EDUC2610

Information and Communication Technologies and Education

Session 1, Weekday attendance, North Ryde 2020

Macquarie School of Education

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General Information

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Tutor
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Credit points
10

Prerequisites
80cp or (20cp of EDUC or EDST units)

Corequisites

Co-badged status

Unit description
This unit considers ways in which information and communication technology is changing education. It is particularly concerned with issues related to the use of technology in the classroom: how to successfully select and apply learning technologies to achieve intended learning outcomes; the new literacies that educational technologies create; and appropriate pedagogies for the contemporary global classroom. Practical application of these understandings is developed through a series of skills-based tutorials that focus on how to effectively design learning tasks using the contemporary technological approaches being discussed.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data).

ULO2: Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes.

ULO3: Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.

ULO4: Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts.

ULO5: Explain in a broad sense how ICTs impact on our social, cultural and educational lives.

ULO6: Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult iLearn for revised unit information.

Find out more about the Coronavirus (COVID-19) and potential impacts on staff and students

General Assessment Information

It is important to check the EDUC2610 unit website and student email regularly as assessment clarifications may be announced and it will be assumed all students have read them. The following requirements apply to assessment tasks:

1. The Quiz Questions Task is to be completed via the Peerwise website (link available from the unit website).
2. The Learning Technology Module Task is to be submitted via the Turnitin assignment drop-box available from the unit website. The name of your assignment file should include your full name – for instance MattBowerTask2.doc . A Faculty cover sheet is not

required.

3. Students may use Turnitin's Originality Report as a learning tool to improve their academic writing. Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report. The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date. Generally, one Originality Report is generated every 24 hours up to the due date.
4. Students should regularly save a copy of all assignments before submission. Students are responsible for checking that their submission has been successful and has been submitted by the due date and time. Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate that the assessment has not been amended after the submission date.
5. In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration. Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained. When lodging a special consideration request you must specify *the task number, task name, and the requested submission date*.
6. Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
7. No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
8. If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed

assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements. Note that Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process. Also note that the outcome of a re-mark may be a higher/lower or unchanged grade. Grades are *standards referenced* and effort is NOT a criterion.

9. Students should keep strictly within the stated length or word limit, and students may be penalised for exceeding this limit. Reference lists are not included in the word count. Appendices are not included in the word count, though it is at the marker's discretion as to whether information in appendices is taken into account for determining grades so please ensure all essential information is included in the main body of the submission.
10. The Department of Educational Studies Referencing Procedures must be adopted. These requirements are based on the APA style. Online guides are provided via the Library to support students with their referencing: http://libguides.mq.edu.au/referencing/APA7thEdition
11. Overall student performance on assignments will be made available as a grade in the iLearn Gradebook.
12. Feedback on assignments will include the assessment of performance in relation to the assignment criteria as well as qualitative feedback in the form of comments. For Turnitin submissions inline feedback may also be provided on a marked up version of the assignment file.
13. It is particularly important that students note that by submitting their assignment they are acknowledging that their work is original. Remember assignments must be your own work. Plagiarism is a serious offense.

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information. In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45. Students will be awarded grades ranging from HD to F according to guidelines set out in the assessment policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment .

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor

HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Unit Organisation

This is a ten credit point unit run over a standard 13 week session. Note that there are no lecture or tutorial classes in the two weeks prior to the mid-session break so that second-year education students can complete their in-school block practicum experience. If you are a third or fourth year student who needs to undertake your practicum at a different time then we recommend that you switch to external enrollment through eStudent.

Lecture

Wednesday 9am - 10am, at T2 Theatre, 23 Wallys Walk (23WWT2)

Weekly Tutorial Schedule (Internal students)

Tutorial Class A: Wednesday, 11am - 1pm, in 12 Second Way Room 315 (12SW315)

Tutorial Class B: Wednesday, 1pm - 3pm, in 12 Second Way Room 315 (12SW315)

Tutorial Class C: Thursday, 11am - 1pm, in 12 Second Way Room 315 (12SW315)

On-campus Schedule (External students)

External students are required to complete three on-campus days on the following dates:

9:00am - 4:30pm Saturday 14th March (end of Week 3)

9:00am - 4:30pm Saturday 4th April (end of Week 6)

9:00am - 4:30pm Saturday 23rd May (end of Week 11)

External students will also need to participate in an online webinar from 9am to 11am on Saturday 30th of May.

