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| **Engagement with ICT and digital technologies** | **1 Uncertain and/or hesitant** | **2 Willing but dependant** | **3 Confident and proficient** | **4 Leading and enabling others** |
|  |  |  |  |  |
| **Approach to using information and****communication technology (ICT)** | I require significant assistance from peers in the use of ICTI am hesitant seeking support, aware of own limitations using ICT | I am comfortable asking peers/colleagues and/or students for assistance in the use of ICTI am gaining confidence in using ICT with some scaffolding | I provide others with support for ICT at a variety of levelsI take an active role in the integration/use of ICT by giving, sharing and developing ideas and practicesI recognise student expertise and negotiate and collaborate with them in the use of ICTI encourage students to support and mentor each other | I provide ideas, support and leadership with integration of ICT into the curriculum and its adoption by othersI challenge structures, systems and perceptions of ICT integration in educationI model innovative practice within and beyond the school and help others progress along the continuumI enable and empower students and colleagues to be innovative in their own learning pathways |
| **Suggestions to improve skills** |
|  |  |  |  |  |
| **Engaging with Digital Technologies****curriculum** | I require significant assistance from peers in understanding the Digital Technologies curriculum | I am comfortable asking peers/colleagues and/or students for assistance in engaging with Digital Technologies activitiesI am gaining confidence in the delivery of Digital Technologies activities with some scaffolding | I am comfortable with Digital Technologies implementationI take an active role in the implementation of the Digital Technologies curriculumI recognise student expertise and negotiate with them on their Digital Technologies projectsI encourage students to support and mentor each other | I provide ideas, support and leadership with the Digital Technologies curriculum and its engagement by colleaguesI model innovative practice within and beyond the school and help others progress along the continuumI enable and empower students and colleagues to be innovative in their own learning pathways |
| **Suggestions to improve skills** |

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| **Engagement with ICT and digital technologies** | **1** | **Uncertain and/or hesitant** | **2 Willing but dependant** |  | **3 Confident and proficient** |  | **4 Leading and enabling others** |
|  |  |  |  |  |  |  |  |
| **Learning environment** |  | I am aware of the need tocreate a positive climate for the use of Digital Technologies in the classroom | I discuss strategies withcolleagues on how to tailor classroom space for on- and off-computer experiences to implement Digital Technologies | t | I set challenging learningexperiences for students to develop heir Digital Technologies knowledge, understanding and skills | f i | I model the use of innovativelexible learning spaces that enable nnovation and creativity supported by the Digital Technologies Curriculum. |
| **Suggestions to improve skills** |
|  |  |  |  |  |  |  |  |
| **Online interaction** | us ef | I am unsure how best toe collaborative tools fectively. | I work with colleagues toapply knowledge and skills in the effective use of online tools |  | I set challenging learning tasksthat encourage students to collaborate online. |  | I initiate and lead students toactively engage and collaborate in online learning communities. |
| **Suggestions to improve skills** |
|  |  |  |  |  |  |  |  |
| **Assessment** | Da | I develop some basicigital Technologies ssessment tasks | I work with colleagues toidentify and use a range of technologies and practices to assess student learning in Digital Technologies |  | I set challenging DigitalTechnologies assessment tasks |  | I mentor colleagues and workcollaboratively to create rigorous Digital Technologies assessment tasks |
| **Suggestions to improve skills** |
|  |  |  |  |  |  |  |  |
| **Ethical practices** |  | I am aware of social, legaland ethical issues relating to digital technologies in teaching and learning | I apply an understanding ofthe social, legal and ethical issues of digital technologies in teaching and learning |  | I engage students in explorationsof the social, legal and ethical issues of digital technologies in teaching and learning. |  | I monitor, evaluate and lead theintegration of ethical practices into all aspects of digital technologies use |
| **Suggestions to improve skills** |
|  |  |  |  |  |  |  |  |
| **Digital Technologies support and****resources** |  | I am unaware of where tofind support for implementation of the Digital Technologies curriculum. | I am able to locate onlineresources and activities to support the implementation of the Digital Technologies curriculum. |  | I engage in the use of onlineresources and support networks for example the Digital Technologies Hub, CSER MOOC, Scootle, State initiatives |  | I actively engage in onlinecommunities such as the CSER MOOC and contribute to the professional learning community. |
| **Suggestions to improve skills** |

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| **Understanding of the Digital Technologies curriculum** | **Areas where significant support is needed** | **Areas where support is still needed** | **Areas where further learning opportunities would be useful** | **Areas I could provide support to others** |
| **Computational thinking**(A problem-solving method including organising data logically, breaking down problems into parts, defining abstract concepts and designing and using algorithms, patterns and models) |  |  |  |  |
| **Suggestions to improve skills** |
| **Systems thinking**(A holistic approach to the identification and solving of problems, where parts and components of a system, their interactions and interrelationships are analysed) |  |  |  |  |
| **Suggestions to improve skills** |
| **Design thinking**(Use of strategies for understanding design problems and opportunities) |  |  |  |  |
| **Suggestions to improve skills** |
| **Abstraction**(hiding unnecessary detail) |  |  |  |  |
| **Suggestions to improve skills** |
| **Data collection**(properties, sources and collection of data) |  |  |  |  |
| **Suggestions to improve skills** |

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| **Understanding of the Digital Technologies curriculum** | **Areas where significant support is needed** | **Areas where support is still needed** | **Areas where further learning opportunities would be useful** | **Areas I could provide support to others** |
| **Data representation**(symbolism and separation) |  |  |  |  |
| **Suggestions to improve skills** |
| **Data interpretation**(patterns and contexts) |  |  |  |  |
| **Suggestions to improve skills** |
| **Specification**(precisely defining/communicating problems) |  |  |  |  |
| **Suggestions to improve skills** |
| **Algorithms**(following and describing) |  |  |  |  |
| **Suggestions to improve skills** |
| **Implementation**(translating and programming) |  |  |  |  |
| **Suggestions to improve skills** |
| **Digital systems**(hardware, software and networks, internet) |  |  |  |  |
| **Suggestions to improve skills** |
| **Impacts**(sustainability and empowerment) |  |  |  |  |
| **Suggestions to improve skills** |