

July 2021

ABCN Submission to ACARA's 2021 Australian Curriculum Review Consultation:

Digital Technologies and Digital Literacy

ABCN is making a submission to ACARA's Australian Curriculum Review Consultation. This submission relates to the Digital Technologies Learning Area and Digital Literacy General Capability. We have prepared a separate submission for the General Capabilities: Personal & Social Capabilities, Critical & Creative Thinking, Intercultural Understanding and Ethical Understanding.

Please find this submission below.

Background on ABCN

Australian Business & Community Network (ABCN) is Australia's largest network of businesses and low socio-economic schools working together to support young people to thrive in the future world of work. We support young people to develop the skills and mindsets, confidence and aspirations to succeed after school through structured workplace mentoring and school/business partnerships.

Our mentoring programs are structured to expose young people to the corporate world of work and the variety of career pathways, build relationships between young people from low socio-economic backgrounds and mentors from business to help build confidence and understanding in the young people, and build the skills and mindsets of young people for the world of work. For instance, our award-winning¹ programs cover capabilities such as building understanding of personal strengths, how to set and achieve goals, how to build relationships and collaborate within a team, how to lead and motivate others, how to develop innovative solutions to problems. At the same time, the business mentors develop their coaching skills, develop their understanding of different generations and cultures, and feel more engaged in their organisation. The programs have a significant impact on students in the short and long-terms. For example: 94% of ABCN Goals students understand how their strengths relate to the business world, vs 41% before the program; 90% of former ABCN Goals and ABCN Aspirations students completed year 12 in 2020, vs 68% the average for disadvantaged students and 82% national average.

Started as a non-profit in 2005, we now have almost 40 leading corporate businesses as our members: Accenture, Allen & Overy, American Express, Ashurst, Bain & Company, BlueScope, Chevron, Commonwealth Bank, CSR, Energy Australia, EY, FujiFilm, Hall & Wilcox, Hewison Private Wealth, iag, JP Morgan, KKR, Korn Ferry, KPMG, Lendlease, LinkedIn, Macquarie, Microsoft, MinterEllison, nbn, Nous, Okta, Optus, PwC, Stockland, TAL, Tata Consultancy Services, UBS, Ventia, Watersure, Western Sydney Airport, Westpac, WSP². We also have 200 low socio-economic schools as our partners <https://abcn.com.au/students-schools/>.

¹ Since inception ABCN programs have been presented with 11 Global Best Awards by the International Partnership Network in recognition of world-class business-education partnerships

² Note – These companies are our members but there is no implication that they contributed to ABCN's curriculum review, or that this submission reflects their views or they endorse it



Since inception, have supported over 50,000 students through mentoring, supported by over 40,000 volunteers from our business partners. For more background on ABCN and our programs, please see our website www.abcn.com.au and watch a 2 minute video <https://vimeo.com/510974641>

Why we decided to make a submission

We are contributing to this consultation to ensure the following:

1. The curriculum builds the capabilities that young people need to be successful in early career employment
2. The curriculum supports students from low socio-economic backgrounds who may face particular barriers in building the digital skills, competencies and behaviours needed for the future world of work.

We have a unique perspective as we work closely with both low socio-economic schools and with leading businesses. Through the delivery of our programs which focus on preparing young people for the future and our deep relationship with a variety of businesses, we understand the most important capabilities young people need for the world of work, and which of these they face the greatest challenges in developing.

How we developed this submission

To develop this submission, we undertook the following process:

- Surveyed our schools on “Preparing Young People for Digital Futures”. We received 48 responses from our schools. This has significantly informed the entire submission and more detail of the results of this survey are found in the Appendix.
- Worked with Grok Learning <https://groklearning.com/> to develop the structure of our consultation
- Advised all our member companies we were going to make a submission and invited them to be part of a consultation process
- Ran 4 consultation sessions with member company volunteers. 2 sessions were particularly focused on Digital Technologies and Digital Literacy, and 2 more broadly on the General Capabilities. However, there was significant overlap in the discussions and the outcomes from all the sessions have been fed into this submission
- Ran 4 sessions with a small group of company representatives, to ensure the feedback from the large consultation sessions was captured accurately
- Consulted with our Principal Reference Council about our initial findings from the first 2 sessions
- Reviewed literature around the future of work and digital capabilities and the digital divide

Through this process, 18 of our member companies participated in the consultation, with 66 individuals involved, and 52 schools were involved through the survey completion and Principals Reference Council.

