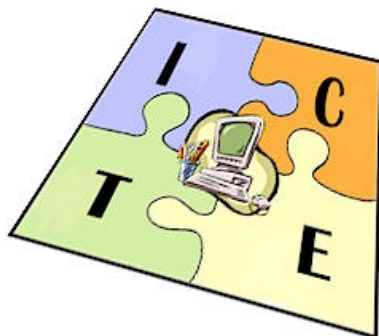


# Extract from Draft Professional Standards for Teachers



Integrate information and communication technologies to enhance learning

# Integrate information and communication technologies to enhance student learning

This standard covers the requirement for planning, implementing and monitoring teaching and learning strategies that integrate a range of information and communication technologies to promote and enhance student learning.

STATEMENT	PERFORMANCE CRITERIA
<p>1. Determine student learning needs in relation to the use of information and communication technologies.</p>	<ul style="list-style-type: none"> <li>• A range of assessment strategies is used to gather data on student abilities, experiences, interests, and preferred learning styles in relation to information and communication technologies.</li> <li>• Collected data is analysed to determine student learning needs in relation to information and communication technologies.</li> <li>• Information on students' background and learning requirements are used to plan and select communication and information technologies to support and enhance teaching and learning.</li> </ul>
<p>2. Customise information and communication technology based learning strategies and resources to meet student learning needs and styles.</p>	<ul style="list-style-type: none"> <li>• Learning plans are developed which reflect an understanding of the way information and communication technologies may be used to promote and enhance student learning.</li> <li>• Information and communication technology based resources, software and learning strategies are evaluated and selected according to their capacity to promote learning goals and meet learners' needs, characteristics and preferred learning styles.</li> <li>• Systems, resources and technology-based learning strategies are selected that:               <ul style="list-style-type: none"> <li>• support individualized and collaborative learning</li> <li>• promote the involvement of all group members by allowing individuals to share ideas, opinions and responses</li> <li>• take account of individual differences and ensure equity and access for all learners in teaching and learning process.</li> </ul> </li> <li>• Individual learning needs and personal circumstances are taken into account in allocating access to systems and resources.</li> </ul>
<p>3. Create learning environments in which students actively use information and communication technologies to organise, research, interpret, analyse, communicate and represent knowledge.</p>	<ul style="list-style-type: none"> <li>• Learning environments are established where information and communication technologies are used across a range of teaching and learning activities.</li> <li>• The evaluation, selection and implementation of information and communication technologies-based learning strategies and resources reflect individual student's preferred learning styles and requirements.</li> <li>• information and communication technologies-based learning strategies are selected that enable students to manage the pace and sequence of learning.</li> <li>• information and communication technologies-based learning strategies are selected that foster computer-mediated communication and enable students to engage in learning through a range of collaborative activities.</li> <li>• Learning activities are structured to incrementally develop information and communication technology skills.</li> <li>• Learning activities are selected and implemented that involve students in actively accessing and creating new knowledge through the application of information and communication technologies.</li> <li>• Learning activities are planned and implemented that involve students in critically reflecting on and analysing the output from using information and communication technologies.</li> <li>• A range of models of safe computer access appropriate for student activities are identified and evaluated and suitable models are selected in</li> </ul>

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STATEMENT	PERFORMANCE CRITERIA
	<p>line with the relevant learning activities.</p> <ul style="list-style-type: none"> <li>• Student activity is monitored and assistance with using hardware, software and networks is provided.</li> <li>• Common technical problems are solved when using software, hardware and networks and major technical problems are identified and reported in line with school policy and procedures.</li> </ul>
4. Evaluate the effectiveness of information and communication technologies approaches to teaching and learning.	<ul style="list-style-type: none"> <li>• Regular monitoring and review of individual learners' understanding and patterns of use of learning technology resources is undertaken to identify problems.</li> <li>• information and communication technologies-based teaching strategies and related learning activities are reviewed on the basis of student performance to identify strengths and weaknesses.</li> <li>• Teaching strategies are adapted to take account of assessments of student progress.</li> <li>• Advice about outcomes of program evaluation and implications for future planning are advised to relevant personnel.</li> </ul>
5. Use information and communication technology tools to access and manage information on student learning.	<ul style="list-style-type: none"> <li>• Education Queensland and school policies and procedures related to the use of information and communication technologies tools are known and followed in the collection, processing and reporting of information on student learning and progress.</li> <li>• Student records are maintained using appropriate systems and software.</li> </ul>

### Evidence guide

Underpinning knowledge and skills include:

- Education Queensland and school policy and documents on Information and Communication Technologies including Schooling 2001, Guidelines for the use of Computers in Learning, CD ROM – Computers in Learning, Minimum Standards for Teachers – Learning Technology.
- Relevant curriculum frameworks, syllabus or program documents.
- Pedagogical theories.
- Integrating information and communications technologies skills across curriculum areas.
- Information and communication technology based teaching strategies.
- Management of computer resources in learning environments.
- Inquiry learning.
- Support services and resources.
- Learning technology resources eg print, audio, video, CD Rom/DVD, multimedia etc.
- Systems for program delivery.
- Systems for support and communication eg voice mail, listserves, web browsers and email.
- Data collection technology.

