

Digital Pedagogy Guides



ICT planning indicators

ICT planning indicators guide teachers to understand how learners can use ICT purposefully.

Professional Values

- I identify and participate in professional development to improve my digital literacy and pedagogy.
- I acknowledge the potential for ICT to improve student outcomes.

Professional Relationships

- I use ICT to operate within teams and to communicate for professional purposes.

Professional Knowledge

- I use ICT to operate within teams and to communicate for professional purposes.

Professional Practice

- I select ICT to suit the learning context and diversity of learners.
- I plan learning experiences which incorporate ICT to implement curriculum intent.
- I provide opportunities for students to use ICT for a range of purposes.
- I manage equitable access to and purposeful use of digital resources and tools.
- I use ICT to access, organise and develop digital resources and information for professional purposes.
- I develop students' digital citizenship through the modelling and teaching of ethical, safe and legal use of digital resources, tools and environments, in accordance with Departmental policies.

Digital Pedagogy indicators

Digital Pedagogy indicators guide teachers to demonstrate and reflect on how learners use ICT purposefully.

I am committed to developing my digital pedagogy through reflection on my practice to inform professional learning goals.

I acknowledge the potential for ICT to differentiate and personalise learning to improve student outcomes.

I seek opportunities to collaborate with professional teams, to support colleagues and learn from each other's digital pedagogy.

I understand how ICT supports and enhances what students learn, how they learn, and when and where their learning takes place.

I plan for learner needs, informed by student data and learning context, by critically reviewing, selecting and adapting teaching and learning approaches and digital resources.

I plan learning experiences within units of work where ICT is used purposefully throughout the learning process to achieve curriculum intent.

I develop students' digital literacies, including the ability to authenticate, critically evaluate and select relevant information and resources.

I facilitate student use of digital resources, tools and environments to deepen and demonstrate their learning of concepts and processes.

I promote reflective learning, thinking skills and creativity through the use of digital resources, tools and environments.

I provide opportunities for students to purposefully use online environments to interact with others in connected learning communities or collaborative online projects.

I develop students' digital citizenship through the modelling and explicit teaching of ethical, safe and legal use of digital resources, tools and environments, in accordance with Departmental policies.

Digital Pedagogy Advanced indicators

Digital Pedagogy Advanced indicators guide leaders to lead the transformation of learning through ICT.

I establish and achieve my learning goals through reflection on my practice, modelling my commitment to continuous professional learning to transform my digital pedagogy.

I advocate for the potential for ICT to differentiate and personalise learning to improve learner outcomes, influencing colleagues to reflect on their beliefs and practice.

I lead professional mentoring, learning and research activities which contribute to the transformation of digital pedagogy in my school and wider profession.

I contribute to strategic planning and decision making processes which influence the development of the learning culture of the school.

I understand how digital pedagogy transforms practice and influences what students learn, how they learn, and when and where their learning takes place.

I model and lead the analysis of school or student data to align innovative digital pedagogy, resources and tools, to contextualised individual needs.

I model collaboration in the learning process, supporting students and colleagues to become self-directed learners in their use of ICT.

I enable learners to extend and refine their digital literacies to independently authenticate, critically evaluate and select relevant information and resources.

I enhance learners' knowledge deepening, transformation and creation through challenging inquiry processes using digital resources, tools and environments.

I develop reflective learning, critical thinking skills and creativity through innovative digital pedagogy.

I create opportunities or environments for learners to demonstrate local and global citizenship through interaction in connected learning communities and authentic, collaborative online projects.

I develop learners' digital citizenship through the modelling and explicit teaching of ethical, safe and legal use of digital resources, tools and environments, in accordance with Departmental policies.