The business individuals involved ranged from recent graduates, technology professionals across a very diverse set of subfields, consultants around the future of work, human resources and learning and development professionals, and corporate & social responsibility professionals. The companies came from the technology and telecommunications, finance and insurance, consulting, infrastructure, legal and resources sectors.



However, the views expressed in this submission are ABCN's own – there should be no implication that they represent the views of any of our individual members and we are deliberately not including the names of the companies who were involved in the consultation to ensure that there are no assumptions about whether they agree with this submission or not. Similarly, while Grok Learning has been an invaluable support in helping ABCN structure the consultation process, there is no implication that this submission represents Grok Learnings' views.

Opening remarks on the submission

ABCN believes that developing a broad digital capability at school is vital preparation for life after school including full participation in the workforce.

The proposed Digital Technologies and Digital Literacy curriculum addresses many capabilities that business requires of new joiners. We support the change in name of the ICT capability to Digital Literacy. We are also really pleased to see how the curriculum is moving with changes to digital environment, as evidenced by the welcomed inclusion of privacy and security in the Digital Technologies curriculum.

While the curriculum is strong and there are positive changes, we note:

- In our experience, and that our schools and member companies, **many young people who are finishing school do not have the digital capabilities that are required to enter the workforce** in general roles. Some of these gaps are despite the competencies being outlined in the current ICT / Digital Technologies Curriculums, and some of the capabilities are not addressed in the current curriculum. In particular, in our consultation, businesses emphasised gaps around:
 - **Technology norms at work** including appropriate use of workplace communication tools depending on the audience e.g., internal chat platforms vs external emails, for example
 - **Competence across the Microsoft Office/ Google Suites.** e.g., spreadsheets, word processing, email/ calendars. document management, presentation software. In our survey of schools included in the appendix this was highlighted a number of times.
 - **Analysis, Management and Presentation of Data** – Facility with Data is becoming an absolutely essential workplace competency and our companies expect this only to increase in importance, across all sectors and roles. For example, in one of our companies the entire workforce of over 6,000 people have been required to do a 2 day intensive data workshop, regardless of their role in the business
 - **Attitudes to technology and breadth of exposure** – Our companies emphasised mindsets relating to technology as well as specific technology competencies. They talked about the need for new joiners to be able to teach themselves new technologies, to be able to experiment and select among technologies to meet their needs, to have a generally positive attitude to technology, and to be assessing technology from the point of view of user experience. They also talked about having an understanding of the breadth of technology.



- **Privacy, Cyber Security and Digital Well-being** – Our companies identified how important privacy, cyber and digital well-being concerns are now. In business, individuals need to manage these for themselves, but also need to be aware of the implications of their actions for the privacy, cyber security and digital well-being of the clients of businesses.
- **Young people from low socio-economic backgrounds with low access to technology at home face acute barriers to developing the necessary digital capabilities.** These barriers are compounded if their families also have low exposure to technology in the workplace so the young people are not aware of the importance of these capabilities. People with only mobile access to the internet or in households in the bottom quintile have the lowest digital inclusion rates in Australia³, and this is evidenced in their capabilities upon leaving school. The digital divide is further covered in the Appendix of this submission, but here are a couple of quotes to illustrate the challenges:

“Lots of students have data and can access technology on their phone. They can aptly use social media, but in terms of using Office and other programs they are limited. Quite a few students do not have access to a computer at home.”

“I believe that unless the basic are covered then there is no point in going any further. Technology teaching is hampered by the fact that the students do not have access at home to computers and therefore struggle with even the basic skills... We do have a specialist IT class at the school and that teacher and the students do work on more advanced skills such as coding, but for the vast majority of the students this is not important and they are not exposed to such technical skills at home or at school. I don't think these specialist skills or the teacher knowledge of careers is as important as getting students to be able to do the absolute basics which they would need in any job. Such as sending e-mails and adding attachments which some students still can not do.”⁴

- **Digital capabilities are generally not included in school reports in the upper years of school**, unless the student is taking the Digital Technologies elective. This lack of feedback to parents on the development of these skills, both underrates the importance of this skills to their children's future, and raises questions of how deliberate the development and measurement of the general capabilities such as Digital Literacy are.
- While there has been a significant digital upskilling of educators and students through the pandemic, **schools⁵ still identify gaps in the digital capabilities of educators as well as challenges in recruitment of technology educators as key barriers** to developing the digital capabilities of young people
- Australia has in general spent much less time than other major economies in remote schooling in the last 18 months. While this has been a great blessing, it means **students and educators in other countries are likely to be significantly more digitally capable than their Australian counterparts given how much time they have spent in online learning.** There is a real danger that Australia will be left behind digitally because of this.

