



EDUC3620

Digital Creativity and Learning

Session 1, In person-scheduled-weekday, North Ryde 2024

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.

General Information

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By appointment

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Credit points

10

Prerequisites

130cp at 1000 or above including 20cp of EDUC or EDST units at 2000 level

Corequisites

Co-badged status

Unit description

This unit addresses advanced themes in technology enabled learning. The social and pedagogical implications of emerging technologies are examined, including augmented reality, robotics and digital games. Emphasis is placed on how to effectively develop students' creativity, including in the areas of computational and design thinking. The unit also covers current trends in the field of learning design, as well as the use of technology for educational research. Students are provided with a more in-depth grounding on technical aspects of Information and Communication Technologies as well as issues surrounding effective implementation in classrooms with a view to helping them become technology leaders in schools. Students have the scope to explore other contemporary educational technologies as part of their emerging technology design project and their ePortfolio.

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:** Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications.
- ULO2:** Critically review literature and discourse relating to the use of technology in the classroom.
- ULO3:** Create innovative and effective learning designs using emerging technologies.
- ULO4:** Utilise educational technologies to support reflective practice and research.
- ULO5:** Constructively engage in a community of practice focused on the effective use of technology for learning and teaching.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, (a) a penalty for lateness will apply – 5 marks out of 100 credit will be deducted per day (5%) for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends). after the original submission deadline. After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to

students who experience a technical issue.

- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically
- Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Generative AI

As educators of the future, you are permitted to utilise generative AI when completing your assignments, for instance to help brainstorm ideas and obtain feedback on your writing. If you do use AI, it is essential that you include a statement in your submissions that detail the specific ways in which generative AI has been employed. Be advised that marks will be awarded solely for your original thoughts and contributions. Generative AI should serve as a supplementary tool and not as the principal source of your assignment's content, ensuring the maintenance of academic integrity and the authenticity of your work. The following page provides guidance on how to reference generative AI output: <https://libguides.mq.edu.au/referencing/generativeAI> . Note that generative AI would rarely be considered an authoritative and reliable source of objective 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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

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 course progression.

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
Portfolio setup	10%	Yes	23:55 07/03/24
ePortfolio	40%	No	23:55 12/04/24
Emerging Technology Module	40%	No	23:55 31/05/2024
Tutorial tasks	10%	Yes	End of each tutorial week

Portfolio setup

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 10 hours

Due: **23:55 07/03/24**

Weighting: **10%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students are to setup their ePortfolio and write their first post about how a technology can be used to cultivate the creativity of their students (not more than 400 words). This task is a hurdle task.

On successful completion you will be able to:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications.

- Critically review literature and discourse relating to the use of technology in the classroom.

ePortfolio

Assessment Type **1**: Portfolio

Indicative Time on Task **2**: 40 hours

Due: **23:55 12/04/24**

Weighting: **40%**

Students are to complete their e-Portfolio that showcases the skills and understandings they have developed during the unit.

On successful completion you will be able to:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications.
- Critically review literature and discourse relating to the use of technology in the classroom.
- Utilise educational technologies to support reflective practice and research.
- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching.

Emerging Technology Module

Assessment Type **1**: learning_resource_creation

Indicative Time on Task **2**: 40 hours

Due: **23:55 31/05/2024**

Weighting: **40%**

Students are to produce a module featuring theoretically grounded learning activities based around emerging technologies.

On successful completion you will be able to:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications.
- Critically review literature and discourse relating to the use of technology in the classroom.

- Create innovative and effective learning designs using emerging technologies.

Tutorial tasks

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 10 hours

Due: **End of each tutorial week**

Weighting: **10%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

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:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications.
- Create innovative and effective learning designs using emerging technologies.
- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching.

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 unit is organised into ten modules. Each module starts with some readings and a lecture to provide a conceptual grounding for the module, followed by the corresponding tutorial. Students are expected to read the readings and review the videos and other resources for the module **before** coming to the tutorial. Note that there are no lectures or tutorials for Weeks 10 to 13 of session, as some pre-service teachers are completing a block professional experience placement.

Lecture

Monday 12pm - 1pm, via Zoom (see iLearn for link - students must use their MQ Zoom account to access the Zoom room)

'Weekday' attendance mode tutorials:

See your timetable in eStudent for times and venues.

Infrequent attendance mode tutorials:

Saturday, 9:30am - 4:30pm, in Weeks 2, 5, 9; Week 14 on zoom (see Unit Schedule for details)

Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Satisfactory completion of tutorials involves:

- preparation including evidence of pre-reading and reviewing the lecture
- attendance
- general contribution to the tutorial via discussion
- completion of the tutorial activities.

Participation in tutorials is also required in order to satisfactorily complete the ePortfolio task. Tutorial participation is recorded by tutors. You are required to retain all documentation related to absences. This documentation needs to be presented to the tutor or unit convenor on request. Tutors may decide, at their discretion, to prescribe make-up work for missed tutorials.

