Welcome to ACARA's online questionnaire on the draft Shape of the Australian Curriculum: Technologies

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the draft Shape of the Australian Curriculum: Technologies.

Broad feedback on the draft Shape Paper is sought in relation to:

- The clarity and coherence of the background and introduction.
- The clarity and coherence of the nature of the learning area and the aims.
- The proposed organisation and structure of the F–12 Technologies curriculum.
- The coherence and appropriateness of the proposed scope and sequence for Technologies F–12.
- The clarity, coherence and appropriateness of the descriptions of how the general capabilities and cross-curriculum priorities apply in the Technologies curriculum.

Please review the draft Shape of the Australian Curriculum: Technologies from the link below (this will open a new window):


Once you have reviewed the draft Shape Paper, please provide a rating for all questions by checking the appropriate box. If you wish to elaborate on your rating or disagree with any of the statements in the questionnaire, there is an opportunity to include comments. These might outline why and how you believe improvements can be made. Comments are optional and can be accessed following completion of the ratings.

If you wish to prepare more detailed feedback, you can submit additional notes to the questionnaire (details of how to do this will be provided at the end). It will assist analysis if the notes are organised around the headings in the questionnaire which reflect the draft Shape paper. Please email any additional comments or submissions to technologies@acara.edu.au with the subject heading Draft F–12 Australian Curriculum: Technologies and include the cover sheet.

Please note: The online questionnaire will automatically timeout after 60 minutes of inactivity.

CONSULTATION CLOSE

Questionnaires can be submitted until Sunday 3 June 2012.

Thank you for your feedback.
BACKGROUND INFORMATION

1. Are you responding as an individual or organisation?
   a. Individual
   b. Organisation

Individual feedback

2. In which state or territory are you primarily based? (Check as appropriate.)
   a. Australian Capital Territory
   b. New South Wales
   c. Northern Territory
   d. Queensland
   e. South Australia
   f. Tasmania
   g. Victoria
   h. Western Australia
   i. International

3. On which technologies context are your responses based? (Select one or more.)
   a. Agriculture/primary industries
   b. Constructed environments
   c. Design and technologies
   d. Digital technologies
   e. Engineering
   f. Food technologies
   g. Graphic technologies
   h. Industrial technologies
   i. ALL
   j. Other (please specify _____________________________)

Individual feedback

4. Which category of respondent best describes your perspective?
   a. Primary teacher (generalist)
   b. Primary teacher (technologies specialist)
   c. Secondary teacher (generalist)
   d. Secondary teacher (technologies specialist)
   e. School leader
   f. Academic
   g. Industry or business member
   h. Parent
   i. Student
   j. Other (please specify) _____________________________
Group feedback

5. *If you are providing a group or institutional response (e.g., school, professional association, university faculty, education authority) which category of respondent best describes your perspective?*
   a. School
   b. Professional association
   c. University faculty
   d. Education authority
   e. Industry
   f. Other (please specify) ________________________________

6. *What is the name of your group/institution? ________________________________*

7. *How many people have contributed to this response? ________________________________*

**QUESTIONNAIRE**

Please respond to the questions by identifying the most suitable response along this scale:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Please make additional comments where indicated.

**BACKGROUND**

8. *The Background for the Australian Curriculum: Technologies makes clear what the learning area includes.*

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

   Comments:

**KEY CONSIDERATIONS**

9. *A structure based on Design and technologies and Digital technologies as two strands in Foundation to Year 8 followed by two distinct subjects in Years 9 to 10 is appropriate for the development of the Technologies curriculum.*

   Note: Additional questions on the strand and sub-strand structures are included in the Structure section of the questionnaire.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

   If you disagree, what alternative approaches would you support?

   Comments:
INTRODUCTION

10. The Introduction for the Australian Curriculum: Technologies makes clear the important contribution of the Technologies curriculum for all young Australians.

   Strongly agree          Agree       Disagree       Strongly disagree

   Comments:

11. The section, The contribution of technologies education to students’ lives, appropriately captures the main contributions to students’ education.