³ https://digitalinclusionindex.org.au/wp-content/uploads/2020/10/TLS_ADII_Report-2020_WebU.pdf

⁴ Source: ABCN survey of 48 low socio-economic schools on “Preparing Young People for Digital Futures”

⁵ Source: ABCN survey of 48 low socio-economic schools on “Preparing Young People for Digital Futures”



- **There are persistent differences between male and female students' aspirations in digital technology careers⁶** as well as those with high cultural capital and having parents in a STEM occupation
- **Business is at the forefront of the technology development, and so can play a useful role in advising on curriculum development particularly in digital technologies/ digital literacy.**

High-level Submission Recommendations

ABCN has developed high level and more detailed recommendations as part of our submission. All of our recommendations are to address one or both of the following 2 objectives:

1. The curriculum builds the capabilities that young people need to be successful in early career employment
2. The curriculum supports students from low socio-economic backgrounds who may face particular barriers in building the digital skills, competencies and behaviours needed for the future world of work.

Through consultation with ABCN's businesses and schools, as well as our own review of the literature and evidence, ABCN is making the following general recommendations to the curriculum review:

1. **Digital Technologies is a compulsory subject in the curriculum until the end of Year 10.** We are making this recommendation to ensure that young people explicitly build technology skills throughout their education, as well as use these skills across other learning areas. This recommendation reflects the exponential demand for digital skills in the world of work and the need for these technology capabilities to be continuously and explicitly developed at senior levels of education. The current inclusion of digital literacy concepts in other learning areas is helpful, but does not replace the explicit teaching that is required. This is also an equity issue, as young people with low access to technology at home and lack of role models who use technology in the workplace, face barriers in just getting the breadth of exposure to digital required for the world of work.
2. There needs to be **greater ownership and specification of how Digital Literacy is to be developed in other learning areas to ensure it is really developed as a general capability**, and so all students develop the required digital literacy skills, whatever the digital capabilities or interests of their educators. Feedback from our schools⁷ suggests that educator digital capability and use of digital tools in education is very mixed, which makes it difficult to ensure all students are developing the digital capabilities they need. We support the work that has been done already in this curriculum review to do this, and suggest that it needs to go further - for example, articulating the number of projects or activities that should incorporate different digital literacy skills as a guide for each learning area i.e., in History, it is expected that in Year 9 / 10 there are at least 2 projects where students communicate to the class using at least 2 digital products they have created in different software, undertake at least 1 project where they need to evaluate a range of online sources and the strengths and weaknesses of these, and 1 project where the

⁶ Holmes, K., Gore, J., Smith, M., & Lloyd, A. (2017). An integrated analysis of school students' aspirations for STEM careers: Which student and school factors are most predictive? *International Journal of Science and Mathematics Education*. 16, 655-675 doi:10.1007/s10763-016-9793-z <https://link.springer.com/article/10.1007/s10763-016-9793-z>

⁷ Source: ABCN survey of 48 low socio-economic schools on "Preparing Young People for Digital Futures"



student needs to collect and evaluate and present data using basic spreadsheet functions. Alternatively, under each learning continuum description for Digital Literacy, there is the opportunity to provide content elaboration that is directed to different learning areas, which is then cross-referenced to the curriculum of those learning areas.

3. **The expression of the learning continuum of both the Digital Technologies Learning Area and the Digital Literacy Capability could be clearer in more real-world terms, with more practical, hands-on examples, supported by learning materials.** This is particularly the case in the Digital Literacy Capability which has no Content Elaboration, unlike the Digital Technologies curriculum. Some expressions in the curriculum could not be understood by professionals working in the technology sector. More concrete expressions will allow educators and students to assess themselves against these. As part of that, we suggest there is value in making an **expression in real-world terms, of what digital capabilities all students should be leaving school with, regardless of their subject choices.** For example, a clear outline of the level of competency relating to the Microsoft Office/ Google suite
4. **The Digital Technologies and Digital Literacy curriculum could prioritise areas, or give guidance on how much time educators are expected to focus in different areas.** While these would just be guidelines, it is an opportunity for educators and students to better understand what the curriculum writers see as most important and able to direct their efforts.
5. **To drive motivation in developing digital skills, and to make them more relevant post-school, the Digital Literacy and Digital Technologies curriculum should have grounding in the World of Work.** It will make the curriculums richer, and more relevant and purposeful for students, and also better prepare students for life after school. Motivation and understanding of the relevance of digital skills reportedly increased through the pandemic⁸. The experience of remote learning was like an insight into the world of work, where individuals constantly engage digitally for purposeful work, as well as socialising. This is also an equity issue as students who have low access to technology at home or whose families may not use technology at work will be particularly unfamiliar with the appropriate use of technology in the world of work and the variety of roles it plays. This gap in understanding of how to appropriately use digital tools in the world of work was a key gap for new joiners identified by business.
6. **Explicitly addressing technologies positive contribution to society, and the breadth of its contribution, including through the world of work would be valuable** in the curriculum as a way **to addressing the significant gender imbalance** in the sector. The gender divide in digital is extremely well documented, and the curriculum can address this partly through bringing this lens to technology and technology careers.
7. **The curriculum should put more emphasis on the mindset with which people approach technology as this is of vital importance.** For example, a positive attitude to technology, an openness to experimenting with different technologies, adaptability of the use of technology, and mindset around the value of data are critically important

