Digital Literacy

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Foundational skills in the Victorian Curriculum F–10

The 3 foundational skills offer a comprehensive view of digital literacy, literacy and numeracy learning, describing observable skills (what students can write, say, make or do). They are fundamental to learning across the curriculum: their development is crucial to developing understanding of the key knowledge, skills and concepts in the learning areas and capabilities. They are utilised across the entire curriculum and are critical to enabling learning for all students during their years at school. All students should leave school with the necessary proficiency in literacy and numeracy and in digital literacy to fully participate in work and the community as active and informed citizens who contribute to Australian society and the economy.

These foundational skills are not described as curriculums themselves. Their development is enabled by the achievement of the knowledge and skills mainly located in the Victorian Curriculum F–10 Digital Technologies, English and Mathematics. They are further developed and applied in the other learning areas and capabilities.

* Literacy is presented as a progression. The English Version 2.0 curriculum provides the knowledge and skills that underpin literacy and the progressions have been mapped to the curriculum level expectations in English.
* Numeracy is presented as a progression. The Mathematics Version 2.0 curriculum provides the knowledge and skills that underpin numeracy and the progressions have been mapped to the curriculum level expectations in Mathematics.
* The digital literacy skills are presented as a continuum of learning, with strong links to the Digital Technologies Version 2.0 curriculum.

The foundational skills are provided as reference points to enable schools to use in their planning and evaluation of their learning programs.Future releases of the website will include resources to help teachers and school leaders use the foundational skills when planning teaching and learning for whole classrooms and for individual students.

## What is digital literacy?

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.

## How can you use the Digital Literacy learning continuum?

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

Digital literacy is context dependent and involves students developing 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 Digital Technologies, concepts and skills are consolidated and extended across all learning areas.

The Digital Literacy sub-elements are embedded in the elaborations in Digital Technologies and may be taught through the content descriptions and elaborations across the other learning areas.

## Structure

The Digital Literacy learning continuum is organised into 4 elements:

* Practising digital safety and wellbeing
* Investigating
* Creating and exchanging
* Managing and operating.

### Practising digital safety and wellbeing

This element is organised into 3 sub-elements:

* **Manage online safety** – students develop the appropriate technical, social, cognitive, communication and decision-making skills to address online risks. They recognise the content risks they face online, such as hurtful user-generated content, and the strategies involved in dealing with them.
* **Manage digital privacy and identity** – students recognise the importance of controlling and shaping their own digital identity. They create, manage and curate their online identities to positively tell their stories, while recognising that personal use of digital media may have implications for their digital footprint.
* **Manage digital wellbeing** – students consider the nature and impact of digital tool use. They learn that behaviours such as excessive screen time, digital workload, distraction and multitasking can have an impact on their health, work productivity, wellbeing and lifestyle. They understand the benefits and risks of digital participation in relation to health and wellbeing outcomes.

### Investigating

This element is organised into 3 sub-elements:

* **Locate information** – students curate information from digital resources. They use research strategies effectively to locate information and other resources. Students articulate their information and content needs, and effectively navigate information and content they encounter.
* **Acquire and collate data** – students understand how data can be generated and how to process data based on their understanding of statistics. They create or use algorithms to recognise significant patterns and improve decision-making processes. They explore relevant data sets, and read, manage and process data from a variety of sources.
* **Interpret data** – students create and build knowledge by analysing data and communicating its meaning to others, using various data visualisation tools. They present patterns, trends and analytical insights from data to facilitate problem-solving and decision-making.

### Creating and exchanging

This element is organised into 3 sub-elements:

* **Plan** – students use digital tools to plan and manage a process that considers design constraints and risks.
* **Create, communicate and collaborate** – students execute plans for the design of digital content and to develop, test and refine models to create original products. Students recognise different types of peer-to-peer communication and collaboration strategies, tools and formats, and decide which methods are most effective for individual or collaborative goals.
* **Respect intellectual property** – students understand the ethical and legal issues and responsibilities around the ownership and remixing of digital content, for example plagiarism, copyright, fair use and licensing. They demonstrate responsibility and respect for others by protecting their own digital creations and crediting others’ content when appropriate.

### Managing and operating

This element is organised into 3 sub-elements:

* **Manage content** – students interact with information and data, save content using appropriate and logical conventions, and retrieve content from personal, networked and cloud spaces.
* **Protect content** – students identify potential threats and implement relevant cyber security practices, such as using secure passwords. They use technology without compromising their data and devices.
* **Select and operate tools** – students apply technical knowledge and skills to select, use and troubleshoot appropriate digital tools. They develop an understanding of hardware and software components, and the operations of appropriate digital systems, including their functions, processes and procedures.

## Policies

Government schools are advised to refer to the Department of Education’s [Digital Learning in Schools policy](https://www2.education.vic.gov.au/pal/digital-learning/policy) regarding:

* school-based policy
* Cybersafety and Responsible Use of Digital Technologies
* external access.

