

Queensland Digital Technologies Summit 2016

Initial Teacher Education

A red-tinted background image showing three students looking at a laptop. Overlaid on the image are various digital graphics, including a human silhouette with internal lines, a bar chart, a pie chart, a world map, and a network diagram.

Communiqué

July 2016

Communique Citation

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Purpose of the Summit

The School of Education and Professional Studies, Griffith University, with the support of the Queensland Deans of Education and the Queensland College of Teachers (QCT), hosted the Queensland Digital Technologies Summit on 15th June 2016.

Details about the Summit are available at the Queensland Digital Technologies Summit 2016 website—<https://www.griffith.edu.au/conference/digital-technologies-summit-2016>

The Queensland Digital Technologies Summit 2016 brought together key stakeholders to explore the major challenges facing educators, government, and community, relating to digital technologies learning and teaching, and Initial Teacher Education.

Specifically, the purpose of the Summit was to:

- identify and prioritise digital technologies challenges and issues in Initial Teacher Education;
- co-construct a shared digital technologies philosophy in Initial Teacher Education;
- co-construct a shared digital technologies framework for Initial Teacher Education; and
- identify shared actions and strategies for digital technologies learning and teaching in Initial Teacher Education.

Participants

There was a very positive response to invitations to attend the Summit, with 240 participants attending the Summit, with representation from a wide range of education stakeholders.

Table 1 Participants attending Summit

Participants	n	%
Other	1	0.42
Industry	8	3.33
School Association	8	3.33
Deputy Principal / Principal	15	6.25
Student	27	11.25
Government	29	12.08
University	70	29.17
Teacher	82	34.17
Total	240	100

Program

The program was designed to provide guest speakers, panels, group discussions and input, with interactive engagement by participants enabled through questions and answer sessions, group discussions, and use of technology which captured participant responses and input. The Queensland Digital Technologies Summit program is provided in Attachment A. The list of participants is provided in Attachment B.

Priority Digital Technologies Issues and Challenges in Initial Teacher Education

To achieve the identification and prioritisation of digital technologies issues and challenges in Initial Teacher Education, guest speakers presented their key messages about digital technologies.

The following presentations individually and collectively highlighted definitions of digital technologies, the contexts and importance of digital technologies, the central and pivotal importance of digital technologies in Initial Teacher Education, and perspectives on digital technologies issues and challenges:

- *Developing the digital workforce to drive growth in the future*
Ms Natasha Doherty, Director, Access Economics, Deloitte
- *Horizon Report K to 12: What are the bigger trends and challenges? Why we need to address them*
Dr Jason Zagami, Director of Community Partnerships, School of Education and Professional Studies, Griffith University
- *What the evidence based research is telling us?*
Associate Professor Katrina Falkner, Head of School, School of Computer Science University of Adelaide
- *Evaluating a shared understanding on Digital Technology*
Associate Professor James Curran, School of Information Technologies, The University of Sydney
- *Inspiring entrepreneurship through technology and innovation*
Mr Taj Pabari, Sixteen year old educational pioneer of Fiftysix Creations
- *Digital Technology across the Curriculum*
Anna Kinnane, Manager (Digital Strategies), Queensland College of Teachers

Participants were asked



What do you consider is the highest priority digital technologies issue/challenge in Initial Teacher Education?



These were collated and participants were then asked to rank the priorities (see Table 2).

Table 2 Highest priorities in digital technologies learning and teaching issues and challenges

Rank	Priority Digital Technologies Issues and Challenges	%
1	Flexible, open, creative mindset for school students and initial teacher education (ITE) students (agile / resilient / coping with change)	35.48
2	Resources /access / infrastructure for the classroom / technology	22.58
3	Alignment between ITE in universities and school practices	18.06
4	Practical examples and preparing ITE students for the realities of teaching	12.90
5	ITE students and school students need to be creators as well as users	5.81
6	Digital technologies finding expression in the curriculum / pedagogy / assessment	5.16

A Shared Initial Teacher Education Digital Technologies Philosophy and Framework

Philosophy and Framework

To develop a shared digital technologies philosophy, a conceptualisation, as shown in Figure 1, was developed by the Summit planning committee and used as a stimulus for the panel discussion which was facilitated by Professor Romina Jamieson-Proctor (State Head, School of Education, Queensland, Australian Catholic University) with the following panellists:

- Ms Julie King
Curriculum Lead, Technologies, ACARA
- Professor Margaret Lloyd
School of Curriculum, Queensland University of Technology
- Associate Professor Paul Newhouse
Centre Director for the Centre for Schooling and Learning Technologies,
Edith Cowan University
- Professor, Peter Albion
School of Teacher Education and Early Childhood,
University of Southern Queensland

