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Foundation Skills for Your Future Program

DRAFT Digital Literacy Skills Framework

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Foundation Skills for Your Future Digital Framework

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Contents

What is digital literacy?

Digital literacy covers the physical operations of digital devices and the software operations in those devices (UNESCO, 2018). It incorporates the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and address safety and wellbeing using a variety of digital technologies. These skills are essential for individuals to participate effectively in today's society. Digital literacy skills exist on a continuum with varying degrees of competency required depending on the context (personal and community; workplace and employment; education and training) within which the skills are applied.

As the digital world is rapidly changing, as physical devices and software are adapted to meet new possibilities and demands, individuals' skills will change and adapt and as a consequence, what it means to be 'digitally literate' will also change over time.

What is the Digital Literacy Skills Framework?

Digital literacy refers to the skills and competencies needed to use digital technologies to achieve personal goals, enhance employability skills and support education and training.

Digital literacy sits alongside the core skills of Learning, Reading, Writing, Oral Communication and Numeracy. Joyce (2019) acknowledges the importance of digital literacy skills renaming the core foundation skills as Language, Literacy, Numeracy and Digital Literacy (LLND) skills. The inclusion of digital skills alongside the foundation skills of language, literacy and numeracy recognises that digital literacy has become increasingly critical for individuals' participation in the workforce.

The Digital Literacy Skills Framework has been developed to support the Foundation Skills for your Future Commonwealth Government Program 2019. This program offers subsidised training that:

- supports individuals to identify language, literacy, numeracy and digital (LLND) skill needs
- enables eligible participants to access either accredited or non-accredited training. This can be directly through contracted Registered Training Organisations (RTOs) or through projects linking employers and RTOs to deliver contextualised LLND training to employees in a traditional vocational education and training (VET) setting or a workplace setting to support employed or recently unemployed individuals.

This Digital Literacy Skills Framework sits alongside the Australian Core Skills Framework (ACSF), © 2012 and the ACSF Pre Level 1 © 2017. Digital literacy has been added as the sixth core skill to this framework to reinforce the concept that digital literacy is part of an integral suite of core skills that are fundamental for individuals to be able to participate in society and work. The ACSF, including the Digital Literacy Skills Framework, facilitates a consistent national approach to the identification and development of the core skills in diverse personal, community,

work and education and training contexts. It offers:

- shared concepts and language for identifying describing and discussing core skills
- a systematic approach to benchmarking, monitoring and reporting on core skills performance.

It is important to note that the ACSF (including the Digital Literacy Skills Framework) reflects contemporary use of English in Australia.

How can the Digital Literacy Skills Framework be used?

The Digital Literacy Skills Framework can be used to enhance the current ACSF, up to and including Level 3. It can be used for:

- benchmarking an individual's digital literacy skills
- mapping core skill requirements in education and training
- tailoring approaches to teaching and learning
- describing core skills relevant to the workplace and employment
- supporting the moderation and validation of digital literacy
- informing decisions regarding funding and referrals.

Theoretical underpinnings

Digital ability is important for individuals and communities because, in the digital age, technology mediates our interactions with the world and each other. The development of the Digital Literacy Skills Framework reflects current theory and practice about the importance of digital literacy, which is now embedded in the social fabric of everyday life.

'Digital inclusion is not just about computers, the internet or even technology. It is about using technology as a channel to improve skills, to enhance quality of life, to drive education and to promote economic well-being across all elements of society. Digital inclusion is really about social inclusion.' (Australian Digital Inclusion Index, 2018)

For people with low literacy and numeracy levels, low income earners, many Indigenous learners and many learners from diverse backgrounds, 'there is an ambient desire to be part of society. They can feel left out of society due to difficult living conditions (e.g. unstable jobs, or lack of basic resources). And so with the ubiquity of technology in their communities, it is important for them to feel like they belong.' (Dezuanni et al, 2018).

Several national and international digital literacy frameworks were researched to inform the development of this Digital Literacy Skills Framework (see Bibliography). Additionally, the key underpinning approaches behind the ACSF © 2012 have also informed this resource. These include:

- a socio-linguistic and socio-constructivist view of core skills as complex social practices embedded in context, and influenced by purpose, audience and

contextualised expectations and conventions (see Ivanic et al 2006, Lonsdale & McCurry 2004, McKenna & Fitzpatrick 2005, Skillen et al 1998, Tout & Johnston 1995)

- a socio-linguistic and socio-constructivist view of core skills as complex social practices embedded in context, and influenced by purpose, audience and contextualised expectations and conventions (see Ivanic et al 2006, Lonsdale & McCurry 2004, McKenna & Fitzpatrick 2005, Skillen et al 1998, Tout & Johnston 1995)
- theories of adult learning, including a recognition that core skills are best learned within a context that the adult learner perceives to be relevant and important (see Brookfield 1995, Burns 1995, Casey et al 2006, Knowles 1980, Mackeracher 1996, Rogers 1996)
- a view of learning, reading, writing, speaking, listening and numeracy as interactive, constructive processes of meaning-making in which individuals can be seen to assume four roles – code breaker, text participant, text user and text analyst (see Luke & Freebody 1990, Johnston 1994)
- the components of task and text complexity and the variables that interact to determine the level of difficulty of information-processing tasks, including for mathematical tasks (see Kirsch & Mosenthal 1990, Kirsch 2001, Gal et al 2009)
- a progression style approach to core skills development as a person expands their understanding of, and control over, the processes involved, including an increasing awareness of an author or speaker's purpose and intended audiences, and of an individual's own purposes (see OECD 2002)
- a view that texts serve particular functions in a social context and that different texts have predictable language structures depending on their function
- a recognition of the key role played by digital technology in the creation of many kinds of texts and tasks, and in facilitating access to, and navigation of, texts
- a view that investment in human capital, economic and workforce outcomes through education and training opportunities directly support, and impact positively on, social capital outcomes for individuals and various target groups participating in core skills training and courses across Australia (see Barton 2002, Coulombe et al 2004, Hartley & Horne 2006).

