Appendix 3: Vocational education framework: Graduate Certificate in Education

Most Australian states have developed IT competency frameworks, either explicitly or through the endpoints of the PD courses they offer. Tasmania has developed a Graduate Certificate in Education using the Vocational Education and Training area of the Australian Recognition Framework, so that teachers can receive a nationally recognised qualification and can use the Recognition of Current Competency process to allow their existing skills to be considered.

While this may not be appropriate as a mandatory LTC framework for all teachers, it provides an indication of the nature of the competencies themselves.

**Graduate Certificate in Education - (Computing for Teaching and Learning)**

The Graduate Certificate consists of nine modules:
- Teaching and Learning
- Implementing Good Practice
- Professional Activities
- Learning Environments
- Management and Access
- Leadership Practices
- Research and Development
- Evaluation and Review
- Collaboration and Communication

To gain the award you must complete seven modules including the two essential modules - Teaching and Learning and Implementing Good Practice.

**Module 1 - Teaching and learning**

Adopt, adapt, and invent good and emerging uses of computer-based technologies for teaching and learning practices.

1.1 Incorporate computer-based technologies into teaching and learning in ways that reflect understanding and application of good and emerging educational practices.
- Current knowledge and understanding of learners and how they learn are applied to the variety of purposes for learning where computer-based technologies are being used.
- Computer-based technologies are used in ways that enhance teaching and learning.
- Critical processes are in place for appraisal of the capacity of emerging technologies to enhance good practices in teaching and learning.
- Teaching and learning practices are modified to incorporate the use of existing and emerging computer-based technologies.

1.2 Provide learners with computer-based opportunities to access, extend, transform and create as well as share ideas and information in different areas of learning.
- Learners have opportunities to express their creativity and imagination by accessing, extending, transforming and sharing ideas and information using computer-based technologies.
- Activities are planned and targeted to meet the needs, goals and preferences of learners.
- Selected uses of computer-based technologies are differentiated, as appropriate, for different areas of learning.

1.3 Use IT to access and report information on the progress and achievement of learners, as appropriate.
- IT is used to record the activities of learners and their education programs.
- IT is used in the preparation of records of development and achievement and when reporting progress.

1.4 Use computer-based technologies to access devise and produce educational resources to support learning.
- Teaching and learning resources are developed for the needs of learners and different areas of learning.
- A range of IT technologies is used to prepare teaching and learning resources.
- IT is used for accessing and exchanging ideas and resources from other sites.

**Module 2 - Implementing good practice**

Coordinate processes for the implementation of good practices where IT is used to support learning.

2.1 Coordinate and collaborate with individuals and groups to implement agreed practices for the use of IT to support learning.
- Learning communities are established in the workplace.
- Arrangements are made for regular monitoring and feedback.
- Processes are in place to ensure that implementation activities focus on agreed intentions.

2.2 Coordinate and collaborate with individuals and groups to create functional and secure computer-based learning environments.
- Computer-based systems are selected with consideration to the ease of use and accessibility. The selection of trouble-shooting and maintenance, computer management and training is designed to ensure smooth operation of learning programs.
- Audit and review of software resources are coordinated to maintain/improve the quality use of resources.
- Processes are in place to ensure systems are adapted for privacy, security and backup of files.
- Processes are in place to deal with...
Module 3 - Professional activities

Apply IT knowledge and skills to professional activities that use IT to support learning.

3.1 Use computer-based communication tools for professional interaction.
- Electronic means of communication are used to interact and/or collaborate with colleagues in the workplace and in other workplaces at local, national and international sites.
- Use a range of communication tools for professional purposes to support good practices.
- Professional interaction using IT occurs in real time and/or delayed time.

3.2 Operate ethically and legally when using IT in professional activities related to teaching and learning.
- Privacy and confidentiality of personal information is maintained.
- Copyright and software license requirements are observed.
- Codes of practice for the use of IT in the organisation are observed and promoted.

3.3 Use IT for educational recording purposes related to teaching and learning practices.
- IT is used to assist in the organisation and provision of educational activities.
- Personal records and profiles are created and accessed.
- IT is used to keep personal records of individuals, as appropriate.

Module 4 - Learning environments

Integrate computer-based technologies into learning environments to enhance good practice.

4.1 Plan the use of computer-based technologies to assist learners in meeting their needs, goals and aspirations.
- The selection of IT technologies is designed to increase learner motivation.
- A range of learning theories is drawn upon when computer-based technologies are selected for particular learning purposes.
- Computer-based technologies are used to promote collaboration in planning processes.
- Identification of needs, goals and aspirations of learners is a critical aspect of the planning processes used.
- Strategies for addressing ethical issues in the use of IT by learners are planned.

4.2 Create computer-based learning environments that support good and emerging teaching and learning practices.
- Computer-based technologies are used to challenge learners and promote creativity.
- The learning environment is designed to provide access to a wide range of hardware and software resources.
- Computer-based equipment and resources are used to create a global learning environment.
- Computer-based technologies are used to monitor progress in learning.

4.3 Match computer-based learning environments with selected learning outcomes to enhance teaching and learning.
- Selection of IT tools is guided by intended learning outcomes.
- Intended learning outcomes for the use of IT are identified in different areas of learning.
- Selection and use of IT tools are adjusted for individual teachers and groups of learners.

Module 5 - Management and access

Manage the accessibility of computer-based technologies for learners.

5.1 Manage computer-based learning systems and environments.
- Processes are in place for preventive maintenance of computer-based equipment and network infrastructure.
- Faults are diagnosed and appropriate action taken.
- File management, anti-virus and backup procedures are carried out regularly.
- Computer-based technologies are customised to the needs of users in ways that observe standard protocols.

5.2 Direct the installation and customisation of computer software as appropriate for the needs of learners.
- Computer-based technologies are customised to the needs of learners and teachers in ways that observe standards and protocols.
- New software is successfully installed.
- Processes are in place to control unwanted and/or illegal software.

5.3 Negotiate codes of practice for the use of computer-based technologies to support teaching and learning.
- A code of practice for the use of IT for learning is negotiated with users and regularly updated.
- A policy for the use of computer-based technologies is explained to users.
- Use of agreed codes of practice is monitored and follow up action taken.

5.4 Ensure equitable access to hardware and software within the learning environment.
- Learners have equitable access to computer-based technologies.
- Processes to ensure equitable access to computer-based technologies for learning are monitored and reviewed.
- Access to general computer-based tools is distinguished from access to specialised computer-based applications.

Module 6 - Leadership practices

Provide leadership for the integration of information technologies for learning within the organisation's educational plan.

6.1 Utilise key people with IT knowledge and skills from the organisation and wider community.
- Consultation is evident amongst key