

ICT Pedagogical Licence Advanced

Moderation Sheet

Applicant name: Jan Clewett

Date: 5 November 2008

Recommendation: Accredited with ICT Pedagogical Licence Advanced

General Panel Feedback:

Jan, currently a Smart Classroom Mentor for Darling Downs, is commended for her self-directed participation in her own continuing ICT pedagogical professional development, and her leadership in her contextual setting in assisting colleagues in her district to develop the capabilities and evidence required for the ICT Certificate and ICT Pedagogical License. The belief statements reflected an increasing understanding of professional knowledge through the references to relevant literature, and articulation of the important transformational possibilities enabled by ICT being integral to learning. The evidence for professional practice strengthened the linkages with these belief statements. The evidence provided was well organised, and conveyed motivation for students through the use of ICT was central to the portfolio.

Professional Knowledge

Panel feedback:

The evidence provided referred to relevant literature, particularly through some references to connectivism, productive pedagogies, making ICT integral to learning, and recent curriculum developments. On occasions, there was a tendency to refer to connectivism, without a deep understanding and articulation of connectivism and how this linked with professional practice. For example, reference to connectivism tended to be restricted to referred to as students working and learning in a networked world. Rather, connectivism refers to major shifts in thinking about the need for access to and the collaborative construction of new knowledge, and for students to develop abilities to see connections between fields of knowledge. The belief that productive learning should be 'low stress' is also somewhat at odds with connectivism driven by the understanding that decisions are based on rapidly altering knowledge foundations. That is, existing knowledge is being challenged, and connectivism embraces diversity of opinions, which is often uncomfortable and high stress. A demonstrated strength was evident in the innovative uses of ICT in Vocational Education and Training (VET) in the Senior Phase of Schooling.

Professional Practice

Panel feedback:

The evidence provided was well organised and made strong use of online, collaborative, ICT technologies to enhance curriculum design and implementation. For example, the Lorikeet Lodge webquest, designed on constructivist principles, required students to undertake the Webquest, develop ePortfolios, and engage in wikis and blogs. Similarly, the Workplace Health and Safety evidence was motivational, connected to real world applications. It is suggested that more explicit global considerations be included.

Professional Values

Panel feedback:

Commendable demonstration of lifelong learner through a trajectory assisted by the Smart Classrooms Professional Development Framework. Modeling to students was highlighted, and this included safe, legal, and ethical practices.

Professional Relationships

Panel feedback:

The self-directed continuing professional development and demonstrated leadership to assist others, both within the school context and in the wider District, to pursue the ICT Certificate and the ICT Pedagogical Licence was commendable. The letter of recommendation from the Principal provided strong support.