



	Phase One Uncertain and/or hesitant	Phase Two Willing but dependent	Phase Three Confident and proficient	Phase Four Leading and enabling others	
	<p>ICT viewed as technology with specific skills to be learned. Some professional and personal use but little integration into teaching and learning.</p>	<p>ICT viewed as an instrument or tool for specific tasks. Teachers explore ICT integration activities. High dependence on support or direction from others.</p>	<p>ICT viewed as integral to teaching and learning. Teachers clearly connect use to NT Curriculum Framework outcomes for students. Capable of operating independently with ICT.</p>	<p>ICT viewed as a catalyst for rethinking 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.</p>	
Vision	<p>• See limited value/purpose for ICT use</p>	<p>• Recognise the potential for ICT to support teaching and learning</p>	<p>• Value opportunities to use ICT within all aspects of teaching and learning • Reflect on, and evaluate the use of, ICT in education • Learning to systematically evaluate ICT use in education</p>	<p>• View ICT as seamless and explore integration at classroom, school and system level • Keep abreast with research in ICT integration and make an informed contribution to transforming educational practice • Exhibit a strong systematic evaluation oriented approach to the use of ICT in education • Conduct systematic research of ICT in education and share with the profession</p>	Vision
Approach & Ethics	<p>Approach</p> <ul style="list-style-type: none"> <li>Require significant assistance from peers in the use of ICT</li> <li>Hesitant seeking support, aware of own limitations using ICT</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>Have limited awareness of ethical dimensions of ICT use in education</li> </ul>	<ul style="list-style-type: none"> <li>Comfortable asking peers/colleagues and/or students for assistance in the use of ICT</li> <li>Gaining confidence in using ICT with some scaffolding</li> </ul> <ul style="list-style-type: none"> <li>Appreciate and begin to apply ethical principles to the use of ICT when planning</li> </ul>	<ul style="list-style-type: none"> <li>Provide others with support for ICT at a variety of levels</li> <li>Take an active role in the integration/use of ICT by giving, sharing and developing ideas and practices</li> <li>Recognise student expertise and negotiate and collaborate with them in the use of ICT</li> <li>Encourage students to support and mentor each other</li> </ul> <ul style="list-style-type: none"> <li>Have increasing sophistication in dealing with ethical ICT issues through application and use with learners</li> </ul>	<ul style="list-style-type: none"> <li>Provide ideas, support and leadership with integration of ICT into the curriculum and its adoption by others</li> <li>Challenge structures, systems and perceptions of ICT integration in education</li> <li>Model innovative practice within and beyond the school and help others progress along the continuum</li> <li>Enable and empower students and colleagues to be innovative in their own learning pathways</li> </ul> <ul style="list-style-type: none"> <li>Develop and apply sophisticated ethical and moral standards in ICT-related educational activities, teaching and student/school practice</li> </ul>	Approach & Ethics
Classroom Practice	<ul style="list-style-type: none"> <li>Provide incidental opportunities for learners to use word processing and drill &amp; practice software</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to use basic applications linking to learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Integrate ICT into teaching and learning practices with explicit links to learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Innovate with ICT teaching/learning methodologies to meet individual learner needs</li> <li>Provide a supportive environment where students can be self directed learners in their use of ICT</li> </ul>	Classroom Practice
Planning	<ul style="list-style-type: none"> <li>Beginning to use ICT for planning purposes</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with ICT use in planning for teaching/learning, assessing and reporting</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the full potential of ICT in planning for teaching and learning, assessing and reporting</li> <li>Reflect and consider changes to own practice and programs to better incorporate ICT</li> </ul>	<ul style="list-style-type: none"> <li>Provide ideas, support and leadership with integration of ICT in all aspects of teaching and learning</li> <li>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</li> </ul>	Planning
Resources	<ul style="list-style-type: none"> <li>Use ICT as a stand alone resource to browse and locate simple learning resources</li> </ul>	<ul style="list-style-type: none"> <li>Access and store resources on the local network</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to shared local electronic resources</li> <li>Integrate electronic resources into teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>Access and contribute to external and systemic resources to enable an ICT rich curriculum</li> </ul>	Resources
Classroom Management	<ul style="list-style-type: none"> <li>Schedule some student use of ICT with little direction or connectedness to student needs</li> </ul>	<ul style="list-style-type: none"> <li>Direct student use of ICT with emerging recognition of student needs</li> </ul>	<ul style="list-style-type: none"> <li>Provide expanded opportunities for students to negotiate the use of ICT to move towards identified outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to select how and when ICT is used based on individual learning needs and styles</li> </ul>	Classroom Management
Online Interaction	<ul style="list-style-type: none"> <li>Use email and instant message tools to communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for participation in online activities with emerging links to learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Integrate online projects into teaching/learning with clear links to learning outcomes to meet individual learner needs</li> </ul>	<ul style="list-style-type: none"> <li>Engage students and peers in flexible and inclusive use of online communities, for the purpose of learning through collaboration</li> </ul>	Online Interaction
Recording & Reporting	<ul style="list-style-type: none"> <li>Use basic monitoring tools for recording evidence of learning</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and record evidence of learning using a range of electronic tools</li> <li>Beginning to create electronic monitoring tools relevant to teaching and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Make comprehensive use of ICT tools for monitoring and recording evidence linked to learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Provide leadership in electronic monitoring, recording and reporting of student learning</li> </ul>	Recording & Reporting

Professional Learning Opportunities

- CDU Professional Learning
- Integrating Technology Workshops
- Peer Mentoring
- Conferences and Key Events
- Site based Training with DEET or external Facilitators

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- eLearning through Janison
- Site based Training with Facilitators
- Collaboration Sites
- Conferences and Key Events

Professional Learning Opportunities