   Strongly agree          Agree       Disagree       Strongly disagree

   Comments:

12. The section, Technologies education for diverse learners, appropriately shows how the Technologies curriculum will address student diversity.

   Strongly agree          Agree       Disagree       Strongly disagree

   Comments:

NATURE OF THE TECHNOLOGIES LEARNING AREA

13. The section, Nature of the Technologies learning area, appropriately reflects the features and key concepts of Technologies education.

   Strongly agree          Agree       Disagree       Strongly disagree

   Comments:

AIMS

14. The Aims make clear the intended learning for students in the Australian Curriculum: Technologies.

   Strongly agree          Agree       Disagree       Strongly disagree

   Comments:

STRUCTURE

Overarching idea

15. The overarching idea of ‘Engaging in creating preferred futures’ for both Design and technologies and Digital technologies is appropriate for a 21st century Technologies curriculum.

   Strongly agree          Agree       Disagree       Strongly disagree

   Comments:
Questions 16 to 25 focus on the strand and sub-strand structure proposed for each of Design and technologies and Digital technologies. If you disagree with a statement, please indicate in your comments an alternative structure you would support.

Foundation to Year 8

**Strands**

16. From Foundation to Year 8 the two strands: Design and technologies and Digital technologies provide an appropriate structure for writing the Technologies curriculum.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

**Sub-strands: Design and technologies**

17. From Foundation to Year 8 the two sub-strands for Design and technologies: Knowledge and understanding; Processes and production, provide a coherent structure for describing the important elements of learning in Design and technologies.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

18. From Foundation to Year 8 the two sub-strands for Design and technologies: Knowledge and understanding; Processes and production, provide a useful structure for developing teaching and learning programs for Design and technologies.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

**Sub-strands: Digital technologies**

19. From Foundation to Year 8 the two sub-strands for Digital technologies: Knowledge and understanding; Processes and production, provide a coherent structure for describing the important elements of learning in Digital technologies.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:
20. From Foundation to Year 8 the two sub-strands for Digital technologies:
Knowledge and understanding; Processes and production, provide a useful structure for developing teaching and learning programs for Digital technologies.

Strongly agree  Agree  Disagree  Strongly disagree

Comments:

Years 9 to 12
Subjects

21. From Year 9 to Year 12 Design and technologies and Digital technologies will be developed as separate subjects that students may choose to study, noting that students may also choose to study Technologies subjects offered by states and territories that complement and do not duplicate the Australian Curriculum.

From Year 9 to Year 12 the two subjects: Design and technologies and Digital technologies provide an appropriate structure for writing the Technologies curriculum.

Strongly agree  Agree  Disagree  Strongly disagree

Comments:

Sub-strands: Design and technologies

22. From Year 9 to Year 12 the two sub-strands for Design and technologies:
Knowledge and understanding; Processes and production, provide a coherent structure for describing the important elements of learning in Design and technologies.

Strongly agree  Agree  Disagree  Strongly disagree

Comments:

23. From Year 9 to Year 12 the two sub-strands for Design and technologies:
Knowledge and understanding; Processes and production, provide a useful structure for developing teaching and learning programs for Design and technologies.

Strongly agree  Agree  Disagree  Strongly disagree

Comments:

Sub-strands: Digital technologies

24. From Year 9 to Year 12 the two sub-strands for Digital technologies: Knowledge and understanding; Processes and production, provide a coherent structure for describing the important elements of learning in Digital technologies.

Strongly agree  Agree  Disagree  Strongly disagree
25. From Year 9 to Year 12 the two sub-strands for Digital technologies: Knowledge and understanding; Processes and production, provide a useful structure for developing teaching and learning programs for Digital technologies.