The subsequent session was a panel discussion designed to develop a shared framework for digital technologies to support the shared philosophy in Initial Teacher Education. This session was facilitated by Associate Professor Raymond Brown (School of Education and Professional Studies, Griffith University) with the following panellists:

- Ms Jenene Rosser
Executive Manager (Australian Curriculum), Independent Schools Queensland
- Mr Terry Gallagher
Director, Curriculum Teaching and Learning, DET
- Mr Matthew Jorgensen
eLearning Manager Coomera Anglican College (on leave),
Microsoft Teacher Ambassador, QSITE Emerging Leader 2015
- Sue Suter
Brisbane Catholic Education, Education Officer
Curriculum Learning and Teaching Technologies

Diagram stimulus

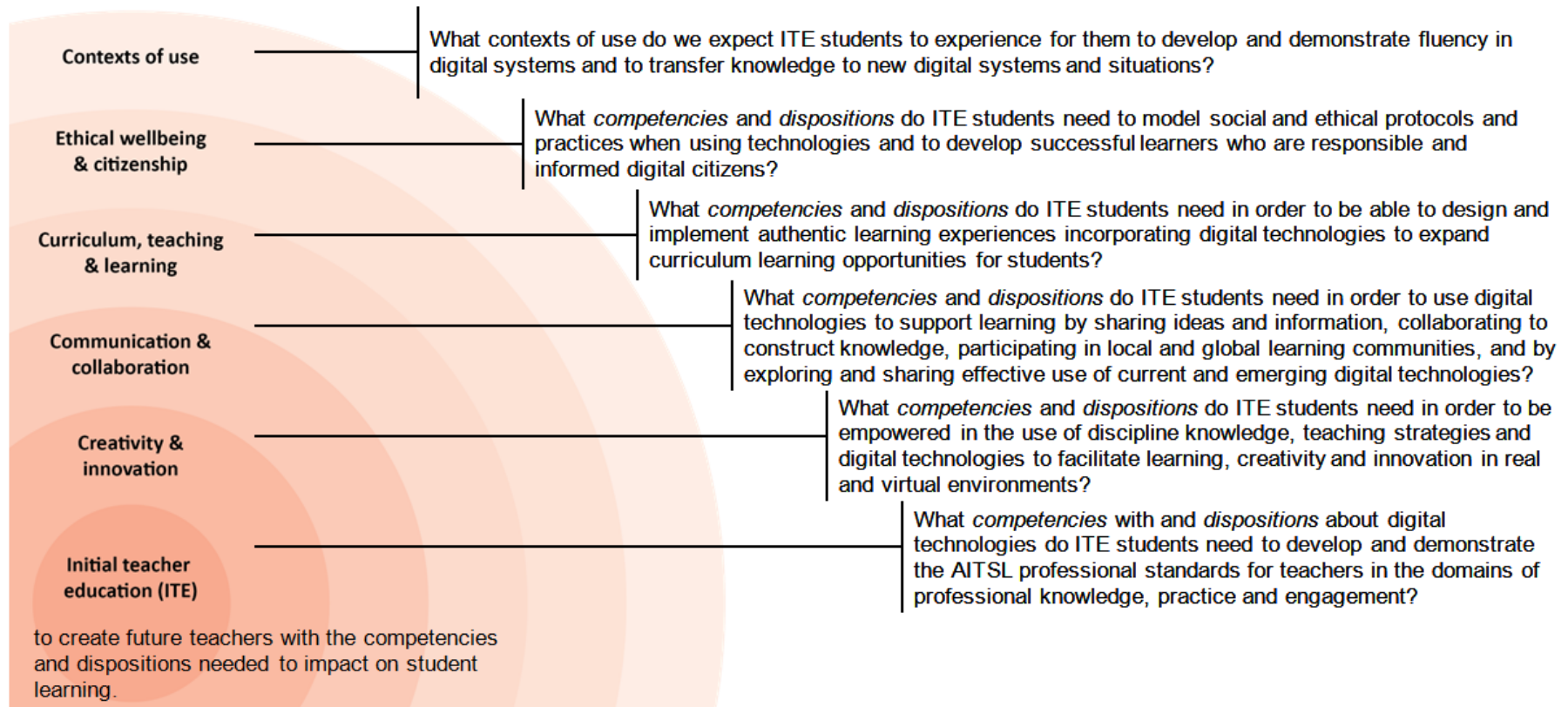


Figure 1 Conceptualisation for co-constructing a digital technologies philosophy in ITE

Subsequently, participants' responses were sought in relation to the questions about Contexts of use, Ethical wellbeing & citizenship, Curriculum, teaching & learning, Communication & collaboration, Creativity & innovation and Initial Teacher Education (ITE). These responses were synthesized by the team, and then prioritised by the participants. They are displayed in the following tables.

