supporting resources.

Thank you for watching.