⁸ Source: ABCN survey of 48 low socio-economic schools on “Preparing Young People for Digital Futures”



8. **Technology is constantly changing**, and there needs to be flexibility in the curriculum for students to be exposed to these changes, and what this might mean. This could be a section within digital technologies that is around future focused technologies.

As well as this high-level submission, we have the following detailed recommendations to make:

Digital Technologies Curriculum. The comments below focus particularly on the Year 7/8 Curriculum Elements as this is the last curriculum that is compulsory across all students

- **Digital Systems** – This curriculum area could include a component that aims to expose students to breadth of emerging technology, and particularly how it is addressing to solve the world’s problems
- **Acquiring, managing and analysing data** – The analysis and presentation of data are a vital gap in capabilities in the workforce. We suggest separating the analysis of data into 1 point, and then the presentation/ storytelling around data into another point as both have specific capabilities around them. There could be an additional point about seeing the ways that data can be used to solve important real-world problems
- **Investigating and Defining** – In this area, the curriculum could include a content description standard around exploring and experimenting with variety of technologies to address experimentation mindset that business has identified
- **Producing and implementing** – In our consultation, businesses reflected that a deep knowledge of 1 programming language is of more value than a shallow knowledge of a number. This could be articulated in this section.
- **Collaborating and Managing** - We support the identification of “specific audience” in this learning outcome. We feel the use of the term Agile is not appropriate, and would be better served by “.. And plan, project manage and collaborate on digital projects...” In general, project management is a skill we feel could be better articulated here and is an important gap.
- **Privacy and Security** – We really welcome this inclusion. In the Year 7/8 content description, should include broader risk management, risk mitigation and strategies to managing threats, as well as the identification of threats, and reflect cyber as a mindset. Content Elaboration may include students identifying risks to their own money, and how you would protect against these, and likelihood of threat.

Digital Literacy Curriculum - The comments below particularly focus on the Year 9/10 Learning Continuum as this is the closest to school completion

- **Communicating and collaborating** – This is an area where businesses identify particular gaps in new joiners in communicating appropriately in a work context.
- **Investigating** – The analysis and presentation of data are a vital gap in capabilities in the workforce. We suggest separating the analysis of data into 1 point, and then the presentation/ storytelling around data into another point as both have specific capabilities around them.



- **Managing and operating** – The first capability statement “Save information and data...” is quite obscure. It needs to be written in simple language.
- **Managing and operating** - This section should include explicit competency around use of Office/ Google Suite including Word, Powerpoint, Excel, Emails, file structures structures. Spreadsheets are partly addressed elsewhere, and other parts touched upon, but these need to be acknowledged all together.
- **Practising digital safety and well-being** - Digital well-being not as well covered as digital safety and is a significant issue for both young people and adults. We suggest this includes understanding techniques companies use to make digital engagement addictive, and development of specific strategies to manage digital well-being.

As part of our consultations, we have developed a body of examples of capabilities which could be used as part of the content elaboration, as well as a draft of the practical digital skills business is looking for all young people to have. We are happy to provide these to ACARA if they are useful.

ABCN and its network of businesses are passionate about supporting young people to develop the skills and capabilities to thrive after school. If there are other forums where the shared perspective of business and education are valuable, or ways we can support our shared objectives, please do not hesitate to reach out.

Thank you for your consideration.

Yours sincerely,

Australian Business & Community Network

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Appendix 1: The Digital Divide & Preparing Young People For Digital Futures – ABCN Survey

There is well-documented evidence of gaps in access, skills and attitudes to technology between advantaged and disadvantaged young people.