Key Features of the Digital Literacy Skills Framework

The Digital Literacy Skills Framework describes the core skill across three interactive dimensions:

- four levels of performance: Pre Level 1 Stage A and Stage B; Level 1; Level 2; Level 3
- four Performance Variables that may influence a person's performance at any time: Support, Context, Text complexity and Task complexity (see Table 1)
- three Domains of Communication, broad contexts within which the core skill may be used: Personal and community; Workplace and employment; Education and training.

Guiding Principles

As with the ACSF, the development of this Digital Literacy Skills Framework has been informed by the following principles:

- the core skill of digital literacy can be seen as a discrete skill; however, its interrelationships with the other ACSF core skills are also critical
- the core skill of digital literacy is contextualised; each context in which individuals operate has its own core skills requirements, expectations and rules which need to be learned
- an individual's performance at any time will be influenced by the interplay of a number of performance variables
- the Digital Literacy Skills Framework reflects contemporary use of English in Australia.

Four Performance Variables

As with the ACSF, a key feature of the Digital Literacy Skills Framework is the recognition of four factors that may influence performance at any point in time:

- The nature and degree of support
- Familiarity of context
- Complexity of text
- Complexity of task.

Refer to Table 1: Performance Variables Grid (PVG).

The Performance Variables Grid and Digital Literacy

The interaction of the four variables is very important. In the digital literacy framework one important interplay is between the two variables of familiarity of context and task complexity. Consider the example of mobile phones that are so familiar now to most adults. What might be a three or four step process, e.g. make a call on a mobile phone or send a simple SMS response, can actually be accomplished at PLB or Level 1.

Users should note that some Sample Activities listed at lower levels in the Domains of Communication may appear more complex than the task complexity outlined in the Performance Variables Grid for that level. This is because of the high level of familiarity of the task.

Table 1: Performance Variables Grid

Six Levels of Performance	Support	Context	Text Complexity	Task Complexity
PL1 A&B	Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising
1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising

Six Levels of Performance	Support	Context	Text Complexity	Task Complexity
		Very restricted range of contexts		
2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting

Six Levels of Performance	Support	Context	Text Complexity	Task Complexity
5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Indicators

In the ACSF, the Indicators are statements that briefly describe performance at each level of the core skill. The digital literacy indicators are numbered .12 and .13:

- Indicator .12 Active awareness of self as a digital user
- Indicator .13 Knowledge, use and application of digital literacy skills.

This numbering system allows the Digital Literacy Skills Framework to integrate with the indicator numbering system in the ACSF (see Table 2). The indicators are numbered using a decimal system in which the whole number refers to the level and the decimal component refers to the indicator. For example, someone who has demonstrated performance at level one in digital literacy will have achieved both 1.12 and 1.13. The following table notes the broad indicator statements for each skill, with digital literacy included.

Table 2: Performance Variables Grid

Core Skill	Indicator Number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
Learning	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning making
Reading	.04	Reading strategies
Writing	.05	Audience, purpose and meaning making
Writing	.06	The mechanics of writing
Oral Communication	.07	Speaking
Oral Communication	.08	Listening

Core Skill	Indicator Number	Description
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
Numeracy	.10	Using and applying mathematical knowledge and problem solving processes
Numeracy	.11	Communicating and representing mathematics
Digital Literacy	.12	Active awareness of self as a digital user
Digital Literacy	.13	Knowledge, use and application of digital literacy skills

Indicators by level

The two Indicators for digital literacy have an Indicator statement at each level, as shown in the following table.

Table 3: Digital Literacy Indicators by level

Level	Indicator	Description
PL1	.12	Demonstrates extremely limited awareness of self as a digital user
PL1	.13	Demonstrates an extremely limited knowledge and use of digital devices
1	.12	Demonstrates some awareness and understanding of self as a digital user in highly familiar contexts
1	.13	Begins to expand knowledge of and use digital devices and software in highly familiar contexts
2	.12	Demonstrates an understanding of self as a digital user in familiar contexts
2	.13	Applies a limited range of strategies to manage digital devices and software in familiar contexts
3	.12	Active awareness of self as a digital user in a range of familiar and some unfamiliar contexts
3	.13	Applies and experiments with digital tools and software in a range of familiar and some unfamiliar contexts

Focus Areas and Performance Features

The Indicators for the core skill of digital literacy are divided into general Focus Areas, which are further divided into Performance Features. Performance Features provide detailed descriptions of competent performance at the level and act as a guide to ensure consistent and reliable interpretation of the Indicators at each level. The Digital Literacy Skills Framework is organised in a grid formation at each level (and stage) to make it possible to consider specific aspects of performance for teaching, learning and assessment purposes. See Table 4.