Catholic and independent schools should refer to their sector authorities for advice on digital learning policies.

# Digital Literacy learning continuum

#### Element: Practising digital safety and wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sub-element | Foundation–Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| Manage online safety | use online tools that are safe, age appropriate or only used under supervision, seeking help from trusted adults when feeling unsafe | report negative or harmful online behaviour by seeking help from trusted adults | report negative or harmful online behaviour to trusted adults; know how to report it in online tools recognise when to step away from negative online social interactions | identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online toolsrecognise when to stop engaging in negative online social interactions | engage in safe, legal and ethical online behaviour and defuse negative online social interactionsrecognise the benefits and risks of anonymity online |
| Manage digital privacy and identity | recognise their personal data and that this data (including text, images and video) can be seen by others when shared onlinerecognise that online tools (website and apps) store their personal data, which forms a digital identity | identify their digital footprint (personal data stored by online tools) recognise that their digital identity represents them online and can give a negative impressiongive and seek consent before sharing online with peers and trusted adults | recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputationgive and seek consent before sharing online in trusted groups | recognise that their digital footprint is valuable and used by online tools for targeting, and that data shared online is no longer under their controlconsider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online | recognise that their actions contribute to their passive digital footprintmanage their digital identity by controlling privacy, connections and group settings, and curating postsconsent selectively to data collection after assessing the benefits and risks of an online tool privacy policy |
| Manage digital wellbeing | follow adult directions and agreed rules for the healthy use of digital tools and apply them at school and at home | follow an agreed code of conduct for the healthy use of digital tools | follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing | develop routines to support their balanced and constructive use of digital toolsidentify indicators of unhealthy usage | self-regulate the use of digital tools to purposefully enhance their wellbeingidentify and analyse how tools are designed to capture their attention |

#### Element: Investigating

| Sub-element | Foundation–Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| Locate information | use simple digital tools to explore and locate information through search engines and in documents by applying search terms, and select relevant information | locate information through search engines and in documents by applying specific search terms, and select and retrieve relevant information from multiple sources | locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources  | locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria  | locate relevant information by applying advanced search functions across multiple sources using purposefully selected and contextually specific terms and criteria |
| Acquire and collate data | collect data by counting, measuring and observing with familiar digital tools | collect and access data using a range of digital tools and methods in response to a defined question | collect and access data using a range of digital tools and methods in response to a defined question or problem | collect and access data from a range of sources using specialised digital tools in response to problems, and evaluate it for relevance | collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems |
| Interpret data | classify and group data using familiar digital tools to answer simple questions | organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions | analyse and visualise data using a range of digital tools to identify patterns and make predictions | analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions | analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions |

#### Element: Creating and exchanging

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sub-element | Foundation–Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| Plan | use simple digital tools to contribute to a basic plan to complete a task | use familiar digital tools to develop and follow a basic plan to complete a task | select and use digital tools to develop and follow a plan to complete individual tasks and collaborative projects | use simple planning tools to develop and follow a plan to complete individual and collaborative projects | use project management tools to develop and track a plan to complete individual and collaborative projects |
| Create, communicate and collaborate**\*** | use and experiment with the features of simple and familiar digital tools to create content | use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults | select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups | select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups | select and control the features of digital tools to purposefully create content and effectively communicate and collaborate with diverse groups |
| Respect intellectual property | identify and recognise ownership of class data and products that others produce, or that are produced collaboratively | respect products created by someone else by acknowledging when they use them, and use strategies such as indicating the source | respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions | respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols | respect intellectual property by identifying and applying practices that comply with legal and ethical obligations, referencing conventions, and copyright and trademark protocols  |

\*Government schools should refer to the Department of Education’s [Digital Learning in Schools policy](https://www2.education.vic.gov.au/pal/digital-learning/policy). Catholic and independent schools should refer to their sector authorities for advice on digital learning policies.

#### Element: Managing and operating

| Sub-element | Foundation–Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| Manage content | save and retrieve content with an agreed name in an app | save and retrieve content using appropriate names in agreed locations  | store content using appropriate names and folders for ease of retrieval | store and back up content online for access and editing from multiple devices | store content systematically online for access and editing (with version history) from multiple devices and ensure data is reliably backed up |
| Protect content | save and access content in their individual school account | save and access content in shared folders using their individual school account | protect content when sharing with peers and trusted adults by setting appropriate access controls  | protect content when sharing by selecting appropriate access controls for individuals and shared links for wider groups | protect content when sharing by purposefully selecting appropriate access controls for individuals and groups |
| Select and operate tools | use simple and familiar digital tools to explore and complete tasks and consolidate learningattempt to solve a problem before seeking help | select and use a range of digital tools to complete tasks attempt to solve a problem individually and with peers before seeking help | select and use the core features of digital tools to efficiently complete taskstroubleshoot basic problems and identify repetitive tasks to automate | select and use the advanced or unfamiliar features of digital tools to efficiently complete taskstroubleshoot common problems and automate repetitive tasks | select and operate advanced and emerging digital tools confidentlytroubleshoot common problems systematically and seek to improve efficiency by developing new skills |