For instance, in the 2020 (pre-pandemic) Australian Digital Inclusion Index, advantaged households had a digital inclusion score of 73.8 vs 43.8 of the lowest quintile, vs the national average of 63.0. This gap has persisted since the index started. This index measures access, affordability and digital ability.

For young people, the gaps take many forms – from not having access to data and devices at home, to not having parents who can support them in developing digital skills, to not having role-models who highlight the value of digital skills for work.

COVID-19 made some of these gaps much more visible. For instance, NSW Education identified that around 10% of its students didn't have adequate access to data and devices to participate in remote learning. In low socio-economic schools in ABCN's network, this was up to 50% of students.

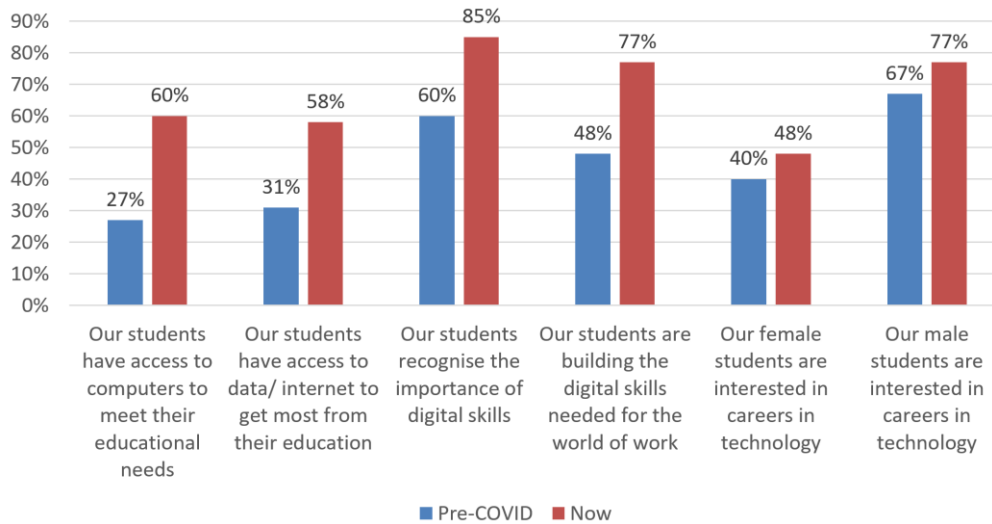
As a response to this, ABCN's network of companies donated over 1600 devices to our schools and ABCN worked with Optus to provide over 1,000 students with a free phone plan including talk, text and data.

As the technology revolution in the workplace was fast-forwarded through COVID, the impact of having poor digital access, skills and attitudes are likely to be dire. Given Australia's relatively short engagement with online learning, there may also be a comparative disadvantage in digital skills being developed by Australian students and schools relative to their international peers.

In the beginning of 2021, ABCN conducted a survey with our schools around how the pandemic had changed the relative digital capabilities, motivation and access of students and educators. The below are the summary of responses from 48 schools and has been used as a reference for the submission. These results will be published in an upcoming report but are not yet published.

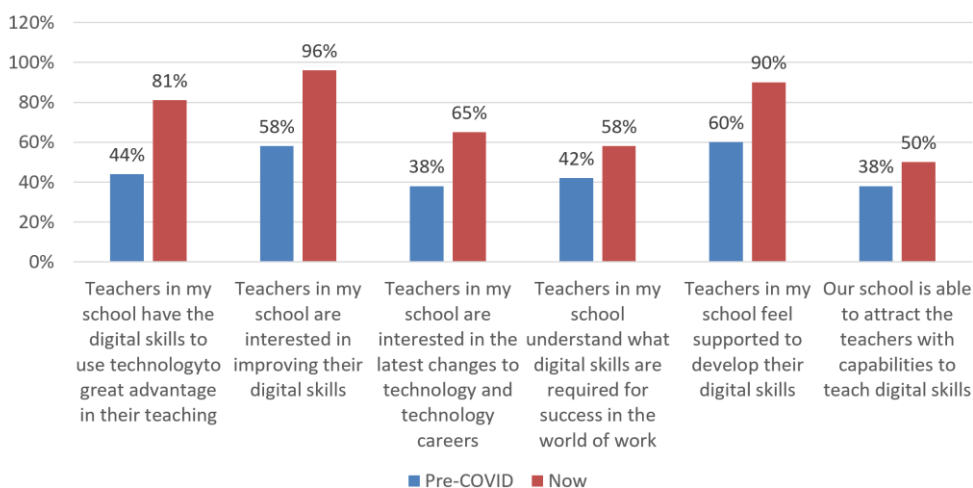


How has access, attitudes and skills in technology changed through COVID: % of schools who agreed / strongly agreed with certain statements



The graph above shows that some gaps in digital access, attitudes and capabilities have closed for disadvantaged students in the last year, but many remain, particularly for girls, and access to devise and data are still substantial issues.

