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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** |
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| **Approach to using information and**  **communication technology (ICT)** | I require significant assistance from peers in the use of ICT  I 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 ICT  I am gaining confidence in using ICT with some scaffolding | I provide others with support for ICT at a variety of levels  I take an active role in the integration/use of ICT by giving, sharing and developing ideas and practices  I recognise student expertise and negotiate and collaborate with them in the use of ICT  I 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 others  I challenge structures, systems and perceptions of ICT integration in education  I model innovative practice within and beyond the school and help others progress along the continuum  I 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 activities  I am gaining confidence in the delivery of Digital Technologies activities with some scaffolding | I am comfortable with Digital Technologies implementation  I take an active role in the implementation of the Digital Technologies curriculum  I recognise student expertise and negotiate with them on their Digital Technologies projects  I encourage students to support and mentor each other | I provide ideas, support and leadership with the Digital Technologies curriculum and its engagement by colleagues  I model innovative practice within and beyond the school and help others progress along the continuum  I 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** |
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| **Learning environment** |  | I am aware of the need to  create a positive climate for the use of Digital Technologies in the classroom | I discuss strategies with  colleagues on how to tailor classroom space for on- and off-computer experiences to implement Digital Technologies | t | I set challenging learning  experiences for students to develop heir Digital Technologies knowledge, understanding and skills | f i | I model the use of innovative  lexible learning spaces that enable nnovation and creativity supported by the Digital Technologies Curriculum. |
| **Suggestions to improve skills** | | | | | | | |
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| **Online interaction** | us ef | I am unsure how best to  e collaborative tools fectively. | I work with colleagues to  apply knowledge and skills in the effective use of online tools |  | I set challenging learning tasks  that encourage students to collaborate online. |  | I initiate and lead students to  actively engage and collaborate in online learning communities. |
| **Suggestions to improve skills** | | | | | | | |
|  |  |  |  |  |  |  |  |
| **Assessment** | D  a | I develop some basic  igital Technologies ssessment tasks | I work with colleagues to  identify and use a range of technologies and practices to assess student learning in Digital Technologies |  | I set challenging Digital  Technologies assessment tasks |  | I mentor colleagues and work  collaboratively to create rigorous Digital Technologies assessment tasks |
| **Suggestions to improve skills** | | | | | | | |
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| **Ethical practices** |  | I am aware of social, legal  and ethical issues relating to digital technologies in teaching and learning | I apply an understanding of  the social, legal and ethical issues of digital technologies in teaching and learning |  | I engage students in explorations  of the social, legal and ethical issues of digital technologies in teaching and learning. |  | I monitor, evaluate and lead the  integration of ethical practices into all aspects of digital technologies use |
| **Suggestions to improve skills** | | | | | | | |
|  |  |  |  |  |  |  |  |
| **Digital Technologies support and**  **resources** |  | I am unaware of where to  find support for implementation of the Digital Technologies curriculum. | I am able to locate online  resources and activities to support the implementation of the Digital Technologies curriculum. |  | I engage in the use of online  resources and support networks for example the Digital Technologies Hub, CSER MOOC, Scootle, State initiatives |  | I actively engage in online  communities 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** | | | | |