



## Teaching and Learning with ICT: a self evaluation guide

### What is effective practice in teaching and learning with ICT?

A teacher demonstrating effective practice in teaching and learning with ICT:

1. uses a range of learner centred strategies to engage students in ICT enriched authentic, multidisciplinary learning programs, both online and offline, which demonstrate knowledge and relevance to the Curriculum Framework;
2. involves students in the development of comprehensive, digitally rich assessment tasks to monitor, evaluate and report about learning;
3. provides leadership to the education community in the innovative applications of ICT in teaching, learning and assessment;
4. leads the school and wider educational community in the development of ICT and online policy and strategies;
5. develops sustainable in-school and online partnerships with students, parents and colleagues; and
6. is skilled in the use and application of a diverse range of ICT productivity, collaboration and publishing tools.

## Purpose of this document

This guide is designed to support staff and school leaders who are focusing on improving their understandings of the use of information and communication technology (ICT) in teaching, learning and assessment.

There are clear connections between this document and the *Draft Competency Framework for Teachers*. The dimensions of practice described in this guide are taken from the *Draft Competency Framework* and additional descriptions of the role of ICT have been woven into the existing language.

Effective teaching and learning can be enriched by the addition of ICT. This guide supports educators to develop this enriched repertoire of teaching and learning strategies and to recognise the many dimensions of practice that can be impacted on by ICT.



## How to use the guide

The dimensions of effective teaching and learning are described in the left hand column of the guide. Across the top of the guide are phase descriptions of increasing competence in ICT enriched teaching and learning. Within each phase are specific descriptions related to the six dimensions of practice:



- Facilitating student learning
- Assessing student learning outcomes
- Engaging in professional learning
- Participating in curriculum policy and program initiatives
- Forming partnerships within the school community
- Teachers' ICT skills and knowledge



Schools can use this guide to get a sense of individuals' current level of skill and understanding of teaching and learning with ICT. By developing this awareness, professional learning requirements can be identified and planned for and progress through the phases can be tracked and monitored over time.

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<b>PHASE OF UPTAKE</b>   <b>DIMENSION OF PRACTICE</b> 	<b>Pre Entry</b> Teachers engage their students in purposeful and appropriate learning experiences without the use of ICT.	<b>Phase 1</b> Teachers engage their students in sequences of purposeful and appropriate learning experiences and use ICT to increase student productivity and engagement.	<b>Phase 2</b> Teachers meet diverse student learning needs through consistent application of a wide range of effective teaching, learning and assessment practices that include the use of ICT to provide opportunities for demonstration of learning outcomes.	<b>Phase 3</b> Teachers are innovative in the use of highly responsive and inclusive teaching, learning and assessment practices that effectively meet the specific learning needs of individuals and groups of students using ICT to transform the learning opportunities.	<b>Phase 4</b> Teachers are proactive in the application of online teaching, learning and assessment strategies to provide customised and responsive learning opportunities.
<b>1</b> <b>Facilitating student learning</b>					
<b>1.1</b> <b>Connection to CF</b>	<ul style="list-style-type: none"> <li>Application of Curriculum Framework does not involve connections to ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Applies ICT to specific aspects of the Curriculum Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Applies ICT to achieve outcomes across learning areas in the Curriculum Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Applies ICT to enriched learning activities that are authentic, multidisciplinary and demonstrate knowledge and relevance to the Curriculum Framework outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Creates innovative online learning programs that support achievement of outcomes across all learning areas.</li> </ul>
<b>1.2</b> <b>Student application of ICT</b>	<ul style="list-style-type: none"> <li>Others are responsible for student use of ICT to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Focus students' use of ICT as a tool and development of ICT literacy skills.</li> <li>Students access to software programs is used as a reward.</li> </ul>	<ul style="list-style-type: none"> <li>Focus students' use of ICT as a learning tool to support achievement of learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is on student independence in appropriate use of ICT to meet their learning needs to achieve outcomes.</li> <li>Learning with ICT is oriented towards constructing meaning and solving problems of consequence.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is on student interacting and creating online learning experiences.</li> </ul>
<b>1.3</b> <b>Attitude</b>	<ul style="list-style-type: none"> <li>Comfortable that existing teaching, learning and assessment practices adequately promote student learning without the use of ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Willing to extend their repertoire of teaching and learning practices.</li> </ul>	<ul style="list-style-type: none"> <li>Feel in control, confident and comfortable with ICT.</li> </ul>	<ul style="list-style-type: none"> <li>ICT thinking, usage and integration is second nature.</li> <li>Capable of operating independently and interdependently in collaborating with others.</li> </ul>	<ul style="list-style-type: none"> <li>Examines directions in online learning and provides advice to the education community .</li> </ul>
<b>1.4</b> <b>Teacher as orchestrator</b>	<ul style="list-style-type: none"> <li>Designs learning experiences to engage their students without the use of ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assumes primary responsibility for ICT use.</li> <li>Teacher allows for student collaboration and self-direction in some instances.</li> </ul>	<ul style="list-style-type: none"> <li>Students access ICT through teacher directed activities.</li> <li>Using ICT students have more opportunities to adopt roles, simulate authentic tasks, work collaboratively and independently and begin to rely on each other when questions arise.</li> </ul>	<ul style="list-style-type: none"> <li>Students are self directed and have opportunities to select and use of a range of technologies for learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates scaffolding for online learning for students which reflects individual learning styles and needs.</li> </ul>

