Professionals

Learning

Professional Learning Opportunities

eLearning Initiatives

Professional learning in the integration of online projects, tools and resources

Online Learning Communities

Teachers and other school personnel explore teaching and learning online

Remote ICT Partnerships

Teacher pairs mentor and share powerful teaching and learning practice with ICT

Webquests

Two day workshops creating online research tasks, focusing on higher order thinking skills

Sharing Our Territory

Professional learning developing units of work with an NT theme to be shared online

O CDU

Accredited units of study delivered by Charles Darwin University

Lighthouse Practicums

Intensive workshops and snap shot tours demonstrating powerful teaching and learning practice incorporating the effective integration of ICT

Teacher and Technology Workshops

Workshops offering tools for using technology in teaching and learning practice

School based learning/planning

Visiting facilitators provide professional learning to address school based needs

Conferences and Events

Major conferences such as NAVCON and ACEC (Australian Computers in Education Conference)

ITEANT Professional Development

Networking to develop knowledge of integrated classroom applications

Explore NT

An electronic library of resources that can be accessed for professional learning, planning and programming

Curriculum eTool

An electronic tool to assist in the monitoring, planning and reporting of student outcomes

DEET Intranet

A secure website providing practical information for NT DEET staff available through the NT Schools Portal

BELTS (Basic eLearning Tool Set)

An electronic tool for creating and delivering interactive learning sequences

Janison Toolbox

An electronic tool for creating, managing and delivering collaborative online courses

NT Schools Portal

A secure link to your personal and school files and other resources

SAMS (Student Administration Management System)

An electronic tool for student management, enrolment and data exchange

Laptops for Teachers

Laptops issued to all teachers compatible with DEET infrastructure

IDL (Interactive Distance Learning)

Delivers visual and interactive education to remote students

LATIS

DEET standardised and managed infrastructure in schools

For more information on the ICT Teacher Continuum, contact:

ICT Integration Team

People & Learning 8901 4984 IT Services Division 8999 3527 Curriculum Services Branch 8999 4351

Northern Territory Government
Department of Employment, Education and Training

Transforming Teaching & Learning through Information & Communication Technology (ICT)

DEET People Achieve Results

ICT Teacher Continuum

Self-evaluation guide



What is the ICT Teacher Continuum?

The ICT Teacher Continuum is a self-evaluation guide to indicate a teacher's current level of ICT integration in classroom practice.

It details four phases of ICT integration, with each phase divided into three key areas:

- Vision
- Approach and Ethics
- Classroom ICT Integration

It is accompanied by an online survey, the outcomes of which will provide teachers with a visual representation of their current position on the Continuum.

It also identifies professional learning opportunities to progress to the next Continuum phase.

For more information on the ICT Teacher Continuum, contact:

Integration Team
Department of Employment,
Education and Training

staff.deet.nt.gov.au



CT

Classroom ICT Integration

Phase One Uncertain and/or hesitant

skills to be learned. Some professional and personal use but little integration into

teaching and learning.

See limited value/purpose for ICT use

Approach • Require significant assistance from peers in the

• Am hesitant seeking support, aware of own

• Have limited awareness of ethical dimensions of ICT

• Provide incidental opportunities for learners to use

word processing and drill & practice software

Am beginning to use ICT for planning purposes

Resources • Use ICT as a stand alone resource to browse

and locate simple learning resources

or connectedness to student needs

• Use basic monitoring tools for recording evidence

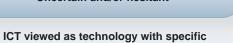
• Schedule some student use of ICT with little direction

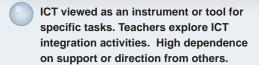
• Use email and instant message tools to communicate