   Strongly agree   Agree   Disagree   Strongly disagree

Comments:

ORGANISATION OF THE TECHNOLOGIES CURRICULUM

26. The organisation of the Technologies curriculum in bands is appropriate.

   Strongly agree   Agree   Disagree   Strongly disagree

Comments:

SCOPE AND SEQUENCE

The Technologies curriculum across the years of schooling

27. The description and sequence of Technologies curriculum across the years of schooling is appropriate.

   Strongly agree   Agree   Disagree   Strongly disagree

Comments:

Design and technologies across the years of schooling

28. The description and sequence of Design and technologies learning in the Foundation to Year 2 band is appropriate.

   Strongly agree   Agree   Disagree   Strongly disagree

Comments:

29. The description and sequence of Design and technologies learning in the Years 3 to 4 band is appropriate.

   Strongly agree   Agree   Disagree   Strongly disagree

Comments:

30. The description and sequence of Design and technologies learning in the Years 5 to 6 band is appropriate.

   Strongly agree   Agree   Disagree   Strongly disagree
31. The description and sequence of Design and technologies learning in the Years 7 to 8 band is appropriate.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

32. The description and sequence of Design and technologies learning in the Years 9 to 10 band is appropriate.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

33. The description and sequence of Design and technologies learning in the senior secondary (Years 11 to 12) band is appropriate.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

34. The progression from one band to another in the Design and technologies scope and sequence is logical.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

Digital technologies across the years of schooling

35. The description and sequence of Digital technologies learning in the Foundation to Year 2 band is appropriate.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:

36. The description and sequence of Digital technologies learning in the Years 3 to 4 band is appropriate.

   Strongly agree  Agree  Disagree  Strongly disagree

   Comments:
37. The description and sequence of Digital technologies learning in the Years 5 to 6 band is appropriate.

*Strongly agree*  *Agree*  *Disagree*  *Strongly disagree*

Comments:

38. The description and sequence of Digital technologies learning in the Years 7 to 8 band is appropriate.

*Strongly agree*  *Agree*  *Disagree*  *Strongly disagree*

Comments:

39. The description and sequence of Digital technologies learning in the Years 9 to 10 band is appropriate.

*Strongly agree*  *Agree*  *Disagree*  *Strongly disagree*

Comments:

40. The description and sequence of Digital technologies learning in the senior secondary (Years 11 to 12) band is appropriate.

*Strongly agree*  *Agree*  *Disagree*  *Strongly disagree*

Comments:

41. The progression from one band to another in the Digital technologies scope and sequence is logical.

*Strongly agree*  *Agree*  *Disagree*  *Strongly disagree*

Comments:

**GENERAL CAPABILITIES**

42. The broad description of the Literacy general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

*Strongly agree*  *Agree*  *Disagree*  *Strongly disagree*

Comments:
43. The broad description of the Numeracy general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree

Comments:

44. The broad description of the ICT general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree

Comments:

45. The difference between the ICT general capability and the Digital technologies curriculum is clear.

Strongly agree          Agree       Disagree       Strongly disagree

Comments:

46. The broad description of the Critical and creative thinking general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree

Comments:

47. The broad description of the Personal and social general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree

Comments:

48. The broad description of the Ethical behaviour general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree

Comments:
49. The broad description of the Intercultural understanding general capability in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree
Comments:

CROSS-CURRICULUM PRIORITIES

50. The broad description of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures, in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree
Comments:

51. The broad description of the cross-curriculum priority, Asia and Australia's engagement with Asia, in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree
Comments:

52. The broad description of the cross-curriculum priority, Sustainability, in relation to Technologies provides appropriate direction to inform the development of the detailed curriculum.

Strongly agree          Agree       Disagree       Strongly disagree
Comments:

KEY TERMS

53. The Key terms are described clearly.

Strongly agree          Agree       Disagree       Strongly disagree
Comments:

54. The descriptions are appropriate for the learning area.

Strongly agree          Agree       Disagree       Strongly disagree
Comments:

GENERAL COMMENT

55. The overall directions proposed in the Draft Shape of the Australian Curriculum: Technologies paper are appropriate.

Strongly agree          Agree       Disagree       Strongly disagree
Comments: