Raranga Matihiko

Weaving Digital Futures

Progression Outcomes – decoded for learners

Designing and developing digital outcomes for progress outcomes 1-3

1

Progress Outcome

In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve and share digital content in order to meet technological challenges.
In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later.

Decoded for learners

With the help of my teacher, I can create, edit, save and open digital content to solve a problem.

I can name some types of digital devices and what they are used for. I know digital devices are made by people.

I can use some applications.

I can name the inputs and outputs of a digital device.

I know devices save files, and if the files are saved correctly, they can be opened again later.

TESTING   SHARI...

STORING

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2

Progress Outcome

In authentic contexts and taking account of end-users, students make decisions about creating, manipulating, storing, retrieving, sharing and testing digital content for a specific purpose, given particular parameters, tools, and techniques. They understand that digital devices impact on humans and society and that both the devices and their impact change over time. Students identify the specific role of components in a simple input-process-output system and how they work together, and they recognise the "control role" that humans have in the system. They can select from an increasing range of applications and file types to develop outcomes for particular purposes.

Decoded for learners

I create, edit, save, open, share and test digital content for different purposes. I make choices from options the teacher gives me.

I know that digital devices change over time, and they make a difference to people and to society (positive and negative).

Looking at a digital device, I can identify the parts responsible for input, processing and output, and I can describe how they work together.

I know that people control digital devices.

I can use more different applications and file types to create digital content for a specific purpose.

3

Progress Outcome

In authentic contexts, students follow a defined process to design, develop, store, test and evaluate digital content to address given contexts or issues, taking into account immediate social, ethical and end-user considerations. They identify the key features of selected software and choose the most appropriate software and file types to develop and combine digital content.

Students understand the role of operating systems in managing digital devices, security, and application software and are able to apply file management conventions using a range of storage devices. They understand that with storing data comes responsibility for ensuring security and privacy.

Decoded for learners

While focusing on the context and issues, I can follow the steps to design, create, save, test and evaluate digital content.

I think about my end-user and about social and ethical issues when I create my digital content.

I can choose the best digital tool and file type for my purpose.

I can talk about the main points of the applications I choose.

I can combine content from different applications.

I understand what an operating system is and what it does.

I know about security (viruses, malware, hacking etc).

I can explain what applications are and what they do.

I can use file management conventions, and I can save my digital content in different places.

I understand that I am responsible for ensuring that I save data responsibly and this includes considering security and privacy.

Resources

References:
Ministry of Education. (2017). Technology in the New Zealand Curriculum. Wellington, New Zealand: Author.

Additional Links:
Kidspeaking the literacy progressions
Digital Technology Glossary

Additional Support:

Technology online
http://technology.tki.org.nz/

Kia Takatū ā-Matihiko | Digital Readiness
https://kiatakatu.ac.nz/

DTHM for Kaiako
https://www.dthm4kaiako.ac.nz/

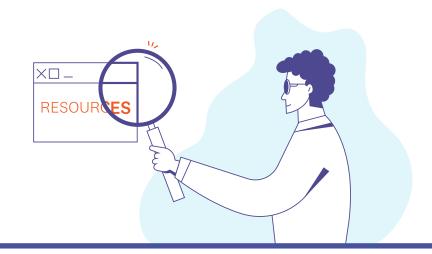**Developed by Monika Kern and Tara Fagan, Raranga Matihiko.**

About us

Raranga Matihiko | Weaving Digital Futures empowers ākonga/kaiako to think, challenge and create using authentic integrated experiences. We work with NZ schools and Kura to provide opportunities for tamariki through digital technologies. We are based in four locations – Waitangi, Auckland, Hawkes Bay and Wellington and are run through our partnership museums Te Papa, MTG Hawkes Bay and Te Kōngahu Museum of Waitangi.

We currently cater to schools that are decile 1-3 and are within a 100km of the museums and all kura within a 120km radius as part of the Ministry of Education Digital Technology for All Equity Fund.

The resources and information on our website are available to all teachers, kaiako and whānau.

RESOURCES

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www.rarangamatihiko.com

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