Contexts of use

What contexts of use do we expect ITE students to experience for them to develop and demonstrate fluency in digital systems and to transfer knowledge to new digital systems and situations?

	Responses	%
1	Contexts of use that are fluid and changing and that utilise authentic learning experiences	74.03
2	Contexts of use that link universities, schools and industry	11.69
3	Contexts of use that relate to the present and prepare for the future	7.79
4	Contexts of use that bring teamwork and collaboration to the classroom	3.90
5	Contexts of use that relate curriculum with assessment	2.60

Ethical wellbeing & citizenship

What *competencies* and *dispositions* do ITE students need to model social and ethical protocols and practices when using technologies and to develop successful learners who are responsible and informed digital citizens?

	Responses	%
1	Ability to think critically about online content and behaviour	43.75
2	Model & expect respectful and appropriate behaviour in all contexts	26.79
3	Model appropriate and effective engagement as digital citizens	25.00
4	Present an appropriate and professional digital footprint	3.57

Curriculum, teaching & learning

What *competencies* and *dispositions* do ITE students need in order to be able to design and implement authentic learning experiences incorporating digital technologies to expand curriculum learning opportunities for students?

	Responses	%
1	Confidence in aligning curriculum, pedagogy and assessment in relation to digital technologies	50.00
2	Technological, Pedagogical and Content Knowledge (TPACK)	21.09
3	Process for discerning when, how, and why to use digital technologies	13.28
4	Adaptability and resilience to technological changes	10.16
5	Personal fluency in ICT capabilities	5.47

Communication & collaboration

What *competencies* and *dispositions* do ITE students need in order to use digital technologies to support learning by sharing ideas and information, collaborating to construct knowledge, participating in local and global learning communities, and by exploring and sharing effective use of current and emerging digital technologies?

	Responses	%
1	Implementing a problem-based learning approach to make the use of digital technologies authentic	52.67
2	A willingness to learn from other teachers and also students, providing flexibility in the learning opportunities	35.11
3	Participating in online learning communities and engaging digital champions to mentor ITE students	4.58
4	A well-developed pedagogical approach based on research e.g. TPACK	4.58
5	Provide safe and supportive digital based activities that replicate ethical values	3.05

Creativity & innovation

What *competencies* and *dispositions* do ITE students need in order to be empowered in the use of discipline knowledge, teaching strategies and digital technologies to facilitate learning, creativity and innovation in real and virtual environments?

	Responses	%
1	Open to change and willing to learn leading to a growth mindset	45.59
2	Be equipped to teach skills (e.g. collaboration, creativity) rather than content. Cultivate curiosity in the classroom	32.35
3	Able to facilitate authentic project based learning opportunities	13.97
4	Possess technological skills with a variety of technologies and willingness to keep current	5.15
5	Digital "residents" who take ownership of digital spaces and footprints	2.94

Initial Teacher Education

What *competencies* with and *dispositions* about digital technologies do ITE students need to develop and demonstrate the AITSL professional standards for teachers in the domains of professional knowledge, practice and engagement?

	Responses	%
1	Adopt a growth mindset	40.43
2	Demonstrate knowledge of effective digital pedagogies across the curriculum areas	40.43
3	Be engaged with digital technologies	14.89
4	Be calculated risk takers	3.55
5	Be leaders – even during placement	0.71

Based on the above data generated by participants at the digital technologies summit, the following digital technologies philosophy and framework in Initial Teacher Education can be co-constructed.

Digital Technologies in Initial Teacher Education is about developing the *competencies* with and *dispositions* about digital technologies:

