



# EDST8304

## Learning Technologies in School

Session 2, Special circumstance 2020

*Macquarie School of Education*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

#### Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

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|--|
| Unit convenor and teaching staff<br>Matt Bower<br><a href="mailto:matt.bower@mq.edu.au">matt.bower@mq.edu.au</a><br>by appointment   |
| Credit points<br>10  |
| Prerequisites<br>Admission to MTeach(Sec) or GradCertEd  |
| Corequisites   |
| Co-badged status   |
| Unit description<br>This unit examines design, implementation, evaluation and research issues relating to the use of technology in education. It investigates how current and emerging technologies can be used to effectively develop high school students' capabilities across a range of discipline areas. It provokes consideration of how research and theory can inform the effective design of technology-enhanced learning, and critical reflection of the role, place and influence of technology in secondary school contexts. |

## 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:** Demonstrate a specialised understanding of how to integrate technology effectively into classroom practice.
- ULO2:** Describe a range of contemporary technologies and critically evaluate their potentials for educational purposes.
- ULO3:** Develop technology-enhanced learning designs based on insightful selection and use of contemporary technologies.
- ULO4:** Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding

technology in educational contexts.

**ULO5:** Utilise educational technologies to support integrated, reflective, and critical practice and research.

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

## **General Assessment Information**

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- 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.

### **Backup and submission**

- 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.

### **Assignment extensions and late penalties**

- 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.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- 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 easily that the assessment has not been amended after the submission date.

## **Requesting a re-assessment of an assignment**

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: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Additional note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

## **University policy on grading**

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

policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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

| Grade                    | Descriptor  |
|--------------------------|---|
| HD<br>(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<br>(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<br>(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<br>(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<br>(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.  |

## Withdrawing from this 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.

### Results

Results shown in iLearn, 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](https://ask.mq.edu.au).

## Assessment Tasks

| Name                       | Weighting | Hurdle | Due                           |
|----------------------------|-----------|--------|-------------------------------|
| <a href="#">ePortfolio</a> | 50%       | No     | 11:55pm Monday 28th September |

| Name                                       | Weighting | Hurdle | Due                           |
|--|-----------|--------|-------------------------------|
| <a href="#">Learning Technology Module</a> | 50%       | No     | 11:55pm Thursday 22nd October |

## ePortfolio

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **11:55pm Monday 28th September**

Weighting: **50%**

Students complete an ePortfolio post each week that critically reflects on the use of technology to enhance learning with reference to research literature, in accordance with the topic covered in tutorials and lectures (approx 300 words per post).

On successful completion you will be able to:

- Demonstrate a specialised understanding of how to integrate technology effectively into classroom practice.
- Describe a range of contemporary technologies and critically evaluate their potentials for educational purposes.
- Develop technology-enhanced learning designs based on insightful selection and use of contemporary technologies.
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding technology in educational contexts.
- Utilise educational technologies to support integrated, reflective, and critical practice and research.
- Model positive attitudes and social behaviours relating to the integration of technology within teaching and learning, including effective participation in collaborative processes.

## Learning Technology Module

Assessment Type <sup>1</sup>: Design Task

Indicative Time on Task <sup>2</sup>: 38 hours

Due: **11:55pm Thursday 22nd October**

Weighting: **50%**

Students design a module of work in teams that demonstrates how technology can effectively enhance student learning outcomes, and include an individually written justification of the elements they designed (1000 words). This is the summative and integrative assessment task.

On successful completion you will be able to:

- Demonstrate a specialised understanding of how to integrate technology effectively into classroom practice.
  - Describe a range of contemporary technologies and critically evaluate their potentials for educational purposes.
  - Develop technology-enhanced learning designs based on insightful selection and use of contemporary technologies.
  - Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding technology in educational contexts.
  - Utilise educational technologies to support integrated, reflective, and critical practice and research.
  - Model positive attitudes and social behaviours relating to the integration of technology within teaching and learning, including effective participation in collaborative processes.
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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Unit Organisation

This is a ten credit point unit containing 10 topics / weeks of classes. See the Unit Schedule below for the timing of topics.

