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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

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/technology>) and class environment learning. The principles of practice.

The Technologies Learning Area consists of interrelated strands and skills. The strands are integrated between themselves and taught in combination.

The teaching of Technologies

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

## Design and Technology

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

- **Engineering principles** can be used

 [Return to Technologies](#)

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,

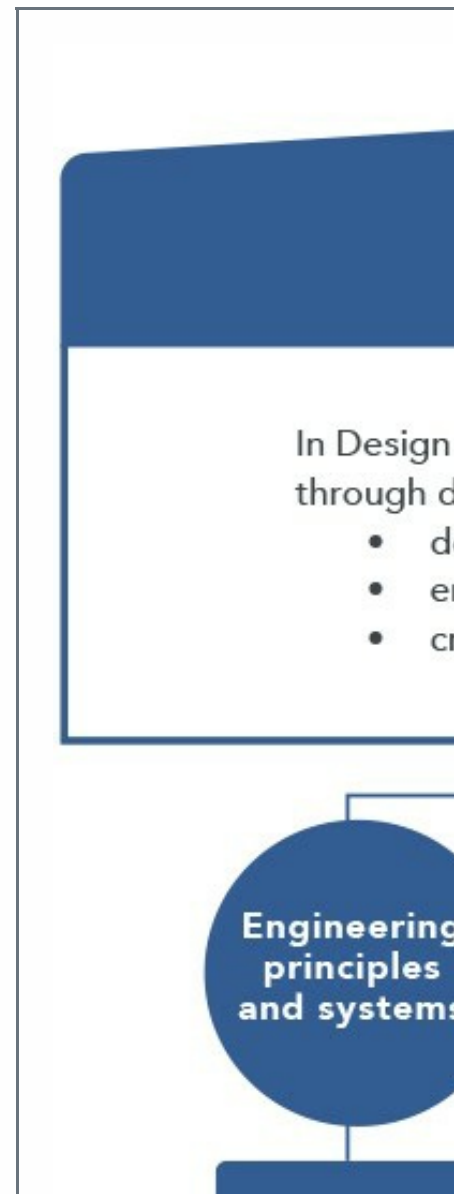




Figure 3: Ways of

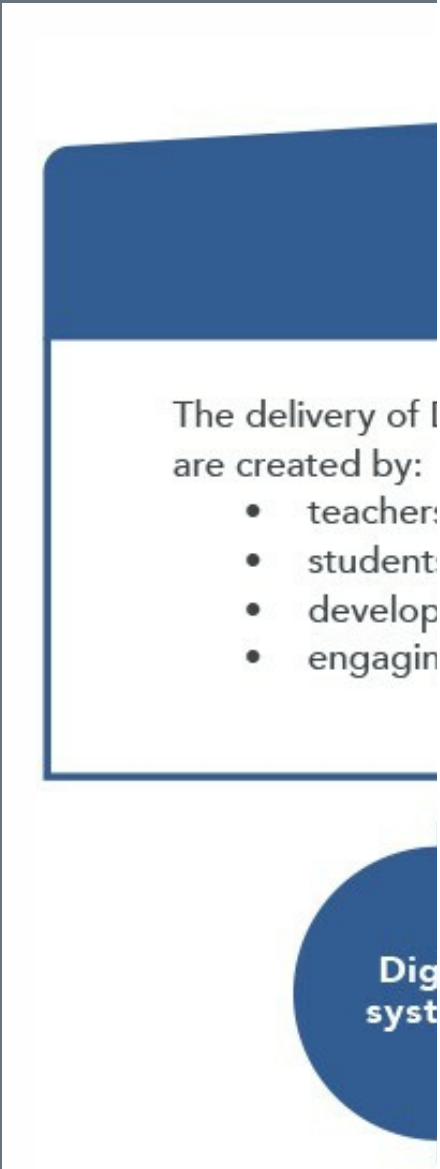
## Digital Technr

Digital Technologie  
practical applicati

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

Teaching

Assessing

Policy

Resources



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