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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Ways of Teaching

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Overview

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities



Cross-Curriculum Priorities


Glossary

 Technologies Glossary

 Technologies Scope and Sequence

 Technologies Scope and Sequence 

 ABLEWA Technologies Scope & Sequence 

 ABLEWA Technologies Scope & Sequence

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The 'ways of teaching' have evolved across the years of previous years.

The 'ways of teaching' in the *Western Australian Curriculum Framework for Technologies* (<http://k10outline.scs.wa.edu.au/curriculum/framework/technologies/>) and class environment learning. The principles of practice.

The Technologies Learning Area is an interrelated strands of skills. The strands are integrated between the strands taught in combination.

The teaching of Technologies

- develop systems
- create digital solutions
- create product, services

Design and Technology

In Design and Technology, students create designed solutions using different technologies.

- **Engineering principles** can be used

systems

- **Food and fibre**
producing food o
range of product:
production includ
- **Food specialisa**
principles and kn
selection, prepar
- **Materials and t**
broad range of tr
areas that typica
such as, textiles,

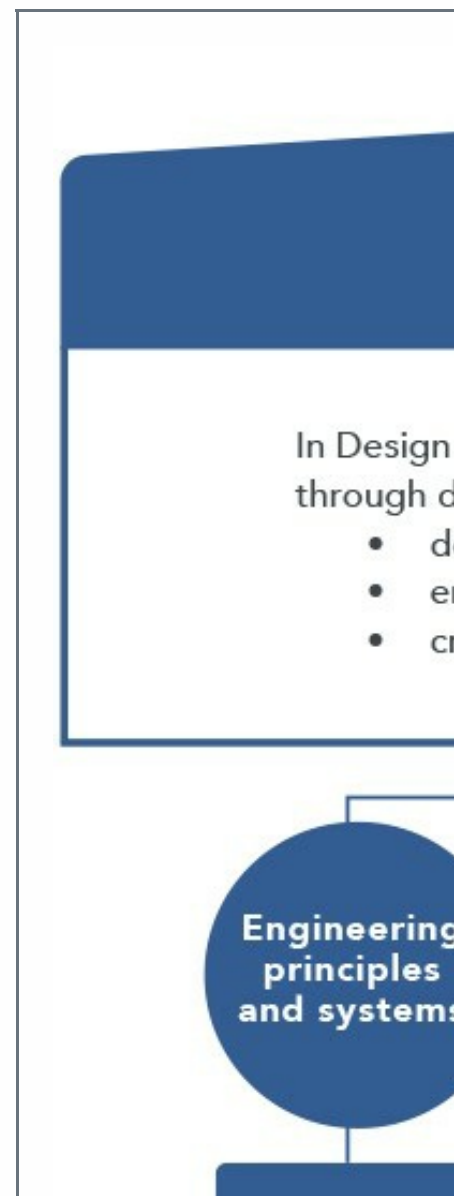




Figure 3: Ways of

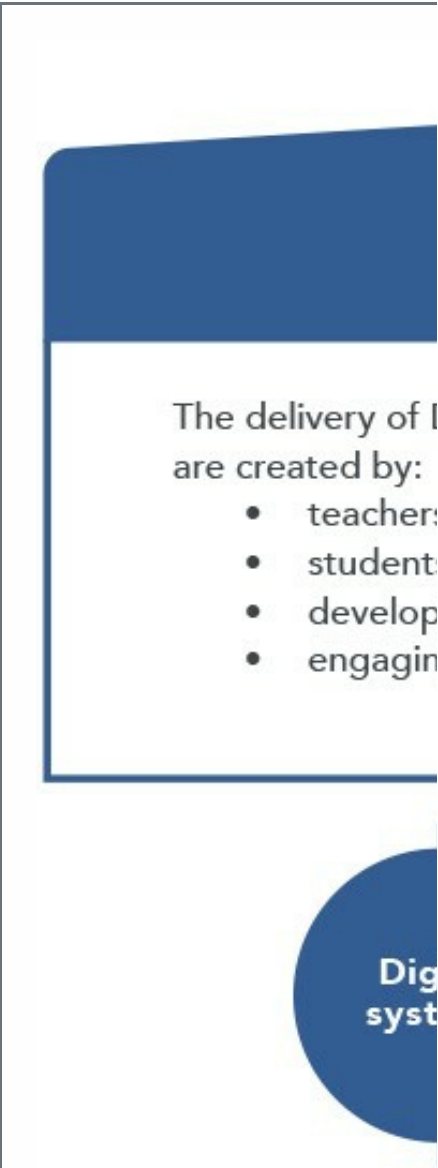
Digital Technr

Digital Technologie
practical applicatio

In Digital Technology data, digital systems apply this when the

The ICT capability in technologies available technologies evolve environment.

The clear difference general capability in digital technologies become confident c



The delivery of I
are created by:

- teachers
- students
- developers
- engaging

Dig
syst



Figure 4: Ways of

In the primary year connected through Technologies learning of concepts from other to solve problems in

investigating quant

In the secondary year
and each of the core

When developing te

- the teacher identifies
for the learning
- the teacher defines
reference to the
Food and fibre pr
- the teacher and s
solution, conside

Teachers generate
example, students:

- reflect on actions
- evaluate how we
needs
- manage collabora
- apply appropriate
- use a range of de
- develop skills to |
- investigate emer
- identify 'real wor
- investigate 'prob
- engage in experi
contribution and
- use critical and c

impacts

- reflect upon exist
- play and experim

For information on |
experiences in Tech

Principles

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Resources

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