Table 4: Indicators and Focus Areas

Indicator .12	Indicator .13
Active awareness of self as a digital user	Knowledge, use and application of digital literacy skills
Connect, communicate and collaborate Digital identity and safety	Digital technologies and systems Create, organise, present and problem solve

Three Domains of Communication

As with the ACSF, this Digital Literacy Skills Framework considers three broad Domains of Communication when describing performance across the breadth of contexts within the core skill. As these are not entirely separable, they may be better understood as orientations rather than as clearly distinct and exclusive categories. They are:

- Personal and community
- Workplace and employment
- Education and training.

Sample activities

Sample activities provide examples of tasks and text types that reflect the real life experiences of adults. Sample activities are provided for each of the three Domains at each level (or Stage).

Sample activities are not assessment activities but provide examples to guide the development of learning and assessment tasks that are appropriate for the Domain and the level. They also provide a link to real work to assist with mapping workplace tasks to the ACSF.

At the lower levels of this Digital Literacy Skills Framework there are differences between tasks like 'use' and 'download', for example, downloading and setting up an app is a more demanding task than using an app.

Performance Features Grids

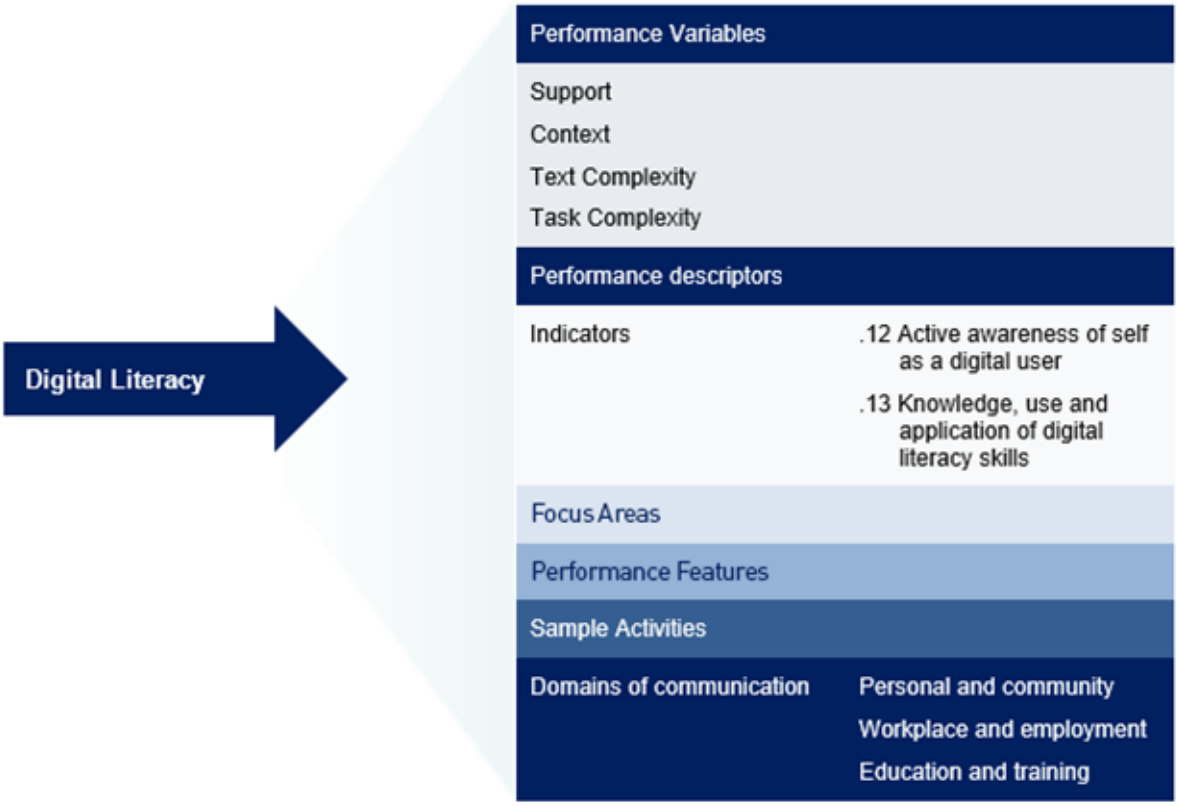
Appendix 1 provides the progression across the 4 levels (and PL1 stages) at the performance feature level. The grids are a quick way to track progress in specific levels of skills and to know a learner's strengths and areas to improve. The grids also provide information for curriculum development and planning, and the LLN levels required for jobs.

Glossary

Some of the terms used in this Digital Literacy Skills Framework may be unfamiliar to users, or users may interpret in different ways. The framework provides a glossary of key terms at Appendix 2. These terms are underlined throughout the framework. The glossary is also provided to help develop a common language around the core skill of Digital Literacy.

Overview of the Digital Literacy Skills Framework

Diagram 1 illustrates the structure and components of the core skill of digital literacy.



