Appendix 4: International Computer Driver’s License (ICDL)

The ICDL (or ECDL as it is variously known) is a form of base-level accreditation for functional computer use in industry in general. It is in use in 22 countries, and is administered in Australia by the Australian Computer Society. It consists of accreditation in the following areas:

- Basic concepts of IT
- Using the computer and managing files
- Word processing
- Spreadsheets
- Databases/filing systems
- Presentation and drawing
- Information network services

It is not a training scheme but is focused on assessing and certifying that a person has achieved a predefined level of functional skills. Authorised testing centres carry out all testing in order to assure commonality of accreditation.

The ICDL was not designed as a Teacher Learning Technology Competency framework, and as such it can be rightly claimed that it is unfair to evaluate it as one. However, it is a comprehensive and well-developed framework for general IT skills. Frequently members of the public (and some education systems) assume that this type of framework is appropriate for teachers. The importance of a wider set of skills than has, fortunately, been recognised, and the limitations of functional skill frameworks such as ICDL for teaching are hopefully well-recognised.

The ICDL accredits only functional IT skills, and makes no attempt to include any of the pedagogical or management skills required of teachers. As such it is not appropriate as a sole indicator of teacher IT competency. It does, however, bring some standardisation into the accreditation of functional competencies, and may thus provide a way of handling that component of competency.

Appendix 5: Learning Technologies Capabilities Guide (Victoria)

The Skill Development Matrix identifies and summarises six areas for skill development in the use of learning technologies for classroom and administrative purposes. Professional development goals and strategies at three stages of development are identified in each area.
Area 1 - Using and managing technology
Skill is required to operate computers and other learning technologies with students in the classroom and to carry out other professional duties. This requires an understanding of the computer operating system used within the school, usually Microsoft Windows and/or Apple Mac OS as well as operational procedures for a range of other equipment such as printers, scanners and digital cameras.

Stage One
Develop familiarity with and understanding of the operation of a range of learning technologies

- Seek assistance from other staff who have skills in using and managing technology
- Use the computer's tutorials to explore the computer's operating system, learn how to create folders, save and retrieve files
- Use computer games to practise operation of the mouse
- Undertake an introductory computer course
- Observe how technology is managed in a classroom where learning technologies are routinely used
- Use an instruction manual to develop skills in the operation of appropriate equipment, for example a digital camera or scanner to develop images for a classroom presentation

Stage Two
Manage the use of a range of learning technologies in the classroom

- Develop strategies that enable students to operate available classroom technology, for example, by forming a student management team or creating instructional wall posters
- Undertake training in basic computer and network troubleshooting
- Work with others to research and develop effective strategies for managing the use of learning technologies in the classroom
- Visit other schools to develop understanding of the potential classroom uses of a computer network

Stage Three
Develop innovative practices for using technology in the classroom

- Explore the potential for innovation in the classroom use of a range of different technologies
- Develop classroom practices that enhance the learning experiences of students with special needs
- Encourage the development of other staff by providing training and support in the use of file servers, networks and other technical infrastructure

Area 2 - Using basic computer applications
Basic computer applications are often integrated in a package such as Microsoft Office or ClarisWorks that includes word processing, database and spreadsheet programs. These programs can be applied across the key learning areas. Skill in using these basic applications in an integrated fashion is also required for teachers to undertake a wide range of classroom activities.

Stage One
Develop skills in a range of basic computer applications

- Use a computer tutorial to develop basic skills in an application, for example word processing
- Seek the assistance of an experienced user for a specific purpose, for example developing a database of resources
- Undertake a beginner's training course in the use of an application, for example spreadsheets
- Join a computer user group to share knowledge of basic computer applications with other staff and students
- Work with an experienced computer user to incorporate use of basic computer applications in lesson preparation and presentation, record keeping and report writing
- Visit leading practice classrooms to observe how basic computer applications are integrated in classroom programs
Stage Two

Use basic computer applications where appropriate for classroom and administrative purposes

- Incorporate student use of one or more basic computer applications into units of student work
- Develop classroom activities that creatively combine two or more basic computer applications
- Undertake a training program for intermediate or advanced users of a basic computer application
- Develop strategies that integrate routine use of basic computer applications into classroom activities

Stage Three

Seek out enhanced ways of using the full potential of basic computer application packages in classroom programs

- Lead a cross-KLA team to extend the use of basic computer applications in classroom programs
- Model innovative ways of using basic computer applications for other staff
- Form a user group of staff and students to extend and refine use of a computer application
- Develop and deliver an activity for other staff in the creative classroom use of an application’s advanced features

Area 3 - Using desktop publishing and presentation software

The combination of text and graphics through desktop publishing programs enhances the presentation of materials prepared by teachers for use in the classroom. Skill in using presentation software such as PowerPoint assists teachers and students to make classroom and

Stage One

Develop skills in the use of desktop publishing and presentation software to enhance classroom presentations

- Explore desktop publishing software to create a classroom handout using text and graphics
- Observe how a colleague or student prepares and delivers an electronic slide presentation in the classroom
- Practise developing simple slide presentations for classroom use
- Undertake a computer assisted learning program to develop skills in desktop publishing and slide presentations