Students must attend the tutorials / modes for which they have enrolled. There are several reasons for this. Firstly, students work at a computer during these sessions and there are a limited number of computers available in the lab. Secondly, eStudent is used to create tutorial activity groupings in iLearn, so students who attend tutorial classes other than the one in which they are enrolled may not be able to access their tutorial activities. Any changes to tutorial enrolments must be completed officially through e-student. Please email the convenor and the respective tutor/s to advise of any class changes.

Students are expected to attend and participate in all the tutorials. Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit (as assessed through the Task 3 Tutorial Tasks). In order to satisfactorily complete the Task 3 Tutorial Tasks students will need to:

- prepare for the tutorials by completing the readings and lecture *prior to class*
- attend the tutorials
- participate in tutorial discussions
- complete the tutorial activities.

As well, students complete the Learning Technology Module groupwork assessment task with peers from their tutorial tasks, so unexplained absences may impact on other students.

Unit expectations

Students are expected to read the weekly readings before attending tutorials and completing tasks. Students are expected to attend weekly lectures or watched the lecture recordings *before* attending tutorials and completing tasks. In order to receive a passing grade in this unit your combined marks for all assessment tasks must be at least 50/100, and you must have made a serious attempt at passing all assessment tasks.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator.

You are required to retain all documentation related to absences. This documentation needs to be presented to your tutor or the unit convenor on request. If sufficient documentation is provided in the case of a tutorial absence then tutors may choose to prescribe activities for you to

complete in order for you to demonstrate accomplishment of the tutorial outcomes. If you experience serious and unavoidable disruption you should submit a “special consideration” request through http://ask.mq.edu.au (see below).

Required Reading

The required text for this unit is "Design of Technology-Enhanced Learning - Integrating Research and Practice" by Matt Bower.

e-Book version

A digital copy of the book should be available from http://ebooks.com for around $AU 40, which is about a 65% discount. Simply go to https://www.ebooks.com/95840983/design-of-technology-enhanced-learning/bower-matt/ and use the discount code provided at the top section of the unit website on checkout to receive the discount. This offer has been setup especially for EDUC2610 this session so please don't pass it onto anyone because the number of people who can use this discount is capped. The digital version of the book has several advantages including being searchable, colour images, and live hyperlinks to web references.

Hardcopy/paperback version

Those who prefer a hardcopy version of the book can purchase it from the Co-op Bookshop on campus, with a discount off the RRP for members. A paperback version of the book can also be purchased online at https://www.footprint.com.au/product-detail.asp?product=9781838679200 (use the discount code ***BOWER20*** on checkout to receive a 20% student discount, noting that a $5.50 postage fee will apply). Hardcover and paperback versions are available from other vendors, so it can be worthwhile to shop around online.

Library version

The text is available for periodical borrowing from the Library. The number of digital and hardcopy versions available may be capped, the library versions cannot be annotated, and there is a limit on the duration for which you borrow the digital and hardcopy versions from the library. In previous sessions students have been caught without access during peak periods such as exam times, so we recommend that you purchase either an e-Book or hardcopy version.

Copyright Issues

Copyright rules apply to the use of materials taken from other sources. There are images you can use in the development of your assignments without needing to obtain copyright permission. Links to sites that supply copyright free images will be suggested in your tutorials, or you can search for Creative Commons resources yourselves. It is essential that you obtain copyright permission for any images you obtain from other web sites or scan from books. You, and the University, are open to prosecution if you publicly post images taken from other sources without permission. If you particularly need to use material from a website/book, most book publishers and sources of web pages will provide copyright permission if you contact them to ask for permission indicating the use is for educational purposes and not for profit - just clearly indicate that it is only being used for local educational purposes.

Technology Use and Requirements

Accessing and using the Unit Website

The EDUC2610 unit website is available from the Macquarie University iLearn system available at: http://ilearn.mq.edu.au.

Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted on iLearn, as will other relevant unit notices and materials. Please check the iLearn unit website regularly.

Lecture recordings

Weekly lectures are available on the web through the ECHO360 Active Learning Platform block on the right-hand side of the unit website in iLearn. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides will be made available in iLearn just prior to the weekly lecture and/or will be made available in the Active Learning Tool.

Training Support

In order to successfully complete the EDUC2610 tutorials students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. If you feel uncertain about your competency levels it is your responsibility to undertake training to acquire or improve these skills as soon as possible as they will be assumed in the tutorials. Options include:

Library Training

The library offers a range of face-to-face and online workshops to support the development of technological skills. For more details refer to the Macquarie University library website (http://www.mq.edu.au/on_campus/library/) under 'Training'.

