Information and Communication Technologies (ICTs)

Cross-curriculum priority by the end of Year 3

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students explore and experiment with the use of a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

Inquiring with ICTs

Students explore and use ICTs in the processes of inquiry across key learning areas. They:

- experiment with different ICTs and select and use ICTs appropriate to the inquiry
- conduct structured searches for data and information from a limited range of sources
- organise data and information
- evaluate the data and information gathered for usefulness and credibility
- reflect on how ICTs have assisted in meeting the inquiry purposes and in developing new understandings.

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Creating with ICTs

Students experiment with and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:

- represent ideas, information and thinking
- develop imaginative responses
- record evidence of their learning
- reflect on their use of ICTs as a creative tool and identify how their responses could be improved.

Communicating with ICTs

Students experiment with and use ICTs across key learning areas to collaborate and enhance communication in different contexts for an identified audience. They:

- share and communicate ideas, understandings and responses
- consider how ICTs can be used to communicate different meanings in different situations
- apply basic communication conventions
- apply digital media to communicate
- recognise some elements of image and identity in communication
- reflect on their use of ICTs and identify ways to improve their collaboration and enhance their communication.

Ethics, issues and ICTs

Students understand the role of some ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:

- develop and apply basic protocols and practices for safe, secure and responsible use of ICTs
- examine values and identify issues and practices for using ICTs in a safe and responsible manner
- identify and acknowledge the owner(s)/creator(s) of digital information sources
- apply basic preventative strategies to address health and safety issues when using ICTs
- follow guidelines for personal safety and information security practices when using ICTs
- reflect on how ICTs are used in the community and identify their impact.

Operating ICTs

Students use a range of basic ICT functions and applications across key learning areas to inquire, create collaborate and communicate, and to manage, store and retrieve information and data. They:

- follow guidelines to use ICTs and associated processes
- explore ways to work with and manage personal ICT resources and files
- apply basic formatting features when using ICTs
- describe common ICT devices using familiar ICT terminology
- use strategies to seek help when using ICTs
- reflect on their operation of ICTs and identify what worked well and what did not.