use of ICT

limitations using ICT

use in education





• Recognise the potential for ICT to support teaching

· Am comfortable asking peers/colleagues and/or

• Appreciate and begin to apply ethical principles to

• Provide opportunities for students to use basic

applications linking to learning outcomes

• Experiment with ICT use in planning for

teaching/learning, assessing and reporting

Access and store resources on the local network

• Provide opportunities for participation in online

· Monitor and record evidence of learning using

relevant to teaching and learning needs

• Direct student use of ICT with emerging recognition

activities with emerging links to learning outcomes

Am beginning to create electronic monitoring tools

students for assistance in the use of ICT

• Am gaining confidence in using ICT with

the use of ICT when planning

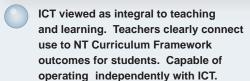
and learning

some scaffolding

Phase Two

Willing but dependent

Phase Three Confident and proficient



• Value opportunities to use ICT within all aspects

• Am learning to systematically evaluate ICT use

• Provide others with support for ICT at a variety

• Take an active role in the integration/use of ICT

• Recognise student expertise and negotiate and

collaborate with them in the use of ICT

with explicit links to learning outcomes

programs to better incorporate ICT

• Utilise the full potential of ICT in planning for

teaching and learning, assessing and reporting

• Contribute to shared local electronic resources

• Integrate electronic resources into teaching/learning

• Provide expanded opportunities for students to negotiate

the use of ICT to move towards identified outcomes

• Integrate online projects into teaching/learning with

clear links to learning outcomes to meet individual

• Make comprehensive use of ICT tools for monitoring

and recording evidence linked to learning outcomes

• Reflect and consider changes to own practice and

• Encourage students to support and mentor

by giving, sharing and developing ideas and practices

• Have increasing sophistication in dealing with ethical

ICT issues through application and use with learners

• Integrate ICT into teaching and learning practices

• Reflect on, and evaluate the use of, ICT in education

of teaching and learning

in education

of levels

each other

Phase Four Leading and enabling others

ICT viewed as a catalyst for rethinking

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CT

Teacher

Continuum

guide

Vision

Approach

Ethics

Classroom

Practice

Planning

Management

Online

Interaction

classroom educational goals. Teachers
are leading contributors to planning
for whole school change through ICT
integration. They make intuitive
choices for ICT application in education
and are active participants in the
learning community.

· View ICT as seamless and explore integration at

classroom, school and system level

educational practice
• Exhibit a strong systematic evaluation oriente
approach to the use of ICT in education

Keep abreast with research in ICT integration

and make an informed contribution to transforming

• Conduct systematic research of ICT in education

and share with the profession • Provide ideas, support and leadership with

integration of ICT into the curriculum and its adoption

• Challenge structures, systems and perceptions of ICT integration in education

• Model innovative practice within and beyond the school and help others progress along the continuum

• Enable and empower students and colleagues to be innovative in their own learning pathways

 Develop and apply sophisticated ethical and moral standards in ICT-related educational activities, teaching and student/school practice

 Innovate with ICT teaching/learning methodologies to meet individual learner needs

 Provide a supportive environment where students can be self directed learners in their use of ICT

• Provide ideas, support and leadership with integration of ICT in all aspects of teaching and learning

Review own teaching practice and provide opportunities for learners to make their own informed decisions about the use of ICT to achieve outcomes described in the NTCF

 Access and contribute to external and systemic Resources resources to enable an ICT rich curriculum • Encourage students to select how and when ICT is Classroom

used based on individual learning needs and styles Engage students and peers in flexible and inclusive use of online communities, for the purpose of

learning through collaboration Provide leadership in electronic monitoring,

Recording recording and reporting of student learning & Reporting

Ethics ంఠ

Vision

Approach

Classroom

Practice

Classroom

Interaction

& Reporting

Online

with others

of learning

Management

Professional Learning **Opportunities**

Professional Learning Opportunities

CDU Professional

Key Events

- Learning Stage 1 Teacher and Technology
- Remote ICT Partnerships Conferences and
- Site based Training with Facilitators SAMS

of student needs

a range of electronic tools

Professional Learning Opportunities

CDU Professional Learning Stage 2

Key Events

- Teacher and Technology Workshops
- Conferences and
- · Sharing Our Territory Site based Training with Facilitators

learner needs

- Webquests Remote ICT Partnerships
 eLearning through BELTS Lighthouse Practicum
 - eTool

Professional Learning Opportunities

- CDU Professional
- Learning Stage 3 Lighthouse Practicum
- eLearning through Janison
- Site based Training with Facilitators Online Projects
- Conferences and Key Events

Professional Learning **Opportunities**

DEET People Achieve Results



Classroom CT Integration