



Significant Aspects of Learning Assessing Progress and Achievement in Technologies

Significant aspects of learning in technologies

Assessment of learning in Technologies in early years establishments, special education establishments, primary schools and secondary schools is supported and made manageable by the identification of significant aspects of learning. These significant aspects of learning, listed here, ensure that learning is coherent for children and young people:

Through careful planning, using the experiences and outcomes in business; computing science; food and textiles; and craft, design, engineering and graphics, learners will have opportunities for:

1. finding, discussing, organising and evaluating information through the Technologies

- searching and retrieving information to inform thinking

2. understanding how technological products work and how they affect people

- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate, skills in collaboration, leading and interacting with others
- problem solving skills through exploration.

3. planning and organising technological activities

- planning and organisational skills in a range of contexts
- skills in using tools, equipment, software and materials
- creativity and innovation, for example through ICT, computer-aided design and manufacturing approaches
- making connections between specialist skills developed within learning and skills for work evaluating products, applications, systems and services presentation skills.

Each of the six organisers of the Technologies – technological developments; ICT; business; computing science; food and textiles and craft, design, engineering and graphics – makes its distinctive contribution to the development of children's and young people's knowledge and understanding, skills, attributes and capabilities. The significant aspects of learning underpin these, are common to all organisers of the Technologies, and can be readily identified in all of these contexts. Practitioners and learners may, on some occasions, refer to significant aspects of learning within one of these organisers (e.g. at 3rd or 4th levels, in secondary departments or faculties) or, on other occasions, across all of the Technologies (such as at early to 2nd levels in pre-school centres and primary schools, or in the broad general education at S1-S3).