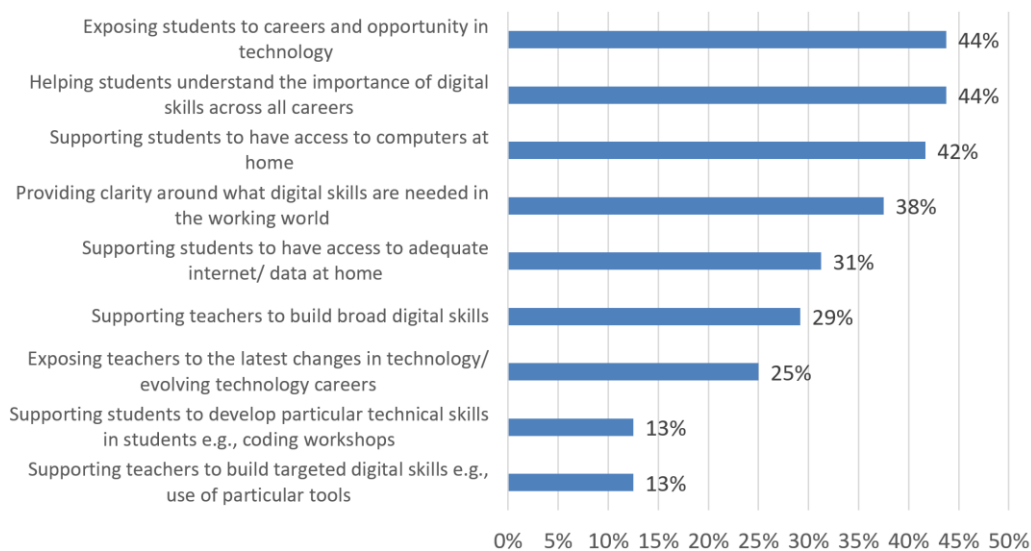
How has access, attitudes and skills in technology changed through COVID: % of schools who agreed / strongly agreed with certain statements





The graph above shows that there have been some very positive shifts in educators' attitudes and capabilities through COVID, though gaps remain in understanding of how digital skills are applied in the world of work and careers, and there are significant challenges in hiring educators with the required digital skills.

Ranking of most valuable role business can play in supporting students to get the digital access and develop the digital skills and attitudes for future careers: % of schools who ranked the different options in the top 3



The graph above shows schools really value exposing students to careers and opportunity in technology, and the importance of digital skills across all careers, as well as driving access, and supporting teachers to build digital skills.

Qualitative Findings:

The selected quotes below from the educators who completed the survey bring to life some of the challenges in building digital capabilities for young people from low socio-economic backgrounds:

Question: What has been the most important change in access/ skills or attitudes towards technology in your students since COVID? Selected answers

We are much clearer on the additional challenges students face in relation to technology use at home. We had not considered the limitations of access to technology in big families or even in average sized families. Since COVID the reality of poor management and discipline around technology use has been magnified

In the school I work at, students generally don't have access to technology at home for learning beyond perhaps a phone or one shared device for the whole family. As now most students have a device to use at home, students are



able to complete work online (on Google Classroom or Seesaw) at home. Students' ICT skills are improving, particularly typing and entering usernames and passwords.

One positive and important change was our partnership with Experian providing laptops and data/internet access to so many of our most vulnerable students during the lockdown last year. Having access to the technology they desperately needed improved their attitudes (and learning outcomes/attendance) towards their learning. And since COVID lockdown students have been continuing to use the technology that was provided to them.

A greater understanding and capability around the use of specific software such as Microsoft Teams, Compass, email and some online assessment systems.

Students and families are using it more and see the relevance of technology and how it makes their lives easier.

The importance of using basic applications such as G Suite, Microsoft Word and Excel and how valuable they are in completing their school work

While digital connections through social media were important prior to COVID, they became even more so when access to friends at school diminished during and after COVID. They have also made improvements in the degree to which they collaborate using digital platforms in relation to school work and assignments.