<p><b>PHASE OF UPTAKE</b></p> <p>→</p> <p><b>DIMENSION OF PRACTICE</b></p> <p>↓</p>	<p><b>Pre Entry</b></p> <p>Teachers engage their students in purposeful and appropriate learning experiences without the use of ICT.</p>	<p><b>Phase 1</b></p> <p>Teachers engage their students in sequences of purposeful and appropriate learning experiences and use ICT to increase student productivity and engagement.</p>	<p><b>Phase 2</b></p> <p>Teachers meet diverse student learning needs through consistent application of a wide range of effective teaching, learning and assessment practices that include the use of ICT to provide opportunities for demonstration of learning outcomes.</p>	<p><b>Phase 3</b></p> <p>Teachers are innovative in the use of highly responsive and inclusive teaching, learning and assessment practices that effectively meet the specific learning needs of individuals and groups of students using ICT to transform the learning opportunities.</p>	<p><b>Phase 4</b></p> <p>Teachers are proactive in the application of online teaching, learning and assessment strategies to provide customised and responsive learning opportunities.</p>
<p><b>1.5</b></p> <p><b>Repertoire of teaching strategies</b></p>	<ul style="list-style-type: none"> <li>• Provides learning experiences to accommodate the learning styles and needs of students without the use of ICT.</li> <li>• May allow some students to use computers if they choose to do so, particularly at home or at the library, but may feel unwilling or uninterested in changing what seems successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher experiments with new teaching strategies using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT is applied to student-focussed strategies that are enhanced with ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ICT is a crucial learning tool to the achievement learning objectives.</li> <li>• Learning activities involving ICT are highly interactive, responsive to student needs and includes authentic online tasks and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers employ a range of eLearning strategies – creating open-ended inquiry based tasks using online learning content management systems.</li> </ul>
<p><b>1.6</b></p> <p><b>ICT access and use</b></p>	<ul style="list-style-type: none"> <li>• ICT access and use occur outside the classroom and do not involve the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Most ICT is in computer labs and not readily accessible for classroom integration.</li> <li>• Classroom computers located in relatively isolated part of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT located mostly in classrooms and controlled by teacher.</li> <li>• Computers arranged for effective supervision by teacher and collaboration by students.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT access in classroom is the shared responsibility of teachers and students who have flexibility about organising the class environment according to need.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT access is readily available throughout the classroom, school and at home.</li> </ul>
<p><b>2</b></p> <p><b>Assessing student learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Assessment strategies do not include the use of digital media.</li> </ul>	<ul style="list-style-type: none"> <li>• Some assessment portfolios contain digital learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital assessments valued by teachers and students to demonstrate achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment tasks produce products of value to the student, teacher or broader audience that demonstrate evidence of using ICT.</li> <li>• Assessments are comprehensive and utilise a diverse range of digital media.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, teachers and parents use eLearning systems to monitor, evaluate and report about learning.</li> </ul>