#### Webinar

Monday 5pm (see unit website for Zoom webinar link)

#### Tutorial

Tuesday 9-11am (see unit website for Zoom tutorial link)

Students need to attend the lecture and tutorials in order to complete the assessment tasks. Content and activities covered in the lectures and tutorials are essential for building the core knowledge and skills required to demonstrate the learning outcomes of this unit. As well, students complete the Learning Technology Module groupwork assessment task with peers from their tutorial, so unexplained absences may impact on other students.

## 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 EDST8304 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 EDST8304 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 will be recorded via Zoom, and made available within 24 hours via the unit website.

## Training Support

In order to successfully complete the EDST8304 tutorials students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. For instance, students should be able to navigate around a desktop computer to open and edit Word documents and use a web-browser to search for information. 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.

### 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/](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](mailto:onehelp@mq.edu.au)).

## Unit Schedule

| Week Commencing      | Lectures  | Tutorial Content   |
|----------------------|---|--|
| Week 1<br>(27/07/20) | Introduction to ICT in Education<br>Technology as an educational imperative<br>The Technology Pedagogy and Content Model and its implications | Intro to unit and technology platforms<br>Initial analysis of technologies & their educational implications<br>Introduction to Task 1 ePortfolio |
| Week 2<br>(03/08/20) | Pedagogies of Technology-Enhanced Learning  | Analysing pedagogies of technology-enhanced learning<br>Evaluating online modules of work  |
| Week 3<br>(10/08/20) | <i>PRACTICUM (no lecture)</i>   | <i>PRACTICUM (no tutorial)</i>   |

|                                 |  |   |
|---------------------------------|--|---|
| Week 4<br>(17/08/20)            | <i>PRACTICUM (no lecture)</i>  | <i>PRACTICUM (no tutorial)</i>  |
| Week 5<br>(24/08/20)            | Technology Affordances and Multimedia Learning Effects   | Introduction to Learning Management System authoring (Google Classrooms)  |
| Week 6<br>(31/08/20)            | Representing and Sharing Content Using Technology  | Learning objects<br>Sharing and reuse of content (copyright & Creative Commons)<br>Assessment using technology                                    |
| Week 7<br>(07/09/20)            | Design Thinking and Learning Design  | Introduction to the design of technology enhanced learning (learning design and lesson planning)<br>Overview of Task 2 Learning Technology Module |
| Mid-Session Break<br>(14/09/20) | Design of Web 2.0 Enhanced Learning (blogs, wikis and more)  | Designing activities using Web 2.0 tools<br>Learning Technology Module group work   |
| Mid-Session Break<br>(21/09/20) | <i>RECESS (no lecture)</i>   | <i>RECESS (no tutorial)</i>   |
| Week 8<br>(28/09/20)            | Designing for Learning using Socially Networked Approaches   | Using social networking tools and approaches for learning<br>Learning Technology Module group work  |
| Week 9<br>(05/10/20)            | Design of Mobile Learning  | Exploring mobile potentials<br>Learning Technology Module group work  |
| Week 10<br>(12/10/20)           | Designing for Learning using Virtual Worlds  | Virtual world activities<br>Learning Technology Module group work   |
| Week 11<br>(19/10/20)           | Abstracting Technology-Enhanced Learning Design Principles<br><br>Conclusions and Future Directions for Educational Technology | Peer feedback on Learning Technology Modules<br>Reflections and evaluations<br>Group debriefing<br>General review                                 |
| Week 12<br>(26/10/20)           | <i>PRACTICUM (no lecture)</i>  | <i>PRACTICUM (no tutorial)</i>  |
| Week 13<br>(02/11/20)           | <i>PRACTICUM (no lecture)</i>  | <i>PRACTICUM (no tutorial)</i>  |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## School of Education Procedures

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

## Attendance for postgraduate units

All Internal tutorials begin in Week 1 of Session.

Attendance at synchronous/face to face tutorial activities, completion of individual/group tasks,

involvement in forums, and any other learning activities in this unit are compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% requirement to demonstrate the learning outcomes of this unit.

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.

## 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
- iLearn communication functions such as the forum

## 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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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 is the first offering of EDST8304.

## 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.<br>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.<br>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.<br>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.<br>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.<br>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**

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| 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**

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| 7.1 | Meet professional ethics and responsibilities | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |
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| 7.2 | Comply with legislative, administrative and organisational requirements | Understand the relevant legislative, administrative and organisational policies 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.       |