EDUC2610

Information and Communication Technologies and Education

Session 1, Special circumstances 2021

Macquarie School of Education

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Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Unit convenor and teaching staff
Matt Bower
matt.bower@mq.edu.au
by appointment

Tutor
Jodie Torrington
jodie.torrington@mq.edu.au
by appointment

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.

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.

Please note:

- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

University policy on grading

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.

Descriptive Criteria for awarding grades in the unit

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 (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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz Questions	10%	No	11:55pm 30th March 2021
Learning Technology Module	40%	No	11:55pm 4th June 2020
Tutorial Tasks	10%	No	End of each tutorial
Final Examination	40%	No	In Formal Examination Period

Quiz Questions

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 10 hours
Due: **11:55pm 30th March 2021**
Weighting: **10%**

Students are to compose quiz questions based upon the unit lectures, readings and tutorial content. Students also need to complete questions composed by their peers and provide feedback.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data).
- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes.
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives.
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Learning Technology Module

Assessment Type [1]: Learning resource creation
Indicative Time on Task [2]: 40 hours
Due: **11:55pm 4th June 2020**

Weighting: **40%**

In small groups, students are to design and develop a module of work in a learning management system. The groups and the learning management system will be designated by the tutors. The lessons should be based upon outcomes from one or more NSW Education Standards Authority (NESA) syllabuses or an Australian Curriculum document. The lessons can relate to one or more outcomes. Students also need to provide a written justification of their designs, and a critical reflection upon their group work processes.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data).
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.
- 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.
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Tutorial Tasks

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 10 hours
Due: **End of each tutorial**
Weighting: **10%**

Each week students are required to complete activities in tutorial classes. Tutors will specify the activities and assess their completion.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data).
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.

Final Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 40 hours

Due: **In Formal Examination Period**
Weighting: **40%**

The rationale for the final examination is to assess whether students can synthesise and articulate the concepts addressed in the unit. This examination will be held during the university exam period.

On successful completion you will be able to:

- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes.
- 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.
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives.

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[1] 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.

[2] 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 run over a standard 13 week session. See the Unit Schedule below for all teaching weeks. Note that there are no lecture or tutorial classes in the week commencing 10th May and 17th May 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 online enrolment through eStudent.

Lecture

Wednesday 10am - 11am

Weekly Tutorial Schedule (Internal students)

1pm - 3pm Thursdays in 12 Second Way Room 315 (12SW315)

Weekly Tutorial Schedule (Online students)

1pm - 3pm Wednesdays via Zoom (see iLearn for Zoom link)

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.

You are required to retain all documentation related to tutorial 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 ongoing and unavoidable disruptions 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

A paperback version of the book can also be purchased online at https://www.booktopia.com.au/design-of-technology-enhanced-learning-matt-bower/book/9781838679200.html . A hardcopy version is also available through Booktopia, for those who prefer. Paperback and hardcopy 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

Recordings of each lecture will be made available from the unit website each week. 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

Week Commencing	Lectures	Tutorial Content
Week 1 (22/02/21)	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 (01/03/21)	Pedagogies of Technology-Enhanced Learning	Analysing pedagogies of technology-enhanced learning Evaluating Moodle modules
Week 3 (08/03/21)	Technology Affordances and Multimedia Learning Effects	Introduction to Learning Management System authoring (Moodle)
Week 4 (15/03/21)	Representing and Sharing Content Using Technology	Learning objects Sharing and reuse of content (copyright & Creative Commons) Assessment using technology
Week 5 (22/03/21)	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 (29/03/21)	Design of Web 2.0 Enhanced Learning (blogs, wikis, etc)	Designing activities using Web 2.0 tools Learning Technology Module group work
Mid Semester Break – Friday 2nd April to Sunday 18th April	*No lectures*	*No tutorials*
Week 7 (19/04/21)	Designing for Learning using Social Networking	Using social networking for learning Learning Technology Module group work
Week 8 (26/04/21)	Design of Mobile Learning	Exploring mobile potentials Learning Technology Module group work

Week 9 (03/05/21)	Designing for Learning using Virtual Worlds	Virtual world activities Learning Technology Module group work
Week 10 (10/05/21)	*No lecture (2nd Year Education students on practicum)*	*No tutorial (2nd Year Education students on practicum)*
Week 11 (17/05/21)	*No lecture (2nd Year Education students on practicum)*	*No tutorial (2nd Year Education students on practicum)*
Week 12 (24/05/21)	Abstracting Technology-Enhanced Learning Design Principles Conclusions and Future Directions for Educational Technology Unit summary and exam briefing	Exam guidance Peer feedback on Moodle modules Reflections and evaluations Group debriefing General review
Week 13 (31/05/21)	*No lecture*	*No tutorial*

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

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

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

School of Education Procedures

In addition, the following policies and procedures of the School of Education 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 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 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.
- The Learning Technology Module task is conducted using Google Classroom rather than Moodle.

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. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 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.