Core Skills

Digital Literacy

Digital Literacy Pre Level 1

Level of Performance	Support	Context	Text Complexity	Task Complexity
PL1.12 Demonstrates extremely limited awareness of self as a digital user	Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

Focus area	Performance features include Stage A	Performance features include Stage B
Connect, communicate and collaborate	• Begins to recognise there are different **digital devices** commonly used to connect with others • Demonstrates extremely limited use of **digital device** • Begins to recognise some benefits of digitally connecting with others	• Begins to understand the purpose of some commonly used digital devices and **software** applications • Begins to understand internet connectivity • Begins to use an extremely limited number of **digital devices** and **software** applications • Understands a limited range of benefits and drawbacks of being

Focus area	Performance features include Stage A	Performance features include Stage B
		digitally connected to others
Digital identity and safety	• Shows some recognition that users connect digitally for different purposes • Copies simple risk protection code	• Begins to understand there are risks associated with providing information • Begins to recognise purpose of **digital risk protection** • Begins to understand the concept of privacy • Makes simple risk protection code

Digital Literacy Pre Level 1

Level of Performance	Support	Context	Text Complexity	Task Complexity
PL1.13 Demonstrates an extremely limited knowledge and use of digital devices	Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

Focus area	Performance features include Stage A	Performance features include Stage B
Digital technologies and systems	• Begins to recognise extremely familiar digital devices • Demonstrates extremely limited understanding of maintaining digital devices • Begins to recognise extremely familiar digital symbols	• Begins to understand the purpose of some extremely familiar digital devices and software • Demonstrates an extremely limited capacity to maintain digital devices • Begins to navigate extremely simple digital screen
Create, organise, present and problem solve	• Uses an extremely limited range of digital letters and symbols • Follows a single step oral or pictorial instruction to activate or deactivate tool • Begins to use **digital peripherals** • Responds to an extremely limited number of digital alerts or symbols	• Uses an extremely limited number of **digital devices** and **software** applications • Recognises and responds to a limited number of digital prompts or alerts, texts and symbols • Demonstrates a recognition of the relationship between **digital peripherals** and action on screen • Begins to understand that content can be changed.

Domains of Communication	Digital literacy Pre Level 1A Sample activities	Digital literacy Pre Level 1B Sample activities
Personal and community	• Recognises mobile phone, personal computer, tablet • Turns phone on or off • Answers a mobile phone call • Turns TV or computer monitor on or off • Adjusts volume on a digital radio • Enters extremely familiar passcode on a mobile phone • Recognises different forms of the same letter, e.g. A, a • Locates symbols on phone, e.g. battery, volume + up, - down • Copies first name onto simple digital form • Recognises the arrival of a new message	• Names and identifies the purpose of extremely familiar digital devices, e.g. mobile phone, computer, tablet • Matches digital tool to common output, e.g. remote control for TV • Taps for EFTPOS transaction • Ensures that phone locks • Taps on or off public transport • Recognises when device battery is low • Replies to a short SMS using one word or emoji, e.g. Yes, No, 😊 • Uses motions on a touch screen to perform tasks, e.g. swipe left to turn a page • Plays a simple digital game • Clicks on close down symbol (X) on task bar to close screen

Domains of Communication	Digital literacy Pre Level 1A Sample activities	Digital literacy Pre Level 1B Sample activities
Workplace and employment	• Recognises mobile phone, laptop computer, tablet • Opens SMS instruction from supervisor • Turns two-way radio or satellite phone on or off • Enters extremely familiar passcode on a digital pad • Follows modelled instruction to turn computer on • Responds to extremely familiar on-screen instruction, e.g. screen flashes red = shut down machine	• Names and identifies the purpose of extremely familiar digital devices, e.g. identification (ID) scanner • Matches digital tool to common use, e.g. tablet to gas meter reader • Selects correct channel on two-way radio • Uses desktop icon to open software program, e.g. Microsoft Outlook® • Replies to a short SMS instruction using one word or symbol e.g. Yes, No, 👍 • Holds shift key to get a capital letter • Uses backspace key ⌫ to delete text

Domains of Communication	Digital literacy Pre Level 1A Sample activities	Digital literacy Pre Level 1B Sample activities
Education and training	• Recognises extremely familiar digital terminology, e.g. on, off • Recognises mobile phone, computer, tablet • Turns tablet on or off • Answers phone call from trainer • Copies generic password on computer, e.g. GUEST1 • Follows extremely simple instruction and demonstration to turn phone on and off • Locates battery symbol on device • Begins to use computer mouse with single left click	• Understands extremely familiar digital terminology, e.g. turn computer on • Use desktop icon to open extremely familiar software program, e.g. Language program • Responds to a poll question with one word or symbol, e.g. Yes, No, 👍 • Uses computer mouse with increasing accuracy and double clicks • Uses shift key to distinguish upper case from lower case • Enters full name on digital form • Moves up and down a digital page • Responds to prompt to save file

Digital Literacy Level 1

Level of Performance	Support	Context	Text Complexity	Task Complexity
1.12 Demonstrates some awareness of self as a digital user	Works alongside an expert/ mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising

Focus area	Performance features include
Connect, communicate and collaborate	• Uses the internet to connect with others using a limited range of **digital devices** and **software** • Uses the internet to carry out a limited range of familiar digital activities • Begins to understand and use some basic conventions of online **netiquette** • Understands a limited range of short, highly explicit digital texts and tasks
Digital identity and safety	• Begins to recognise own **digital footprint** and its permanency • Recognises and applies a very restricted range of **digital risk protection software** and privacy strategies • Begins to recognise unsafe web **links** and warnings • Makes some distinction between personal and work related use of **digital devices** and **software** • Begins to recognise some inappropriate content

Digital Literacy Level 1

Level of Performance	Support	Context	Text Complexity	Task Complexity
1.13 Recognises a restricted range of methods of accessing and organising digital information	Works alongside an expert/ mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising

Focus area	Performance features include
Digital technologies and systems	• Identifies some appropriate digital devices and software for immediate tasks • Recognises a limited range of terms, symbols and icons with some understanding of their meaning • Demonstrates some familiarity with the basic layout conventions of websites and screens • Understands the purpose and key features of highly familiar digital devices and software
Create, organise, present and problem solve	• Uses the key features of a limited range of digital devices and software applications • Retrieves short and simple information from a digital system • Creates new file using highly familiar software • Navigates to required digital location • Begins to use some basic troubleshooting strategies • Uses highly familiar digital peripherals • Uses highly familiar software and adaptive technology to enhance accessibility and useability

