

# Overview

## ePotential: Digital Learning Survey

The ePotential: Digital Learning Survey facilitates self-assessment of a teacher's current capability to incorporate digital technologies into their teaching and learning.

The redeveloped ePotential: Digital Learning Survey questions have been informed by:

- the previous ePotential Survey questions and Continuum
- AITSL Australian Professional Standards for Teachers
- Victorian Curriculum: Technologies and ICT General Capability and
- UNESCO ICT Competency Standards for Teachers.

There are seven key areas in the survey:

**Pedagogical Practices:** extent to which the use of digital technologies is integrated into the curriculum.

**Assessment and Reporting:** extent to which digital technologies are used in assessment and reporting, e.g. learning portfolios, surveys, etc.

**Classroom Organisation:** extent that the use of digital technologies has changed the organisation of the classroom, e.g. 1-to-1 learning, anytime anywhere access, etc.

**Safe and Responsible Use:** concerns areas of cybersafety, copyright, privacy, etc.

**Resources:** access and frequency of use of digital technologies in the classroom.

**Professional Learning:** extent to which digital technologies are a part of teacher's professional learning planning.

**Leading Digital Learning:** extent of confidence in leading the use of digital technologies.

Key Area	★ ★ ★ ★ Foundation Starting to use digital technologies	★ ★ ★ ★ Emergent Seeing the value of using digital technologies	★ ★ ★ ★ Innovative Identifying opportunities to use digital technologies	★ ★ ★ ★ Transformative Leveraging use of digital technologies to its full potential
Pedagogical Practices	Limited integration of digital technologies	Using digital technologies to support student understandings	Expanding students learning opportunities	Students using digital technologies to learn in a more creative, connective way
Assessment and Reporting	Awareness of digital technologies for assessment and reporting	Uses and understands the potential of digital technologies for assessment and reporting	Selects suitable digital technologies for assessment and reporting and uses them regularly	Encourages, develops and implements new ways of using digital technologies for assessment and reporting
Classroom Organisation	Digital technologies are rarely used	Teacher directed use of digital technologies	Increased opportunities for students to negotiate and manage their use of digital technologies	Students are using digital technologies to personalise their learning, maximising available resources for anytime, anywhere learning
Safe and Responsible Use	Understanding of the safe and responsible use of digital technologies	Applies safe, responsible and practical approaches to using digital technologies for learning in the classroom	Embeds the safe and responsible use of digital technologies to support anytime, anywhere learning	Leads students, peers and community in using technology safely and responsibly
Resources	Limited use of digital technologies	Emerging use of digital technologies in the classroom	Integrates digital technologies into effective classroom learning and teaching	Leads use of digital technologies to enrich learning and teaching practice
Professional Learning	Participates in professional learning	Engages in professional learning that informs and influences teaching practice	Actively engages in professional learning which explores innovative uses of digital technologies for learning and teaching	Leads by sharing, modelling, reflecting and providing professional learning support
Leading Digital Learning	Focuses primarily on own confidence and capability in the use of digital technologies	Supports students and some staff in the use of digital technologies within the classroom	Leads students and all staff in the effective use of digital technologies for improved learning and teaching outcomes	Provides leadership within and beyond the school to ensure digital technologies are used seamlessly in learning and teaching

The respondent's answers will place them on the ePotential Continuum for each key area depending on their level of integration of digital technologies into their teaching and learning.

**Foundation:** Starting to use digital technologies

**Emergent:** Seeing the value of using digital technologies

**Innovative:** Identifying opportunities to use digital technologies

**Transformative:** Leveraging use of digital technologies to its full potential.

Each phase provides a list of resources which provide classroom ideas.

Access ePotential at: [epotential.education.vic.gov.au](http://epotential.education.vic.gov.au)