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<b>3</b> <b>Engaging in professional learning</b>	<ul style="list-style-type: none"> <li>Professional learning does not involve learning about or using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT to support professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to networks to collaboratively design and evaluate integrated ICT strategies.</li> <li>Supports colleagues in their use of ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and facilitates research and dialogue in exploring innovative applications of ICT in teaching, learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Leads professional learning about eLearning in teaching, learning and assessment.</li> </ul>
<b>4</b> <b>Participating in curriculum policy and program initiatives</b>	<ul style="list-style-type: none"> <li>Does not contribute to ICT related curriculum policies or initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes information to assist the work of school curriculum policy and program teams associated with ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Active participation in school curriculum policy and program teams associated with ICT.</li> </ul>	<ul style="list-style-type: none"> <li>A leader in the development of school curriculum ICT policy and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>An innovator and participant in school ICT policy and strategies.</li> </ul>
<b>5</b> <b>Forming partnerships within the school community</b>	<ul style="list-style-type: none"> <li>Does not associate with partnerships about or using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to partnerships initiated by others.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Is a leader in the development of partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Builds sustainable online learning communities with students, parents and colleagues.</li> </ul>

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<b>6</b> <b>Teachers' ICT skills and knowledge</b>					
<b>6.1</b> <b>Peripherals</b>	<ul style="list-style-type: none"> <li>Peripherals are not used.</li> </ul>	<ul style="list-style-type: none"> <li>Independently operate a limited range of peripherals.</li> <li>Focus on technologies specific to teaching area such as MIDI keyboard, scanner or digital camera.</li> </ul>	<ul style="list-style-type: none"> <li>Comfortable using a range of peripherals.</li> <li>Requires support in using new peripherals and solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>Able to transfer skills to new peripherals without support and use is transparent.</li> </ul>	<ul style="list-style-type: none"> <li>Actively explores new technologies and assess their potential for enhanced learning.</li> </ul>
<b>6.2</b> <b>Applications</b>	<ul style="list-style-type: none"> <li>Minimal ICT skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Can operate the computer at a basic level - including starting and ending sessions, using basic software applications and making simple connections.</li> <li>Aware of applications such as spreadsheets, graphics.</li> <li>May have rudimentary skill using a single tool (eg PowerPoint) but presentations are linear and one dimensional.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly applies ICT to personal and professional productivity.</li> <li>Can save or retrieve multimedia content and other files.</li> </ul>	<ul style="list-style-type: none"> <li>Able to transfer skills from current to new tools quickly and independently.</li> <li>Uses a range of multimedia technologies to create, edit and communicate learning programs and products.</li> </ul>	<ul style="list-style-type: none"> <li>Proactive in investigating online services and tools assesses their potential for enhancing teaching, learning and assessment.</li> </ul>
<b>6.3</b> <b>Online services</b>	<ul style="list-style-type: none"> <li>Does not operate on a network.</li> <li>Does not access online services.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to browse the web but not able to make efficient searches.</li> <li>Recognises when network is dysfunctional and reports problems to appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>Online information resources (EdNA Online, CMIS, ERIC) used where appropriate.</li> <li>Understands and uses efficient web search methods, uses bookmarks and favourites.</li> <li>Navigates networks comfortably and independently solves simple network problems.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and publishes online curriculum resources.</li> <li>Collaborative tools of email, listservs, chat boards, videoconferencing used regularly and appropriately.</li> <li>Uses network resources transparently in everyday work.</li> </ul>	<ul style="list-style-type: none"> <li>Online learning experiences are investigated and created.</li> </ul>