Domains of Communication	Digital literacy Level 1 Sample activities
Personal and community	• Initiates **SMS** message and adds an **emoji**, photo or **GIF** • Turns mobile phone off and on again as a troubleshooting strategy • Replies to a short, simple email message • Checks balance of bank account • Saves a file into a designated folder, e.g. **a cake recipe into Recipes folder** • Right clicks mouse to display menu and chooses action, e.g. **copy and paste** • Uses mouse with increasing speed and accuracy, e.g. **time taken decreases or a number of difficulty levels is achieved in interactive digital games** • Takes a digital photo and sends to a friend • Distinguishes personal activity from work activity, e.g**. saves files to separate folders** • Retrieves a digital photo on phone from a particular date • Adjusts temperature of air conditioning using digital interface • Knows not to click on **links** in emails from unknown sender • Tops up public transport card • Uses voice to text/text to voice **applications** • Locates a phone number in own contacts list • Keeps passwords private
Workplace and employment	• Understands highly familiar digital terminology, e.g. **desktop, log on, log off** • Minimises, maximises and closes screens • Turns computer off and on again as a troubleshooting strategy • Operates equipment using digital interface, e.g. **adjusts speed of conveyor belt** • Makes a call on a mobile phone • Enters delivery address into **GPS** navigator and locates directions

Domains of Communication	Digital literacy Level 1 Sample activities
	• Locates a highly familiar document, e.g. **client record** • Creates a password or PIN • Communicates using a two-way radio • Saves a file or report in an established filing or data management system, e.g. **notes under client name** • Sends short and simple reply to an email communication using a digital device • Deletes inappropriate joke emails • Responds to pedestrian alert system (while operating forklift)
Education and training	• Logs on with username and password • Changes font in a document heading and saves • Completes basic internet search to find specific information, e.g. **today's temperature** • Turns **tablet** off and on again as a troubleshooting strategy • Creates a new folder for student files • Uses digital language translator for short, simple text • Uses drop down menu to select option on digital form, e.g. **state or territory** • Saves a file into a designated folder, e.g. **own work to student file** • Uses computer mouse with increasing accuracy and right clicks to locate menu • Distinguishes 'Reply' from 'Reply all' • Recognises a range of **software** icons on desktop, e.g. **Microsoft Office® suite** • Recognises a limited range of symbols, e.g. 

Digital Literacy Level 2

Level of Performance	Support	Context	Text Complexity	Task Complexity
2.12 Demonstrates an understanding of self as a digital user in familiar contexts	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

Focus area	Performance features include
Connect, communicate and collaborate	• Connects and collaborates with others using a variety of **digital devices** and **software** to transact and communicate • Understands an increasing range of uses of the internet for activities and **transactions** • Understands and applies a limited number of digital **netiquette** conventions • Initiates, maintains and ends online communications
Digital identity and safety	• Begins to demonstrate some insight when sharing information over the internet • Understands the importance of secure information and privacy • Takes some personal responsibility for identifying and managing risk factors • Ensures security protection **software** is downloaded and updated • Selects appropriate audience for communication

Digital Literacy Level 2

Level of Performance	Support	Context	Text Complexity	Task Complexity
2.13 Applies a limited range of strategies to manage digital devices and applications in familiar contexts	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

Focus area	Performance features include
Digital technologies and systems	• Identifies common **digital systems** to complete familiar tasks • Understands some general design and operating principles of **digital devices** and systems • Demonstrates familiarity with the layout conventions of websites and electronic documents • Identifies appropriate **digital system** to use to seek immediate information
Create, organise, present and problem solve	• Uses a limited number of **software packages** • Uses search engines effectively • Ensures operating system is current and updated • Uses a limited range of **digital peripherals** • Uses common symbols and terminology associated with the digital world • Uses familiar data management systems • Uses familiar **digital systems** and devices to access, organise and display information

Focus area	Performance features include
	• Troubleshoots familiar issues and knows when to ask for assistance • Uses internet-based services to carry out a limed range of activities and **transactions**

Domains of Communication	Digital literacy Level 2 Sample activities
Personal and community	• Downloads a document from the internet • Connects to free, public Wi-Fi • Responds to an online ad on an e-Commerce site, e.g. eBay or Gumtree or other • Conducts a video call, e.g. Facetime or other • Uses MyGov account • Books a table at restaurant online • Checks complete email trail before forwarding • Makes an online purchase, e.g. movie tickets, taxi • Attaches a digital file to an email or sends an MMS, e.g. a photo • Ensures operating system upgrades are downloaded and installed • Uses interactive touch screen map, e.g. shopping centre map • Uses phone app to check public transport timetable or check-in for a flight • Edits and changes graphic files, e.g. a photo • Initiates email communication • Uses a joystick or controller to play a challenging game • Recognises and deletes phishing emails

