GRAPHICS REQUESTED FROM DEPARTMENT OF EDUCATION WA

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Source:

2006 evaluation report *Teacher ICT Skills: evaluation of the Information and Communication Technology (ICT) Knowledge and skills levels of Western Australian government school teachers.*

Supplied: 25 February 2014

Figure 2.4.1: Conceptual framework[[1]](#footnote-1)



*Professional Development / training has been defined as a school based factor rather than a teacher based factor. This allows for the future training of teachers as being a responsibility of the school rather than the person. However it is acknowledged that previous training may have been a person-based factor (especially if training was part of previous employment or education).*

Figure 4.2: Relative strength of relationship of factors on ICT competence of teachers



Figure 5.1a: Frequency of professional use of ICT

*Q. Below is a list of statements about the extent to which you apply ICT within your teaching practice, please choose the one that best describes your situation? In my current teaching, ICT is…*



Figure 6.2: Relative Influence of ICT competence and ICT integration.



Figure 8.3: ICT Competence and Integration Matrix

|  |  |  |  |
| --- | --- | --- | --- |
|  | ICT Integration Score: | | |
|  | High | Medium | Low |
| ICT Competence Score: |  |  |  |
|  |  |  |  |
| Stage 3 (highest) | **9%** | **12%** | **4%** |
|  |  |  |  |
| Stage 2 | **8%** | **25%** | **20%** |
|  |  |  |  |
| Stage 1 (lowest) | **1%** | **9%** | **12%** |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Colour** | **Teacher characteristics** | **Potential strategies** |
| Green | These teachers are likely to be:   * Early childhood * Primary specialist * Senior teacher level 1 * Permanent teachers * Part-time teachers * 20+ years teaching * 40+ years old | When both ICT competence and ICT integration are low, attention should be focussed on building the confidence of teachers with ICT.  These teachers benefit from personal, hands on training. |
| Yellow | These teachers are likely to be:   * In primary schools * Teachers of English & Math (core subjects) * 20+ years teaching * 40+ years old | When ICT integration is higher than ICT competence, attention should be focused on providing general ICT training for teachers.  Improving school ICT resources will facilitate the ICT use and experience of these teachers. |
| Red | These teachers are likely to be:   * In secondary schools * < 40 years old | When ICT competence is higher than ICT integration, attention should be focused on:   * Improving technical support at schools * Providing computers for student use * Training these teachers to integrate ICT within teaching and learning. |
| Purple | These teachers are likely to be:   * In primary schools * < 40 years old | When both ICT competence and ICT integration are moderate, teachers will benefit from access to the strategies outlined in both yellow and red above. |
| Blue | These teachers are likely to be:   * Heads of departments * In secondary schools * Teachers & administrators * Science & technology * Librarians * Full-time teachers * 2-3 years teaching * < 40 years old | When both ICT competence and ICT integration are high, consideration could be given to promoting these teachers as best practice examples within schools. |

1. [↑](#footnote-ref-1)