Teaching Teachers for the Future is one of four initiatives in the ICT Innovation Fund, a part of the Digital Education Revolution. The project specifically targets the ICT proficiencies of pre-service teachers by building the capacities of teacher educators, and aims to embed ICT in pre-service teacher education curriculum, pedagogies, assessment and professional experience.

Intended audience

- Students enrolled in initial teacher education programs
- Conveners, lecturers and tutors of initial teacher education students
- Practicum supervisors of initial teacher education students

Purpose of the User Guide

To provide a guide to the uses of materials developed during the TTF project – the ICT Dimensions. These materials comprise:

- Focus areas and descriptors of the National Professional Standards for Teachers at the Graduate career stage
- ICT Statements
- Illustrations of Practice

Process for creating ICT Dimensions

- The resources developed through the TTF project were drafted in conjunction with the Australian Council for Computers in Education (ACCE). Following this, they underwent an extensive quality assurance process involving a number of ICT experts, including a focus group of expert practitioners.

Background

Focus areas and descriptors of the National Professional Standards for Teachers at the Graduate career stage

The focus areas and descriptors within the Standards identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which successful learning occurs.

Graduate teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification indicates that they have met the Graduate Standards.
During their initial teacher education program, students work towards the achievement of the Graduate Standards. Therefore most students would be exhibiting (at a minimum) the Graduate Standards in their final practicum.

**ICT Dimensions**

**ICT Statements for the Graduate career stage**

ICT Statements provide further detail about the implications and opportunities for effective use of ICT within the acts of teaching described in the descriptors, and develop a common and deeper understanding of what the Standards could look like in the context of ICT in education.

**Illustrations of Practice for ICT at the Graduate career stage**

Illustrations of Practice bring the Standards to life and describe what teacher practice at each career stage looks like in a range of contexts to help teachers situate their own practice within the Standards. They articulate what is required in order to meet the Standards, make links to the Australian Curriculum where relevant, and encourage teachers to reflect on their own practice. The Illustrations of Practice developed through the TTF project are specific to the Graduate career stage.

**Use of the ICT Dimensions**

The following will explain how the intended audience could use the resources:

**Pre-service teachers**

- ICT proficiencies can be mapped against the ICT Statements to allow pre-service teachers to understand what is expected of them upon graduation from an initial teacher education program, and identify priorities for further professional learning.
- Illustrations of Practice can provide pre-service teachers with more information as to what the ICT Statements look like in a range of contexts
- Pre-service teachers are encouraged to reflect on and discuss their own practice through the use of ‘Questions for discussion’, which accompany each Illustration of Practice.

**Teacher educators**

- Teacher educators can design and develop teacher education programs and assist individual pre-service teachers to attain the levels of ICT proficiency expected of graduate teachers by utilising these resources.

**Practicum supervisors**

- Supervisors of pre-service teachers working across schooling contexts can use the ICT Dimensions to guide their understanding of what a pre-service teacher should know and be able to do in the field of ICT upon graduation from their initial teacher education program. The ICT Dimensions can serve as a framework for professional conversations between the pre-service teacher and supervisor about further learning required, or to guide reflection on practice.