Domains of Communication	Digital literacy Level 2 Sample activities
Workplace and employment	• Uses separate email addresses for personal and work related use • Checks security protection and prompts security scan if required • Retrieves, updates and save files within established filing or data management system • Scans a document • Participates in a video call with interstate colleagues e.g. **Zoom or other** • Uses a digital interface to operate a process • Identifies stock using a digital scanner • Opens digital calendar to correct day and date to check tasks • Conducts internet based searches to identify job opportunities • Adds a contact to a digital address book • Selects appropriate receiver/s for information, i.e. **avoids global messaging/spamming** • Names, stores and locates different files • Uses joystick or controller to operate a machine, e.g. **crane, surveillance camera** • Accesses customer/client/patient information in a familiar database • Takes notes or orders on a tablet • Opens file and enters data into a simple chart or table

Domains of Communication	Digital literacy Level 2 Sample activities
Education and training	• Uses useful key words and search techniques when searching the internet • Formats text in a short document • Strengthens a password and updates when prompted • Begins to use some keyboard shortcuts, e.g. Ctrl C, Ctrl V • Conducts internet based searches to identify further training opportunities • Participates in a group message chat e.g. WhatsApp or other • Names, stores and locates different files • Uses reply, reply all and forward email functions appropriately • Creates a digital presentation, e.g. PowerPoint®, movie or other • Interacts with others appropriately using internet based software, e.g. group discussion • Uses electronic messaging to seek advice from peers • Uses search function within a website • Downloads an eBook • Identifies secure websites by looking for the padlock symbol in a web browser window

Digital Literacy Level 3

Level of Performance	Support	Context	Text Complexity	Task Complexity
3.12 Active awareness of self as a digital user in a range of familiar and some unfamiliar contexts	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting

Focus area	Performance features include
Connect, communicate and collaborate	• Recognises different ways to connect to the internet • Connects and collaborates with others using a wireless digital device and software to transact and communicate • Demonstrates an understanding of how to manage internet use for communication and transactions • Understands how digital netiquette impacts communication
Digital identity and safety	• Sets user preferences for software applications • Demonstrates understanding of virus protection software • Demonstrates knowledge of system safety to ensure data is protected if system fails • Understands online safety to complete financial transactions

Focus area	Performance features include
	• Demonstrates awareness of strategies to mitigate potential negative impacts of digital or online activity • Identifies the purpose and intended audience of a range of online content and/or software for the user • Uses technology ergonomically

Digital Literacy Level 3

Level of Performance	Support	Context	Text Complexity	Task Complexity
3.13 Applies and experiments with digital tools and software in a range of familiar and some unfamiliar contexts	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting

Focus area	Performance features include
Digital technologies and systems	• Uses a range of familiar digital technologies and systems address new situations • Identifies wired and wireless digital connection methods available to connect a range of devices to complete tasks, including **cloud storage** • Follows instructions to connect a device to a network, connect unpaired devices or transfer a file between devices wirelessly • Explains how to connect a device to a network, connect unpaired devices or transfer a file between devices wirelessly
Create, organise, present and problem solve	• Downloads and installs software applications • Uses appropriate digital devices and software to address a new communication or information need • Uses a range of software applications to communicate, organise and display information

Focus area	Performance features include
	• Uses wired and wireless connections to access, organise and display information • Uses internet search commands to improve and narrow search results • Uses a range of symbols and terminology associated with connecting devices to networks or connecting devices both wired and wirelessly • Takes steps to troubleshoot solutions to a recurring digital technology problem

Domains of communication	Digital literacy Level 3 sample activities
Personal and community	• Registers for MyGov • Uses of a range of online financial transaction methods and online payment services available, e.g. OSKO, BPAY, credit card or other • Downloads and installs a software application • Pays for an online file or subscription service and uses the content legally, e.g. Spotify, Netflix or other • Creates an example of an online advertisement e.g. ad for Gumtree or other • Creates a digital profile by describing personal online avatar • Creates and edits a short movie on a mobile device • Creates instructions on how to pair Bluetooth® speakers to a device from the step of turning it on • Fills out an online survey form to express satisfaction or disappointment with an online service or product • Pairs an undiscovered mobile device to a TV • Manages nuisance callers by blocking a mobile contact • Changes and saves a keyboard or control settings in a computer game

Domains of communication	Digital literacy Level 3 sample activities
	• Uses a 'find my device' service to ring a smartphone (simulating a lost mobile device)
Workplace and employment	• Sends a digital meeting request e.g. Outlook calendar or other • Demonstrates appropriate netiquette in workplace communication and explains the effects of positive and negative netiquette on co-workers • Sets up a workstation for a user that minimizes discomfort and maximises efficiency • Identifies all the possible wired and wireless connections available for devices in a small office, e.g. Wi-Fi, Bluetooth®, GPS location, USB™, HDMI™, RCA connectors or other • Creates a straightforward flowchart on how to connect to Wi-Fi using an undiscovered PC from the step of turning it on and include an Ethernet cable as troubleshooting • Includes a file type to search terms to narrow an internet search, e.g. .pdf • Narrows terms in an internet search to get specific information, e.g. 'gluten free bread' • Manages work hours by configuring work phone settings, e.g. Do not disturb or an automatic SMS response • Connects to a Wi-Fi network and locates information about the connection, e.g. status – connected, disconnected, signal strength – poor, fair or good, link speed in mbps
Education and training	• Sets up a spreadsheet that incorporates use of built-in formula, e.g. sum of rows A to H • Completes regular back-ups of data • Marks an email as 'junk' to prevent further email contact • Interrogates and organises data in a spreadsheet, e.g. sorts data from smallest to largest, alphabetically • Creates a document with a contents page, e.g. Word document or other • Schedules regular delivery of a podcast