Lots of students have data and can access technology on their phone. They can aptly use social media, but in terms of using Office and other programs they are limited. Quite a few students do not have access to a computer at home.

Question: In preparing young people for the future world of work and particularly the use of technology in work, what (if any) is the biggest challenge or gap - in terms of access, skills, attitudes or other factors?

The biggest challenge would be not being able to access online learning skills to help teach them how to use computers properly and no classes dedicated to learning about their future online requirements

There are still too many staff that rely on textbooks and handouts rather utilizing the endless supply of resources that technology has to offer. in the process technology skills of students would be enhance. this is a definite gap within the school

There is a large divide between students who have no internet access or devices to those that do.

Their access to technology is good, but limited to a mobile phone, which isn't the best device to produce Word documents or respond to text. They need a tablet/laptop etc to effectively access and produce responses.

Understanding of the capabilities and use of technology to assist them, not trained in the use of technology programs often not having the basic understanding

Equity. Equity. Equity. A massive gap is emerging and will become bigger through no fault of the child themselves.

Access - great inequity due to financial situations, attitudes - interesting, as students know it is important to have digital skills but they are still not really aware of these skills are - they need to be able to access devices on a continual basis and the school has limited resources - they tend to become very distracted if they have to work on



a device for too long and across multiple subjects

Meaningful creativity practices and design thinking to be creators rather than consumers of technology.

An understanding that misuse of technology has serious implications like loss of employment or embarrassing/compromising images/video remaining accessible online well into the future.

Wi Fi at home. Our school Wi Fi is also not coping with the new levels of demand being placed on it. We have just been informed that the school will be receiving an upgrade of its Wi Fi however this has only come about due to agitating by our Principal. This upgrade will come at a cost. Also students need to see first hand how technology is applied in the workplace to change their attitudes.

We have good access to technology. The gap is the awareness and understanding of the importance of digital skills for students and their families.

1. Access - majority of our families have limited access to devices and data. If families do have access, the device must be shared amongst a number of children. 2. Skills - continuing to build skills within IT at school. School reviewing current access & where to from here: BYOD or purchase more computers to improve student access. Our school doesn't have enough computers or bandwidth at present. We need other support services to be utilised so I4S money can be spent on IT - infrastructure and devices

Keyboard skills Year 1 - 7, keyboard and internet access at home for 40% of students, but with multiple siblings may need to share device.

Government support, attitude of staff who feel like 21st century doesn't concern them and generation who has already made up their mind that technology and change is to be feared.

I'm the head of technology and the Digital Technologies teacher and within our curriculum 21st Century Skills are cultivated and students definitely have ample opportunities to build these skills for future work. The challenge is something as a school we are definitely working on and that is ensuring our classrooms are 21st Century-Proof. The challenge is not the students it's more around teachers creating opportunities to develop these skills and leverage relevant learning technologies.

I believe Covid has meant that a lot of staff came to the realization that at the school I work at, we don't teach enough basic ICT knowledge. Words like "Copy/Paste" was something most staff assumed students knew however during Covid we quickly discovered it wasn't the case. Teachers have returned to onsite teaching with the realization that we must incorporate tech skills into all areas of teaching. Online platforms like Google and SeeSaw is still being used now onsite.

Students seem to be very confident in their use of social media but not necessarily with computers. Eg, we discovered that some students were unable to attach files to an email, and had no real concept of using an excel spreadsheet

There is not enough time dedicated in the curriculum to address digital skills from an early age.



Ensuring access to a device and data when required. Parental support in understanding the importance of digital technologies.

What are your top priorities in terms of building access, skills and attitudes towards technology for your teachers/ students?

Continuing to provide laptop loans/donations More development and instruction for teachers in the use of Google classroom, etc. NB: WE are now using this as a requirement for submission of assignments after finding an increase in plagiarism during remote learning. We are unsure if this was always happening and we simply didn't know.

All students and teachers should be taught the basics of using common computer programs used in school (such as word, excel and powerpoint) so they are able to apply this knowledge to their learning more easily. This is especially important because all written assignments must be submitted through safe assign, and therefore be typed.

More digital literacy classes, improving our BYOD program, encouraging teachers to assimilate more technology into the lesson programming.

Not sure, I think just getting them to use basic programs like Office suite would be really good. This is where a lot of the students are lacking.

change of culture and thinking, not being reliant on text books. being game to explore and take a risk and investigate other options

Capabilities of teaching staff. A large gap between expertise and generational differences between teaching staff. Early career teachers of term lack the teaching capabilities and knowledge behind their area of expertise, yet excel in use of platforms and applications. More experienced teachers are excellent classroom practitioners and gain great results, however struggle with being current with latest platforms and doing tutorials to upskill themselves.