Stage Two

Use desktop publishing and presentation software with students in the classroom

- Develop a unit of work that assists students to present their work using desktop publishing and/or presentation software
- Develop a set of slide presentations for a unit of work
- Develop a presentation for staff using desktop publishing and/or presentation software
- Integrate student presentation of work using desktop publishing or slide presentations into classroom activities

Stage Three

Explore the full potential of using desktop publishing and multimedia presentations in the classroom

- Develop a multimedia presentation including text, graphics, audio and video for classroom use
- Trial innovative uses of multimedia presentations in the classroom in order to explore the full potential for student learning
- Assist others to prepare classroom materials and slide presentations

Area 4 - Using multimedia

Multimedia combines text, sound and images in many forms and includes a range of games, resources and interactive programs that teachers require skill in using for planning and implementing curriculum programs.

Stage One

Use a range of multimedia produces to develop understanding of their potential uses in the classroom

- Explore a range of CD-ROM encyclopaedia as an information resource for lesson preparation
- Become familiar with a range of multimedia applications by exploring interactive computer games
Stage Two
Develop opportunities for increased use of multimedia as a tool for student learning

- Observe how multimedia applications are used in leading practice classrooms
- Undertake a subject association activity for using a simulation game or multimedia authoring in the classroom
- Work with others to develop and implement a classroom program that includes information retrieval using a CD-ROM
- Participate in a team to integrate use of an interactive multimedia game into a unit of work
- Organise a classroom unit that includes students authoring games and presentations in a multimedia format

Stage Three
Explore innovative ways of using and creating multimedia products in the classroom

- Undertake an action research project to explore possibilities for innovative use of multimedia authoring in classroom programs
- Lead a team to develop strategies for integrating the use of multimedia in classroom programs
- Share your knowledge of multimedia with other teachers through team teaching

Area 5 - Using communication technologies
Skills are required in a wide range of communication technologies available through the Internet and other computer networks. These technologies are often combined through the World Wide Web and provide opportunities for global collaboration with other teachers, students and organisations as well as access to a wealth of resources.

Stage One
Develop skills in the use of communication technologies

- Undertake the Learning with the Internet program
- Use a Global Classroom mentor to assist students to contribute to a Global Classroom project
- Participate in a professional discussion group on SOFWeb and/or videoconference teacher network
- Observe an experienced Web user navigate the Web for a specific purpose
- Investigate SOFWeb and the World Wide Web for appropriate resources and incorporate in a classroom presentation
- Visit a leading practice school to observe how use of the Internet and Intranet is integrated into classroom programs
- Participate in a Global Classroom project

Stage Two
Incorporate the use of communication technologies in classroom programs

- Integrate the use of e-mail and/or electronic conferencing into a unit of work
- Develop a shared research project with another class over the school Intranet or the Internet
- Design a program of work for students which integrates using the World Wide Web for research purposes
- Develop a classroom unit that includes students authoring web pages to present their work with links to other resources

Stage Three
Investigate opportunities for innovative use of communication technologies in the classroom

- Undertake an action research project to explore further possibilities for use of the World Wide Web in the classroom
- Establish a professional interaction network for sharing of work and ideas with other teachers
- Conduct a professional development session for staff in the use of e-mail
- Undertake leader training for Learning with the Internet and/or Global Classroom Mentors
- Design, co-ordinate and implement a Global Classroom project
- Contribute a unit of work incorporating use of the Internet to Leading Practice IdeaBank
Area 6 - Using learning technologies in the key learning areas

Some other learning technologies have highly specific applications in key learning areas and in some cases across more than one key learning area.

Stage One

Identify and explore a range of learning technologies for teaching and learning in the key learning areas

• Visit a leading practice classroom to examine how learning technologies are integrated into key learning area programs
• Research SOFWeb and the Internet for literature related to using specific learning technologies in the key learning areas, for example, Leading Practice IdeaBank
• Become familiar with a specific learning technology through exploration and play
• Undertake a professional development activity related to a specific application, for example, through subject association or Leading Practice Classrooms Network activities

Stage Two

Incorporate the use of appropriate learning technologies in key learning area programs

• Devise a personal project that will develop skills in the use of a specific learning technology
• Work with a team to develop strategies for integrating use of learning technologies in key learning area programs
• Trial a Leading Practice IdeaBank unit of work and provide feedback
• Develop a unit of work that integrates the use of a specific learning technology in a key learning area program
• Participate in a Global Classroom project specific to a key learning area

Stage Three

Investigate opportunities for innovative use of learning technologies in key learning area programs

• Undertake an action research project with a group of other staff to extend the possibilities for use of a specific learning technology
• Publish an account of your experience in the use of a specific learning technology in a professional journal
• Conduct a conference workshop on the use of a specific learning technology
• Share experiences of using a specific learning technology in the classroom with a teacher network
• Undertake leader training for Computing across the Primary Curriculum (CAPC) or Computing across the Secondary Curriculum (CASC)
• Contribute to Leading Practice IdeaBank