Domains of communication	Digital literacy Level 3 sample activities
	• Converts data to a bar graph or pie chart • Follows instructions and demonstrates how to connect two digital devices in the classroom from the step of turning them on • Finds a 'how to' clip on a video streaming platform and follows the instructions to solve an unfamiliar technology problem • Uses a mobile device as a mobile hotspot, tether another device to it in order to connect the second device to the internet • Contributes to online chat using netiquette • Understand that it may be illegal to reuse content that belongs to others without their permission • Scans, pairs, renames, saves and unpairs Bluetooth® headphones to a smartphone

Appendix 1: Performance Features Grid – Digital Literacy

Digital literacy indicator .12: Active awareness of self as a digital user

Focus Area	Pre Level 1A	Pre Level 1B	Level 1	Level 2	Level 3
Connect, communicate and collaborate	• Begins to recognise there are different digital devices commonly used to connect with others • Demonstrates extremely limited use of digital device • Begins to recognise some benefits of digitally connecting with others	• Begins to understand the purpose of some commonly used digital devices and software applications • Begins to understand internet connectivity • Begins to use an extremely limited number of digital devices and software applications • Understands a limited range of benefits and drawbacks of being digitally connected to others	• Uses the internet to connect with others using a limited range of digital devices and software • Uses the internet to carry out a limited range of familiar digital activities • Begins to understand and use some basic conventions of online netiquette • Understands a limited range of short, highly explicit digital texts and tasks	• Connects and collaborates with others using a variety of digital devices and software to transact and communicate • Understands an increasing range of uses of the internet for activities and transactions • Understands and applies a limited number of digital netiquette conventions • Initiates, maintains and ends online communications	• Recognises different ways to connect to the internet • Connects and collaborates with others using a wireless digital device and software to transact and communicate • Demonstrates an understanding of how to manage internet use for communication and transactions • Understands how digital netiquette impacts communication

Focus Area	Pre Level 1A	Pre Level 1B	Level 1	Level 2	Level 3
Digital identity and safety	• Shows some recognition that users connect digitally for different purposes • Copies simple risk protection code	• Begins to understand there are risks associated with providing information • Begins to recognise purpose of digital risk protection • Begins to understand the concept of privacy • Makes simple risk protection code	• Begins to recognise own digital footprint and its permanency • Recognises and applies a very restricted range of digital risk protection software and privacy strategies • Begins to recognise unsafe web links and warnings • Makes some distinction between personal and work related use of digital devices and software • Begins to recognise some inappropriate content	• Begins to demonstrate some insight when sharing information over the internet • Understands the importance of secure information and privacy • Takes some personal responsibility for identifying and managing risk factors • Ensures security protection software is downloaded and updated • Selects appropriate audience for communication	• Sets user preferences for software applications • Demonstrates understanding of virus protection software • Demonstrates knowledge of system safety to ensure data is protected if system fails • Understands online safety to complete financial transactions • Demonstrates awareness of strategies to mitigate potential negative impacts of digital or online activity • Identifies the purpose and intended audience of a range of online content and/or software for the user • Uses technology ergonomically

Digital literacy indicator .13: Knowledge, use and application of digital literacy skills

Focus Area	Pre Level 1A	Pre Level 1B	Level 1	Level 2	Level 3
Digital technologies and systems	• Begins to recognise extremely familiar digital devices • Demonstrates extremely limited understanding of maintaining digital devices • Begins to recognise extremely familiar digital symbols	• Begins to understand the purpose of some extremely familiar digital devices and software • Demonstrates an extremely limited capacity to maintain digital devices • Begins to navigate extremely simple digital screen	• Identifies some appropriate digital devices and software for immediate tasks • Recognises a limited range of terms, symbols and icons with some understanding of their meaning • Demonstrates some familiarity with the basic layout conventions of websites and screens • Understands the purpose and key features of highly familiar digital devices and software	• Identifies common digital systems to complete familiar tasks • Understands some general design and operating principles of digital devices and systems • Demonstrates familiarity with the layout conventions of websites and electronic documents • Identifies appropriate digital system to use to seek immediate information	• Uses a range of familiar digital technologies and systems address new situations • Identifies wired and wireless digital connection methods available to connect a range of devices to complete tasks, including cloud storage • Follows instructions to connect a device to a network, connect unpaired devices or transfer a file between devices wirelessly • Explains how to connect a device to a network, connect unpaired devices or transfer a file between devices wirelessly

Focus Area	Pre Level 1A	Pre Level 1B	Level 1	Level 2	Level 3
Create, organise, present and problem solve	• Uses an extremely limited range of digital letters and symbols • Follows a single step oral or pictorial instruction to activate or deactivate tool • Begins to use digital peripherals • Responds to an extremely limited number of digital alerts or symbols	• Uses an extremely limited number of digital devices and software applications • Recognises and responds to a limited number of digital prompts or alerts, texts, and symbols • Demonstrates a recognition of the relationship between digital peripherals and action on screen • Begins to understand that content can be changed	• Uses the key features of a limited range of digital devices and software applications • Retrieves short and simple information from a digital system • Creates new file using highly familiar software • Navigates to required digital location • Begins to use some basic troubleshooting strategies • Uses highly familiar digital peripherals • Uses highly familiar software and adaptive technology to enhance accessibility and useability	• Uses a limited number of software packages • Uses search engines effectively • Ensures operating system is current and updated • Uses a limited range of digital peripherals • Uses common symbols and terminology associated with the digital world • Uses familiar data management systems • Uses familiar digital systems and devices to access, organise	• Downloads and installs software applications • Uses appropriate digital devices and software to address a new communication or information need • Uses a range of software applications to communicate, organise and display information • Uses wired and wireless connections to access, organise and display information • Uses internet search commands to improve and narrow search results • Uses a range of symbols and terminology associated with connecting devices to networks or connecting