Construct relevant learning experiences that connect with the world beyond school

## Construct relevant learning experiences that connect with the world beyond school

This standard covers the requirements for establishing learning experiences that build on students prior knowledge, experience and interest, establish linkages between key curriculum areas, foster the skills and attributes of active citizenship and establish connections between school programs and the world beyond the school.

STATEMENT	PERFORMANCE CRITERIA
1. Devise learning goals and learning experiences that build on students' prior knowledge, life experiences and interests.	<ul style="list-style-type: none"> <li>• Accurate and relevant information on students' prior knowledge, life experiences and interests is obtained from a variety of appropriate sources.</li> <li>• Information on students' prior knowledge, life experiences and interests is analysed and used to inform the setting of learning goals.</li> <li>• The design and selection of learning experiences, teaching and learning strategies and learning resources is informed by the analysis of students' prior learning, life experiences and interests.</li> </ul>
2. Engage students in learning experiences that integrate ideas, concepts and information across curriculum areas.	<ul style="list-style-type: none"> <li>• Learning experiences are focused on the examination of significant ideas and concepts that have the potential to develop students' understandings of themselves and their world.</li> <li>• Ideas and concepts are selected for investigation that are relevant to students' interests, suited to the learning environment and provide opportunities for student investigation using a range of techniques and processes.</li> <li>• Learning experiences are planned and implemented in a way that integrates different disciplinary perspectives on key ideas, concepts and information.</li> <li>• Learning experiences are planned and implemented in a manner that involves students in engaging an idea or concept, refining and extending their understandings and reflecting on what they have learned.</li> <li>• Learning experiences are planned in a collaborative manner to maximise opportunities for coordination of subject content, sharing of resources and the use of team teaching approaches.</li> </ul>
3. Provide learning experiences that establish connections with the world beyond the classroom.	<ul style="list-style-type: none"> <li>• Learning experiences that involve consideration of topics, problems and issues relevant to the local and broader community are planned, evaluated and incorporated in school programs.</li> <li>• Learning experiences that enable students to assess their role and responsibilities as citizens and foster active citizenship are planned, evaluated and incorporated in school programs.</li> <li>• Community based learning resources are identified and evaluated and where appropriate are incorporated in school programs.</li> <li>• Community interests and concerns are identified and analysed and where appropriate are incorporated in the design and planning of school programs.</li> <li>• Opportunities are created for students to undertake learning experiences in situations and locations beyond the immediate school environment.</li> <li>• Learning partnerships involving the school, business and community organizations are identified and evaluated and where appropriate incorporated in school programs.</li> </ul>
4. Develop learning	<ul style="list-style-type: none"> <li>• Opportunities are created for students to assess their personal interests</li> </ul>

Construct relevant learning experiences that connect with the world beyond school

STATEMENT	PERFORMANCE CRITERIA
<p>experiences that provide students with the knowledge, skills and competence required for study and work in the future.</p>	<p>and competencies and to use this information in setting and evaluating personal goals.</p> <ul style="list-style-type: none"> <li>• Learning experiences that involve students in examining the nature of work, work and career options and changes in the Australian workforce are planned, evaluated and incorporated in school programs.</li> <li>• Learning experiences that involve students in critically assessing training, education and work options are planned, evaluated and incorporated in school programs.</li> <li>• Learning experiences that establish linkages between school and the world of work are planned, evaluated and incorporated in school programs.</li> </ul>
<p>5. Design learning experiences that foster and value enterprise and personal initiative</p>	<ul style="list-style-type: none"> <li>• Learning goals that focus on the development of enterprising behaviours in students are incorporated in school programs.</li> <li>• A learning environment is established in which personal initiative and enterprising behaviours are valued and students feel free to take intellectual risks, test out ideas and explore a range of personal futures.</li> <li>• Teaching and learning strategies that facilitate enterprising behaviours are identified and evaluated and where appropriate incorporated in school programs.</li> <li>• Opportunities for students to demonstrate enterprising behaviours in contexts both within and beyond the school environment are identified and evaluated and where appropriate are incorporated in school programs.</li> <li>• Learning experiences are planned and implemented that involve students in assessing the relationship between enterprising behaviours and work, lifestyle and career options.</li> </ul>

**Evidence guide**

Underpinning knowledge and skills include:

- Education Queensland and school policies and documents.
- Methods of identifying students' interests and life experiences.
- Processes for transferring knowledge
- Impact of student characteristics on learning.
- Changing nature of work and emerging trends from workforce analysis.
- Strategies for accessing and integrating students' interests and life experience.
- Child and adolescent development theories.
- Child and adolescent interests and popular culture.
- Changing nature of work and emerging trends from workforce analysis.
- Changing nature of work, lifestyle and career options.
- Concepts and strategies relevant to active citizenship and enterprise education.
- Relevance of current local, national and international events.
- Communication and negotiation techniques.
- Principles of group dynamics including roles of team member.