Implement an affordable BYO Device scheme, equip students to use technology as a tool - expand platform/software capability

Our top priorities are to ensure that we continue to build teacher and student technological capability and provide access to computers and internet

My top priorities in the context of this survey... - Increasing 21st Century Skills and Thinking in our classrooms - Providing more authentic opportunities for students to use technology to enhance their learning - Increase student motivation and learning outcomes by students feeling the learning is more relevant to their pathway

**Improving student access to devices at school to ensure it is on a regular basis. *Improve students' and families' awareness around the importance of owning electronic devices and data in order to improve their education and career opportunities. *Increase teachers' skills towards technology within their lessons.*

Improved Wifi across the school campus More technology labs Increase school laptop ratio per faculty



Question - Please rank the most valuable support business can play in supporting your students to get the digital access and develop the digital skills and attitudes for future careers. Why did you give the rankings above? Is there any other role you would like business to play?

I think teachers are being supported by the school/department, but the shift in perspective for students has been huge. This is an opportunity to really highlight the need for digital skills in the future.

Students need to know what is current and where this technology may be by the time they leave school. Teachers also need to be across changes in technology, not so much cutting edge, but be aware what specific skills businesses are looking for in prospective employees.

Schools need to partner with industry to be sure we are preparing students for the workforce and then we need the best resources we can access to achieve this target.

I believe that unless the basics are covered then there is no point in going any further. Technology teaching is hampered by the fact that the students do not have access at home to computers and therefore struggle with even the basic skills. Until that is addressed then there is no point in going any further. We do have a specialist IT class at the school and that teacher and the students do work on more advanced skills such as coding, but for the vast majority of the students this is not important and they are not exposed to such technical skills at home or at school. I don't think these specialist skills or the teacher knowledge of careers is as important as getting students to be able to do the absolute basics which they would need in any job. Such as sending e-mails and adding attachments which some students still can not do.

To teach these skills our staff first need to have an understanding and willingness to become tech savvy. Students now have devices and access to internet thanks to COVID-19 and DET support.

Students cannot participate in a digital world whilst lacking devices. There is this gap in the department operations where an assumption has been made that public school students will all have parents who can and will provide a laptop for learning simply because schools have requested that. Additionally BYOD policies have been imposed upon schools with no funding provided to support families that do not provide a device. If there was any capacity for having an ongoing donation scheme for upgrades where schools could rely on a approx 20 laptops per year to support those students who are simply missing out - that would solve so many issues and then other needs could be addressed. In terms of students as a whole - the understanding that the digital world is significant to them in their future workplaces is the biggest hurdle to overcome when they do not access workplaces in their time at school.

Making it clear to everyone what digital skills are valued in the workplace places both students and teachers in a position of strength when it comes to improving digital literacy. Access to both devices and data for disadvantaged students removes one of the obstacles that hinders their capacity to raise themselves from their position of disadvantage.

Students understanding the importance of digital skills across careers is vital if they are to function in the world of work. Teachers need to be kept abreast of the continual changes in technology.



I strongly believe that students do not understand what digital skills may look like and how to safely use it in the workplace. Their generation is accustomed to using their phones rather than computers and therefore basics such as emailing, touch typing etc. are not seen as valued but these are requirements of any workplace.

Being in a low socio-economic area, highest priority is access to relevant technology (not mobile phones) so students can access skills development for digital literacy.

Firstly importance of digital skills in the world of work is important to give students insight in to why technology is important and why they should learn more about it. Then access to the technologies is next important, followed by more specific exposures of certain enhanced technologies like coding (that doesn't apply to all students), then followed by building teacher capacity.

Students are really engaged when they see skills in action- that is, we can discuss what is important in terms of the world of work and their working futures, however, seeing it in real time is where they actually remember.

I think access to tech is our greatest issue. From there, by upskilling staff, they can continue to embed technology in their teaching and learning programs.

Question – Is there anything else you wish to say?

The greatest concern is that students think they have digital skills because they play games, use social media, but they are lacking technique (years ago my students taught me the many short cuts on how to get the best out of certain programs) I had to show a senior student how she could search for specific emails (simple stuff) the students that engage with technology do so with great gusto but others do not see the relevance - a lot want to enter trades - but they still do not see how technology fits in here - hard to get this across