General IT Support and Troubleshooting

For support with access to wireless networks and other general technology matters, please contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: onehelp@mq.edu.au).

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult iLearn for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Week Commencing	Lectures	Tutorial Content

Week 1 (24/02/20)	Introduction to ICT in Education Technology as an educational imperative The Technology Pedagogy and Content Model and its implications	Intro to unit and technology platforms Initial analysis of technologies & their educational implications Introduction to Task 1 Quiz Questions
Week 2 (02/03/20)	Pedagogies of Technology-Enhanced Learning	Analysing pedagogies of technology-enhanced learning Evaluating Moodle modules
Week 3 (09/03/20)	Technology Affordances and Multimedia Learning Effects	Introduction to Learning Management System authoring (Moodle)
Week 4 (16/03/20)	Representing and Sharing Content Using Technology	Learning objects Sharing and reuse of content (copyright & Creative Commons) Assessment using technology
Week 5 (23/03/20)	Design Thinking and Learning Design	Introduction to the design of technology enhanced learning (learning design and lesson planning) Overview of Task 2 Learning Technology Module
Week 6 (30/03/20)	*No lecture (2nd Year Education students on practicum)*	*No face-to-face tutorial*
Week 7 (06/04/20)	*No lecture (2nd Year Education students on practicum)*	*No face-to-face tutorial*
Mid Semester Break – Monday 13th April to Friday 24th April		
Week 8 (27/04/20)	Design of Web 2.0 Enhanced Learning (blogs, wikis and more)	Designing activities using Web 2.0 tools Moodle Module group work
Week 9 (04/05/20)	Designing for Learning using Social Networking	Using social networking for learning Moodle Module group work
Week 10 (11/05/20)	Design of Mobile Learning	Exploring mobile potentials Moodle module group work
Week 11 (18/05/20)	Designing for Learning using Virtual Worlds	Virtual world activities Moodle module group work

Week 12 (25/05/20)	Abstracting Technology-Enhanced Learning Design Principles Conclusions and Future Directions for Educational Technology	Peer feedback on Moodle modules Reflections and evaluations Group debriefing General review
Week 13 (01/06/20)	Unit summary and exam guidance	*No tutorial*

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Department of Educational Studies Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session. Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- Other iLearn communication functions

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree. If you are going to withdraw from this unit please ensure that you do so before Census Date in order to avoid academic and financial disadvantage.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Changes from Previous Offering

This offering of EDUC2610 differs from the previous iteration in the following ways:

- The unit code has changed from EDUC261 to EDUC2610.
- The task descriptions have changed slightly, with further details about each task placed on the unit website.
- The content of lectures and tutorials has changed to reflect recent advancements in learning technology.

AITSL Professional Standards for Teachers

The Australian Institute for Teaching and School Leadership (AITSL) specifies Australian Professional Standards for Teachers (APST). The Australian Professional Standards for

Teachers provide a common framework to describe, recognise and support the complex and varied nature of teachers' work. The standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.

EDUC2610 forms part of a program of study that enables students to achieve or exceed the **Graduate Teaching Standards**. The Graduate Teaching Standards are the competencies expected of a beginning teacher. The assessment tasks in EDUC2610 address Graduate Teaching Standards as outlined in the following table.

Assessment Task	Graduate Teaching Standards Addressed
Task 1 - Quiz Questions	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 2 - Learning Technology Module	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 3 - Tutorial Tasks	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
Task 4 - Examination	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

The complete list of Graduate Teaching Standards are outlined below. Further information regarding the Australian Professional Standards for Teachers can be found on the Institute's website: http://www.teacherstandards.aitsl.edu.au/ .

AITSL's Australian Professional Standards for Teachers (Graduate)

Professional Knowledge

Standard 1: Know students and how they learn

1.1	Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.2	Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2: Know the content and how to teach it

2.1	Content and teaching strategies of the teaching area	Demonstrate understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Content selection and organization	Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and communication technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Professional Practice

Standard 3: Plan and Implement effective teaching and learning

3.1	Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

3.3	Use teaching strategies	Include a range of teaching strategies in teaching.
3.4	Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6	Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4: Create and maintain supportive and safe learning environments

4.1	Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3	Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5: Assess, provide feedback and report on student learning

5.1	Assess student learning	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3	Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Professional Engagement

Standard 6: Engage in professional learning

6.1	Identify and plan professional learning needs	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.
6.3	Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.1	Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational polices and processes required for teachers according to school stage.
7.3	Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.