Focus Area	Pre Level 1A	Pre Level 1B	Level 1	Level 2	Level 3
				and display information • Troubleshoots familiar issues and knows when to ask for assistance • Uses internet-based services to carry out a limed range of activities and transactions	devices both wired and wirelessly • Takes steps to troubleshoot solutions to a recurring digital technology problem

Appendix 2: Glossary

Term	Meaning
Attachments	A file that is commonly sent with a message, such as an email.
Avatar	A computer generated character that represents an online user.
Bluetooth®	A wireless technology that allows two devices to exchange data within close proximity
Chat	Distinct from email and online forums, messages are usually short and exchanges occur in real-time similar a conversation
Cloud storage	A more accessible but less secure model of digital storage whereby files, or versions of files, are stored on more than one server and accessible across multiple devices often through a cloud storage provider
Digital devices	Physical devices or tools, for example: mobile phone, smart phone, personal computer, laptop computer, tablet PC, scanning equipment, digital interface (to operate equipment).
Digital footprint	A digital footprint is the information or trail of data that a person creates from their online activity. It is made up of websites visited, emails and information on online services. It also includes activity on social media, tweets and blogs. A digital footprint is permanent, even if some information or activity is deleted.
Digital literacy	Digital literacy is the ability to define, access, manage, integrate, communicate, evaluate and create information safely and appropriately through digital technologies and networked devices for participation in personal, economic and social life. (UNESCO 2018). The skills needed include the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and remain safe using a variety of digital technologies. Digital literacy skills exist on a continuum with varying degrees of competency depending on the context and on the level required in different situations.

Term	Meaning
Digital peripherals	An external device that provides input and output for the computer. • Input examples: keyboard, mouse, joystick • Output examples: monitor, printer, loudspeakers, headphones • Input and output examples: hard drives, modems
Digital risk protection	Digital risk protection focuses on protecting organizational reputation, customer experience and revenue. Digital risk protection tools, products and services are designed to rapidly detect digital threats and respond to events to minimize organizational disruption and any financial losses. Digital risk protection reduces risks that emerge from digital transformation, protecting against the unwanted exposure of a company's data, brand, and attack surface and providing actionable insight on threats from the open, deep, and dark web.
Digital system	Digital system refers to features such as hardware, software and networks and their use. There may be several different components that make up one system, e.g. a computer has a central processing unit, hard disk, keyboard, mouse, screen, etc.
EFTPOS	Electronic Funds Transfer at Point Of Sale is a digital payment system for goods or services based on the use of payment enabled devices or cards.
e-Commerce	Commercial transactions conducted electronically using the Internet.
Emoji	Deriving from the Japanese words絵 + 文字, 'e + moji,' 'picture + character,' emojis are ideograms and faces used as digital messages.
Ethernet cable	A cable that connects wired devices to the internet and for sharing data.
GIF	Graphic Interchange Format, pronounced both 'jif' and with a hard 'G' as in Graphic, is a digital format for both animated and static images.
GPS	Global Positioning System provides your location on the earth or in the air where there is line of sight to at least four satellites.
HDMI	High Definition Media Interface is a connector of varying shapes and sizes for delivering high quality video and audio between devices.
IP address	Internet Protocol address is a numerical address for a device connected to a network that uses the internet to communicate.

Term	Meaning
Link	An abbreviation of hyperlink, is a clickable text or object that lets you jump directly to something on the internet
Mobile hotspot	A mobile phone or hardware that shares a wireless access point with another device for it to have access to mobile data
MMS	MMS is a method of sending text messages that include multimedia content using a mobile device, e.g. text with a photo, text with a video.
Netiquette	Refers to standards of good behaviour in online communication such as email, social media, online chats, forums, social networking sites.
Permissions	Granting an application or program a range of access from → to data, from such as contacts to hardware, such as a camera
Phishing	Phishing is the malicious practice of attempting to trick individuals or businesses to provide personal information e.g. logins, bank or credit card details. It is often done through email.
Ping	A connection's reaction time of a device sending a request and is measured in milliseconds.
QR Codes	A quick response code is a black and white squared pattern within a square that can be read by a mobile camera to decode an internet link, for example.
RCA connectors	Analog connectors, usually yellow for video and red and white for audio, that transfer audiovisual signals between devices.
Software/application	Software is a general term for computer data, while an application (app) is a kind of software used for a certain task. Applications are often operating system specific, while software is not necessarily so. Applications usually need user interaction to function while this is not necessarily the case with software.
Software Packages	Software packages are resources or files that are bundled together as a collection of software.
SMS	Short Message Service is a digital text message. This is different to an MMS or Multimedia Messaging Service that includes attachments, such as photos or video.
Sync	An → A derivative of synchronize, harmonizing data across devices.

Term	Meaning
Tablet	A tablet, or tablet PC, is a portable computer that uses a touchscreen.
Time-out	A setting or application that hides or restricts access to apps.
Transactions	Transactions include commercial transactions; refer to e-commerce, a communicative transaction; a digital message (SMS or MMS) or a document transaction (.pdf), unless otherwise specified.
Wi-Fi	Wi-Fi is a networking technology that allow a digital device to connect to the Internet wirelessly or to communicate with another device wirelessly within a limited distance.

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