The Adelaide Declaration also affirmed each state's commitment to national reporting and included information technology as one of the six areas of schooling for outcomes reporting.

In 2001 the Department of Education Training and Employment (DETE) introduced major curriculum reform through the South Australian Curriculum Standards and Accountability (SACSA) Framework. A natural progression from the National Statements and Profiles, this new curriculum framework is built on constructivism learning theories and forms a basis for educators to design programs which suit the needs of learners in their local settings.

Also significant was that for the first time, students would have access to a curriculum framework that described the use of ICTs as integral to all learning. Explicit references to the purposeful use of ICT can be found across all of the eight Learning Areas. They are also identified across the five Essential Learnings through the Communications essential learning component.

2 ICTs in the SACSA Framework - Explained

Through the ‘Communication’ Essential Learning

Essential Learnings describe the values, dispositions, skills and understanding considered crucial in the educational development of learners. Futures, Identity, Interdependence, and Thinking are the first four Essential Learnings. The fifth Essential Learning identifies Communication as being made up three parts namely Literacy, Numeracy and ICTs. A context statement at the be-
The beginning of each band for each learning area in the framework describes the use of ICTs in terms of operational skills and critical understandings.

For example in the Arts Senior Years Band:

Learners develop and use operational skills in information and communication technology to critically design and construct texts, search for and sort information, and communicate with others. Examples of this are evident when students develop, produce and present animation, computer imaging, computer-aided design and digital and electronic recording.

Embedded Across the Learning Areas

It should be recognised that ICTs can be used to support learning across all areas of the SACSA. In order to raise awareness, explicit references to the purposeful use of ICTs have been described in at least one of the Key Ideas contained in each Learning Area of each Band. References to the purposeful use of ICTs may also be explicitly described across Key Idea learning examples, as well as through Standard Outcomes, and Standard Outcomes Examples of Evidence.

In the Society & Environment Middle Years Strand - Place Space & Environment, for example this is demonstrated in the following Key Idea:

Students access, investigate, interpret and represent information from field-work, electronic systems and other research, in order to explain local and global interactions and relationships between people and environments. [In] [T] [C] [KC1] [KC2]

Bullet point notes after this, describe what the learning might include. These may also have references to the use of ICTs. For example:

This includes such learning as:

- analysing environmental or socio-economic data (eg interpreting symbols, legends and scales on a range of maps; drawing sketch maps from field observations; analysing and graphing statistics; analysing photographs; interpreting data from Spatial Information Systems (eg GIS)) [T] [C] [KC1] [KC5]

- mapping, through multimedia presentations, the global distribution of Indigenous and other cultures which share common languages, and/or religions and lifestyles, and summarising reasons for this. Students analyse the diversity of cultural, legal, moral and historical perceptions of land ownership. [In] [T] [C] [KC1] [KC2] [KC5]

Also aligned to each of the Key Ideas are a range of ‘Curriculum Standard Outcomes’ descriptions that are used to monitor learner achievement from Reception to Year 10. Many of these together with the examples of evidence will also have references to the use of ICTs. For example:

At Standard 4, towards the end of year 6, the student:

4.5 Hypothesises, then collects, records, organises and evaluates data from field-work, print and electronic sources, in order to analyse local and global, environmental or socio-economic issues. [In] [T] [C] [KC2] [KC5] [KC6] [KC7]

Examples of evidence include that the student:

- analysis of information through applying mapping, Spatial Information Systems and graphing skills to show the location and relationships of relevant data [In] [C] [KC1] [KC5]

- electronically exchanges information and critically reports on the same issue with students in other areas or regions, and makes comparisons and draws conclusions about the issue. [In] [T] [C] [KC1] [KC2]

Within the Design & Technology Learning Area

The application of ICTs using the design make and appraise processes are an important part of the Design and Technology learning area. Students design and produce ICT solutions and also consider issues and the impact of ICTs on society.
Early Years Strategy

ICTs are described in the Birth to Age 3, Age 3 to Age 5 and Reception-Year 2 phases of the Early Years Band. Children are encouraged to make use of ICTs in the context of play and learning. As part of the Communication Essential Learning, ICTs provide children with opportunities to interpret meaning, make sense of the world around them, and communicate their understanding to others.

As part of the Departments Early Years Strategy, the question of how young children’s learning can be enhanced through the use of ICT in preschools and schools has been explored through the Learning Technologies Action Research Project 2001. Further quantitative and qualitative research will also be achieved through a joint initiative with the University of South Australia in the “Children of the New Millennium Research Project”.

The ICT Competencies Project- Certificate I in IT

South Australian educators and employers have for long time, sought a benchmark for ICT literacy. The new Certificate I in Information Technology formally recognises the skills that are currently being taught in schools through a nationally accredited award with industry recognition. The certificate ensures that students are appropriately skilled in Information Technology for their transition to the workforce and further education beyond year 10. Skill elements and underpinning knowledge that contribute to the award are to be delivered throughout the SACSA R-12 framework.

The Competencies are:
- Operate a personal computer
- Operate a word processing application
- Operate a spreadsheet application
- Operate a database application
- Operate a presentation package
- Send and retrieve information over the Internet using browsers and e-mail

The final assessing and formal “signing off” will occur in year 10 through the use of an interactive and fully automated digital assessment system (DAS).

Potential Futures

The level of ICT integration described in the SACSA framework aims to raise awareness and challenge educators to not merely use technology to achieve isolated tasks but rather to integrate technology in an exemplary manner that supports purposeful problem-solving and understandings. Ideally, ICTs should be used as a powerful medium for gathering and organisng information, problem-solving, and/or product development.

The emergence of content is best generated by the needs of the learner(s) according to his/her interests and/or aspirations and should be supported by seamless integration, methodology and access to the computer applications and infrastructure.

Produced by:
Russell Phillipson
Policy Officer ICT and Curriculum
Curriculum Policy Directorate, DETE
16th Floor, 31 Flinders Street,
Adelaide 5000
Phone: (08) 8226 4314
E-mail: philipson.russell@saugov.sa.gov.au
Web URL: www.sacsa.sa.edu.au