

TERANG COLLEGE

TECHNOLOGY

POLICY (Student)

1. RATIONALE

In an increasingly technological and complex world, Terang College implements engaging programs for students to develop knowledge and confidence, to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments. Technology is an important part of the curriculum and students learn to consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Terang College Technology education is available for all students from P-12.

2. AIMS

- 2.1 Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Government Ministerial Orders and Acts.
- 2.2 Design and Technologies aims to develop the knowledge, understanding and skills to ensure students:
- 2.2.1 become critical users of technologies, and designers and producers of designed solutions.
 - 2.2.2 can investigate, generate and critique designed solutions for sustainable futures.
 - 2.2.3 use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences.
 - 2.2.4 create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment.
 - 2.2.5 learn how to transfer the knowledge and skills from design and technologies to new situations.
 - 2.2.6 understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

3. IMPLEMENTATION

- 3.1 Terang College works on Scope and Sequence which allows the curriculum to set out what students are expected to learn and is designed as a continuum of learning. These charts include the content descriptions and achievement standards. It is advised these charts are read in conjunction with the introductory materials and the level/band descriptions in the curriculum. The number of levels represented in each chart varies. When referring to product design, it includes, Wood, Metal, Textiles and Food.
- 3.1.1 [Design and Tech Levels A to D, Foundation.docx \(110 KB\)](#)
 - 3.1.2 [Design and Tech Levels A to D, Foundation.pdf \(148 KB\)](#)
 - 3.1.3 [Design and Technology Foundation-Level 6.docx \(108 KB\)](#)
 - 3.1.4 [Design and Technology Foundation-Level 6.pdf \(147 KB\)](#)
 - 3.1.5 [Design and Technology Levels 7-10.docx \(106 KB\)](#)

3.1.6 [Design and Technology Levels 7-10.pdf \(140 KB\)](#)

- 3.2 All students from years P-10 will be involved in technology. Elective units will be offered to students in years nine and ten.
- 3.3 The technology policy should be gender inclusive, encouraging all students to participate.
- 3.4 Where appropriate, technology should be integrated with other domains.
- 3.5 Technology should be relevant to the students' understanding and experiences and should cater for the needs, abilities and interests of all students.
- 3.6 Use should be made of a wide variety of teaching and learning strategies.
- 3.7 Technology program should be organised to ensure continuity from one level to the next.
- 3.8 Technology should be taught by appropriately qualified teachers, when and where appropriate.
- 3.9 Technology should reflect safe work practices.
- 3.10 In-service should be attended regularly to keep abreast with rapid changes in technology.
- 3.11 Technology programs will be based on the above charts.
- 3.12 Students will be provided with suitable equipment.
- 3.13 Where necessary programs will be carried out in suitably equipped classrooms (eg. Woodwork Room).
- 3.14 When necessary students will provide their own materials.
- 3.15 The Technology PLT leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. EVALUATION

- 4.1 Achievement standards.
- 4.2 In Design and Technologies, students progress along a curriculum continuum that provides the first achievement standard at Foundation – Level 2, and then at Levels 4, 6, 8 and 10.
- 4.3 This policy will be reviewed as part of the Colleges three year review cycle.

Approved by College Council 20/08/2018