Students must attend the tutorials for which they have enrolled. This is because students work at a computer during these sessions and there are a limited number of computers available. As well, E-student 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 do not contact the unit convenor or tutors to request a change.

Textbook

There is no textbook for this unit; current readings and links will be provided throughout the session. Readings and resources will be made available online through the unit website.

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 presentation without needing to obtain copyright permission. Links to sites that supply copyright free images will be suggested in your tutorials, or you can do a search for them yourselves (Creative Commons). It is essential that you obtain copyright permission for any images you obtain from other web sites or scan from books. The source of the image and an acknowledgement of permission granted must be indicated/provided in your submission. You, and the University, are open to prosecution if you 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

The EDUC3620 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 here, as will other relevant unit notices and materials. Please check the iLearn unit regularly.

Lectures

For people who cannot attend lectures in person, the weekly lectures will be made available as Zoom recordings on the unit website on iLearn. You must listen to and watch all lectures before your tutorial if you do not attend these 'live'.

Training Support

In order to successfully complete the EDUC3620 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 (Week Commencing)	Lectures	Tutorial Content	Infrequent Saturday classes
Week 1 (19/02/24)	Introduction to Unit / Creativity in Education	Intro to unit & technologies (LMS, wiki, blog) Reflecting on how to encourage creativity in the classroom	

Week 2 (26/02/24)	Introduction to Fostering Creativity using Technology	Exploration of technologies to foster creativity Reflecting on pedagogies to support creative technology use	Tutorial topics 1-3 Saturday 02/03/23 (on-campus)
Week 3 (04/03/24) (Task 1 Portfolio setup due)	Design Based Thinking in Education	Designing a learning sequence using technology	
Week 4 (11/03/24)	Multimedia Design for Education	Tools and strategies for students as designers of multimedia	
Week 5 (18/03/24)	Augmented and Virtual Reality in Education	Experiencing and designing AR and VR	Tutorial topics 4-6 Saturday 23/03/24 (on-campus)
Week 6 (25/03/24)	Digital Games and Design	Tools for games design Students as designers of games	
Week 7 (01/04/24)	<i>No classes due to Easter Monday</i>	<i>No classes due to Easter Monday</i>	
Week 8 (08/04/24) (Task 2 ePortfolio due)	Constructionism and the Maker Movement	Embedded systems, electronic circuits, 3D design and printing	
Mid Session Recess (Monday 15th April to Friday 26th April)	<i>No lectures</i>	<i>No tutorials</i>	
Week 9 (29/04/24)	Robotics and digital creativity	Creative problem solving using robots	Tutorial topics 7-9 Saturday 04/05/24 (on-campus)
Week 10 (06/05/24)	<i>No lecture [professional experience placement]</i>	<i>No tutorial [professional experience placement]</i>	
Week 11 (13/05/24)	<i>No lecture [professional experience placement]</i>	<i>No tutorial [professional experience placement]</i>	
Week 12 (20/05/24)	<i>No lecture [3rd/4th Year practicum block]</i>	<i>No tutorial [3rd/4th Year practicum block]</i>	

<p>Week 13 (27/05/24)</p> <p>(Task 3 Emerging Technology Module due)</p>	<p><i>No lecture [3rd/4th Year practicum block]</i></p>	<p><i>No tutorial [3rd/4th Year practicum block]</i></p>	<p>Emerging Technology Module Presentations</p> <p>Saturday 01/06/24</p> <p>(Zoom)</p>
<p>Week 14 (03/06/24)</p>	<p><i>No classes (exam week commences)</i></p>	<p>Emerging Technology Module Presentations</p>	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

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. 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

Student Support

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

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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

- The topics and content of the unit has been updated to reflect changes to technologies, research, and pedagogical best practice.

- The order of the topics has been adjusted.
- A Tutorial Participation task has been added to the assessment schedule (so there are four assessment tasks, not three).

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

- **Resilient:** Students learn the fundamental thinking skills to select and deploy technologies to foster creativity in a way that is resilient to change
- **Reflexive:** Students will reflect upon how emerging technologies can be used to foster creativity within contexts that are relevant and meaningful to them
- **Responsive:** Students respond to stimulus technologies and pedagogical concepts in class, and share their critical and creative ideas with their peers
- **Ready to learn:** Students will learn via a flipped model whether they analyse the foundational knowledge and skills in the readings and lecture before applying them in the tutorial class
- **Research Engaged:** Students engage with contemporary research literature and utilise it in the design of their assessment task submissions.

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.

EDUC3620 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 EDUC3620 address Graduate Teaching Standards as outlined in the following table.

Assessment Task	Graduate Teaching Standards Addressed
Task 1 - Portfolio setup	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 - ePortfolio	<p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>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.</p> <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>
Task 3 - Emerging Technology Module	<p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>2.3 Organise content into an effective learning and teaching sequence.</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>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.</p>
Task 4 - Tutorial Tasks	<p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>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.</p> <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>

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.
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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 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.

Unit information based on version 2024.03 of the [Handbook](#)