

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

ICT Elaborations for Graduate Teacher Standards

STANDARD 1		Know students and how they learn	
FOCUS AREA	DESCRIPTOR	ICT ELABORATION	
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.	Demonstrate knowledge and understanding of ways that students' ICT use can influence student's social and intellectual development and how this may affect their engagement and learning.	
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Demonstrate knowledge and understanding of how student engagement and learning can be enhanced through the use of digital resources and tools.	
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.	Demonstrate the ability to match digital resources and tools with teaching strategies in ways that are responsive to students' diverse 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 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.	Select and use specific digital resources and tools that are matched to teaching strategies designed to meet students' individual and diverse learning needs.	
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.	Demonstrate knowledge and understanding of digital resources and tools, including adaptive and assistive technologies, that can support the participation and learning of students with disability.	

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STANDARD 2		Know the content and how to teach it	
FOCUS AREA	DESCRIPTOR	ICT ELABORATION	
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.	Demonstrate knowledge and understanding of ways that the use of digital resources and tools can complement teaching strategies and promote deep learning of, and engagement with, the content of specific teaching areas.	
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	Demonstrate the ability to select and organise digital content in relation to relevant curriculum.	
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Demonstrate the ability to use digital resources and tools when devising learning sequences and lesson plans designed to meet curriculum, assessment and reporting requirements.	
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.	Know and understand how digital resources and tools can enable, support, enhance and accelerate deep learning in literacy and numeracy.	
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Demonstrate the ability to use a range of digital resources and tools in ways that enable deeper engagement with curriculum and support a range of approaches to learning.	

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STANDARD 3		Plan for and implement effective teaching and learning	
FOCUS AREA	DESCRIPTOR	ICT ELABORATION	
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Demonstrate knowledge and understanding of how the use of digital resources and tools can support approaches to teaching that enable all students to pursue their individual curiosity, set their own educational goals, manage their own learning, choose the way they respond to tasks and challenges and assess their own progress.	
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Select and sequence digital resources and tools in ways that demonstrate knowledge and understanding of how these can support deep learning of the content of specific teaching areas and effective teaching strategies.	
3.3 Use teaching strategies	Include a range of teaching strategies.	Demonstrate knowledge and understanding of how to support teaching strategies through the use of digital resources and tools in ways that facilitate accelerated and deep learning, promote creative and innovative thinking and inventiveness, engage students in exploring real world issues and solving authentic problems, promote student reflection and 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.	Demonstrate knowledge of the use of digital resources and tools to support students in locating, analysing, evaluating and processing information when engaged in learning.	
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use a range of digital resources and tools to support effective communication of relevant information and ideas, taking into account individual students' learning needs and backgrounds, the learning context, and teaching area content.	
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Demonstrate the capacity to assess the impact of digital resources and tools on students' engagement and learning when adapting and modifying teaching programs.	
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Describe how digital resources and tools can support innovative ways of communicating and collaborating with parents/carers to engage them in their children's learning.	

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STANDARD 4		Create and maintain supportive and safe learning environments	
FOCUS AREA	DESCRIPTOR	ICT ELABORATION	
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Identify strategies that address the diverse needs of learners through learner-centred approaches that are supported by selection and sequencing of available digital resources and tools.	
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Demonstrate the capacity to manage student access to digital resources and tools to support student engagement and learning.	
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Demonstrate knowledge of practical approaches for encouraging responsible social interactions and make use of digital resources and tools, as appropriate to the needs, backgrounds and interests of students, when managing challenging behaviours.	
4.4 Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Demonstrate understanding of risks to students' well-being and safety while using digital resources and tools. Demonstrate understanding of practices and tools to mitigate these risks.	
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.	Demonstrate understanding of safe, legal, and ethical use of digital resources and tools, including cyber safety practices, respect for copyright, intellectual property, and the appropriate documentation of sources.	

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STANDARD 5		Assess, provide feedback and report on student learning	
FOCUS AREA	DESCRIPTOR	ICT ELABORATION	
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Demonstrate understanding of the educative value of providing students with multiple and varied diagnostic, formative and summative assessments and the application of digital resources and tools in facilitating a range of approaches to assessment.	
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.	Demonstrate knowledge and understanding of the ways that digital resources and tools can be used to enhance the validity, reliability and efficiency of approaches to assessment and evaluation.	
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrate the capacity to use digital tools for recording, managing and analysing student assessment data to inform future 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.	Demonstrates knowledge and understanding of current and potential use of digital resources and tools to support reporting to students and parents/carers and for achievement record keeping.	

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STANDARD 6		Engage in professional learning	
FOCUS AREA	DESCRIPTOR	ICT ELABORATION	
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.	Demonstrate an ability to use the ICT Elaborations of the National Professional Standards for Teachers to identify personal goals for professional development.	
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Understand how to improve professional practice in the effective use of digital resources and tools through means including evaluation and reflection on current research and professional practice on a regular basis, and collaboration with colleagues both nationally and internationally through participation in online learning communities.	
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.		

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STANDARD 7		
Engage professionally with colleagues, parents/carers and the community		
FOCUS AREA	DESCRIPTOR	ICT ELABORATION
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Understand and apply ethical and professional practice principles when using digital resources and tools for teaching, with a particular focus on cyber safety.
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.	Understand how to use 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.	Understand the range of opportunities for sharing and enhancing professional practice available through online communication with experts and community representatives, and contribution to professional and community sites, online discussions and forums.