# Glossary

access controls

Security techniques that allow an owner of content to control or regulate who can view or use it. Access controls are a means of determining who is authorised to and able to access content.

access data

To obtain data from existing sources, such as shared folders and public databases.

advanced search functions

Words and prefixes used in a search engine that narrow the focus of a web search, for example Boolean search operators or required terms, to return targeted results.

automate

To use software features, rather than repetitive manual instructions, to achieve a result; for example, using a formula in a spreadsheet to repeatedly calculate values.

back up (online)

To copy and store data remotely over the internet. Backing up online (or in the cloud) also makes it easier to access files from different digital tools.

consent

Informed and freely given agreement to engage in an activity, or permission for a specific thing to happen. This could include agreement on what personal data can be shared online.

content

Output created using digital tools, for example a greeting card, a timeline, an essay, digital art, a chart, an animation, a 3D model, a presentation, an interactive visualisation or a podcast.

criteria (search terms)

Measures or standards used as a basis for selecting relevant information; for example, only using information that is free to use or share, and restricting searches to images only.

curating posts

Selecting and organising posts created by others and sharing them with your own audience, often through social media, blogs and newsletters.

data

A general term for a set of observations or measurements collected during an investigation. Primary data is collected by the user; secondary data is collected by others.

digital footprint

The total set of traceable data left behind by a person using digital tools. A person’s digital footprint includes active data, such as emails, and passive data, such as browser history.

digital identity

How an individual is represented or perceived online, often via comments or social media posts. A person's digital identity can be based on their activities, connections or tags.

digital tools

Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information, for example software and hardware to compose and record music.

emerging digital tools

Hardware, software, platforms and digital resources whose development and applications are not yet realised or widespread, for example robotics, artificial intelligence and augmented reality.

healthy and productive use

The application of habits or rules when using digital tools, with the intention of maintaining and promoting digital wellbeing, as well as in other purposeful endeavours such as achieving positive results in learning.

interactive tools

Software that enables the actions or input of a user to change the behaviour, view or results. Interactive tools, such as spreadsheets, help users to draw conclusions and make predictions.

multidimensional data

Data that has many dimensions and values. The data is structured in many rows and columns and can be modelled and viewed in multiple dimensions, facilitating interpretation.

online behaviour

Actions taken when interacting with others in an online environment. Online behaviour should be respectful, inclusive, positive and proactive in order to minimise risks and harmful treatment.

online safety

The practice of individuals protecting themselves and others from online harm and risks that might jeopardise their personal information, lead to unsafe communications or affect their mental health and wellbeing.

online social interactions

Exchanges between individuals when using online tools, which are typically informal, for example those interactions relating to playing games or sharing experiences within a sporting group.

online tools

Digital hardware, software, platforms and resources that are connected and support communication between users, for example websites for online shopping and fitness apps.

personal data

Data and information that can readily identify an individual, for example a person's name, signature, home address, email address, photographs, phone number and date of birth.

planning tools

Software that assists in setting out tasks, time allocations, resources and responsibilities, often in collaborative work, for example timeline tools and spreadsheets.

privacy policies

Statements that explain how organisations or parties will use, disclose and manage an individual’s personal information. The policies should be designed to ensure an individual’s or entity’s privacy.

project management tools

Software that supports the planning and tracking of projects, for example by providing visualisations of the workflow, timeframe and resources involved in completing a project.

relationship

The connection between a stimulus and an effect, which can often be more easily understood when data is visualised, for example on a chart showing ice cream sales and daily temperatures.

search engines

Software programs that help people find information they are looking for online. A search engine searches for and identifies items in its database that correspond with specified keywords.

troubleshoot

To solve technical problems by tracing and correcting faults; for example, restarting a digital tool or ensuring that cables are correctly connected.

trusted adults

Reliable people who children feel comfortable talking to if they are upset or need help when engaged in online activities. They might include family members, carers and teachers.

trusted groups

Reliable friendship or formal groups (e.g. school groups) in which children feel confident and safe when communicating and collaborating online.

unhealthy usage

The use of digital tools in a way that is not balanced or conducive to a person's health and wellbeing, for example responding to all notification sounds and spending excessive time on-screen.

visualise data

To present data in a summarised form to help with communication and analysis, for example sorting and presenting data as a chart showing spending trends to facilitate financial decision-making.

wellbeing (digital)

A person's physical and mental health, safety and relationships when using digital tools. It involves developing and maintaining a healthy relationship with digital tools.