| **FOCUS AREA** | **GRADUATE STANDARD**  **(National Professional Standards for Teachers)** | **ICT ELABORATION**  **(Draft wording)** | **COMMENTS**  **(Group comments)** | **ICT ELABORATION**  **(Revised wording)** | **EXEMPLIFICATIONS**  **(Descriptions or links for resources that exemplify the elaboration)** |
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| **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. | The graduate demonstrates knowledge and understanding of the range of existing and emerging digital resources and tools that can be applied to meet student learning needs. |  |  |  |
| 1.3  Students with diverse linguistic, cultural, religious 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. | The graduate demonstrates knowledge and understanding of teaching strategies that use digital resources and tools to address students’ diverse backgrounds and learning styles. |  |  |  |
| 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. | The graduate demonstrates broad knowledge about appropriate digital resources that support students from Aboriginal and Torres Strait Islander backgrounds to develop their knowledge and understandings about their culture, their cultural identity and linguistic background. |  |  |  |
| 1.5  Differentiate teaching to meet the 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. | The graduate demonstrates knowledge and understanding of personalised teaching strategies about specific digital resources and tools to meet students’ individual and diverse 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. | The graduate demonstrates knowledge and understanding of a range of digital resources and tools that can 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 knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. |  |  |  |  |
| 2.2  Content selection and organisation | Organise content into an effective learning and teaching sequence. | The graduate demonstrates fluency in technology systems for the selection and organisation of digital content. |  |  |  |
| 2.3  Curriculum, assessment and reporting | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | The graduate demonstrates fluency in technology systems for designing learning sequences and lesson plans that include assessment items. |  |  |  |
| 2.4  Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians | 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. | The graduate demonstrates knowledge and understanding of literacy and numeracy teaching strategies that use digital resources and tools. |  |  |  |
| 2.6  Information and Communication Technology (ICT) | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | The graduate demonstrates:   1. Fluency in technology systems, and the transfer of current knowledge to new technologies and situations 2. Knowledge and understanding of a range of curriculum-specific digital resources and tools and how to apply these in a variety of problem-based and project-based situations 3. Capacity to use network resources to help students collaborate, access information, and communicate with external experts to analyse and sole their selected problems 4. Capacity to use digital resources and tools to create and monitor individual and group student project plans. |  |  |  |
| **STANDARD 3** | **Plan for 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. | The graduate demonstrates knowledge and understanding of how to develop technology-enriched environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. |  |  |  |
| 3.2  Plan, structure and sequence learning programs | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | The graduate designs or adapts relevant learning experiences and lesson plan sequences that incorporate digital resources and tools to promote effective student learning and creativity. |  |  |  |
| 3.3  Use teaching strategies | Include a range of teaching strategies. | The graduate demonstrates knowledge and understanding of teaching strategies that use digital resources and tools to facilitate experiences that advance student learning, creativity and innovation. The graduate understands strategies that:   1. Promote creative and innovative thinking and inventiveness 2. Engage students in exploring real world issues and solving authentic problems using digital tools and resources 3. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning and creative processes 4. Promote collaborative knowledge construction. |  |  |  |
| 3.4  Select and use resources | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | The graduate demonstrates knowledge of the use of current and emerging digital tools to locate, analyse, evaluate and use information resources to support research and learning. |  |  |  |
| 3.5  Use effective classroom communication | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | The graduate demonstrates strategies to communicate relevant information and ideas effectively to support students’ engagement using a variety of digital-age media and formats. |  |  |  |
| 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. | The graduate describes how digital resources and tools can be used to collaborate with parents/carers to support student success and innovation. |  |  |  |
| **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. | The graduate identifies strategies that address the diverse needs of all learners by using learner-centred approaches and providing equitable access to appropriate digital resources and tools. |  |  |  |
| 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. | The graduate demonstrates knowledge of digital etiquette and responsible social interactions related to the use of digital resources and tools. |  |  |  |
| 4.4  Maintain student safety | Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements. | The graduate demonstrates an understanding of practices and tools to support the online safety of students. |  |  |  |
| 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. | The graduate demonstrates an understanding of safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. |  |  |  |
| **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. | The graduate demonstrates understanding of strategies for using digital resources and tools to provide students with multiple and varied formative and summative assessments. |  |  |  |
| 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. | The graduate demonstrates the capacity to use digital tools for recording, managing and analysing student assessment data. |  |  |  |
| 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. | The graduate demonstrates knowledge and understanding of strategies for using digital resources and tools for:   1. Reporting to student and parents/carers 2. Achievement record keeping. |  |  |  |
| **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. | The graduate demonstrates an understanding of the ICT Elaborations of the National Professional Standards for Teachers, and understands their own level of development against the elaborations. |  |  |  |
| 6.2  Engage in professional learning and improve practice | Understand the relevant and appropriate sources of professional learning for teachers. | The graduate understands how to improve professional practice in the effective use of digital tools and resources. The graduate understands how to:   1. Participate in local and global learning communities to explore creative applications of technology to improve student learning 2. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources. |  |  |  |
| 6.3  Engage with colleagues and improve practice | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | The graduate demonstrates a vision of technology infusion and participates in shared decision making and community building. |  |  |  |
| 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. | The graduate demonstrates an understanding of how to use digital resources and tools to assist in continued professional 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. | The graduate understands how to use relevant digital resources and tools for communicating effectively, ethically, 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. | The graduate understands how to use digital resource and tools to:   1. Connect to external professionals and community representatives 2. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures 3. Contribute to professional and community sites. |  |  |  |