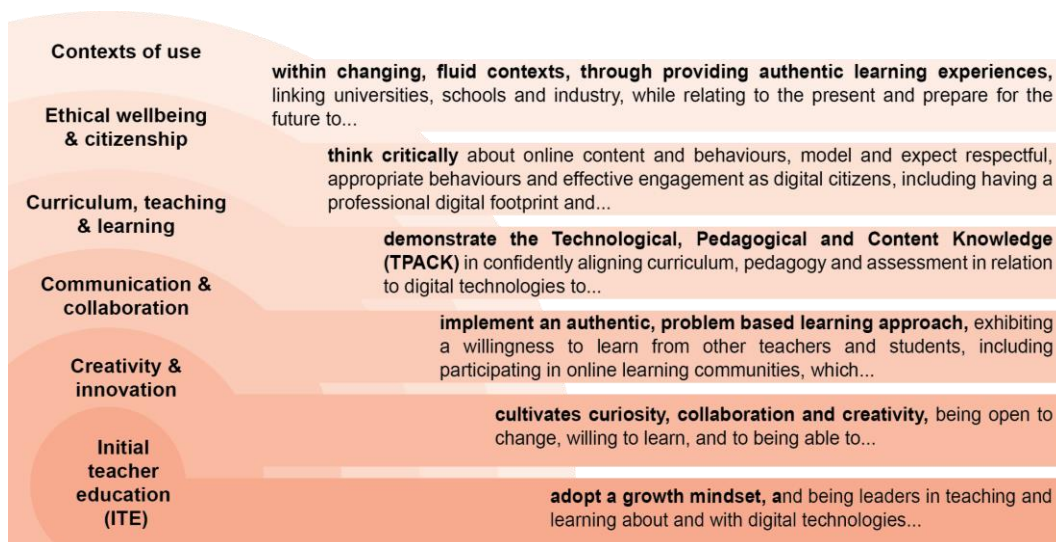


Figure 2 Co-constructed philosophy and framework

Actions and Strategies

To progress from the shared digital technologies philosophy and framework, strategies for Contexts of use, Ethical wellbeing & citizenship, Curriculum, teaching & learning, Communication & collaboration, Creativity & innovation and Initial Teacher Education (ITE) were developed. These were stimulated by the previous sessions and by the following Case Studies, facilitated by Anna Kinnane, Manager (Digital Strategies), Professional Standards, QCT and Bob Rodgers, eLearning, Department of Education and Training.

- Nicola Flannagan
Oakleigh State School
- Joel Speranza
St Joseph's Nudgee College
- Paul Hamilton
Matthew Flinders Anglican College
- Dan Martinez
Junior School Teacher, Apple Distinguished Educator, St Hilda's School

The following presents the strategies identified from participants' responses.

Contexts of use strategies for ITE

The contexts of use ITE students are expected to experience in order for them to develop and demonstrate fluency in digital systems and to transfer knowledge to new digital systems and situations include:

	Responses	%
1	Making real connections with real life issues	53.85
2	Requiring ITE students to create with digital technologies	15.38
3	Exposing ITE students to professional networks through practical experience	15.38
4	Fostering University / industry partnerships	10.26
5	Employing ITE students in the role of mentor	5.13

Ethical wellbeing & citizenship strategies for ITE

The *competencies* and *dispositions* which ITE students need to develop in order to model social and ethical protocols and practices when using technologies and to develop successful learners who are responsible and informed digital citizens should include:

	Responses	%
1	Ensuring ethical considerations are applied in all learning areas not just digital technologies.	53.40
2	Modelling the development and debate of ethical and policy positions as a problem solving process in digital technologies	33.98
3	Developing a professional profile/digital footprint that supports professional practice	6.80
4	Understanding and teaching the appropriate uses of data, particularly student data.	4.85
5	Understanding the expectations of university and school policies relating to ethical issues	0.97

Curriculum, teaching & learning strategies for ITE

The *competencies* and *dispositions* which ITE students need to develop in order to be able to design and implement authentic learning experiences incorporating digital technologies to expand curriculum learning opportunities for students should include:

	Responses	%
1	Problem solving and engagement with technology in real world contexts, case studies and examples	71.03
2	Teaching experiences that allow students to critically evaluate and justify.	13.08
3	Assessment focussing on journey rather than end product.	12.15
4	Curriculum, teaching and Learning reliant on the student's needs and the school curriculum	3.74

Communication & collaboration strategies for ITE

The *competencies* and *dispositions* which ITE students need to develop in order to use digital technologies to support learning by sharing ideas and information, collaborating to construct knowledge, participating in local and global learning communities, and by exploring and sharing effective use of current and emerging digital technologies include:

	Responses	%
1	Reflecting the use of digital mediums (professional learning networks) Twitter, blogs etc.	33.62
2	Working with school-based digital champions	33.62
3	Possessing a thorough knowledge of the curriculum	17.24
4	Forming Makerspaces with local schools	11.21
5	Engaging in teacher-led training like QSITE events	4.31

Creativity & innovation strategies for ITE

The *competencies* and *dispositions* which ITE students need to develop in order to be empowered in the use of discipline knowledge, teaching strategies and digital technologies to facilitate learning, creativity and innovation in real and virtual environments require the following:

	Responses	%
1	Academics who model and provide opportunities for students to create and innovate	41.51
2	Opportunities to explore Digital Technologies and hands on “play” opportunities, valuing adaptability, flexibility, change, collaboration, communication and critical thinking.	25.47
3	ITE students with opportunities to be immersed in PBL tasks across the curriculum in both real life and virtual contexts	19.81
4	Liaison with schools so ITE students can see how it works in schools	10.38
5	Assessment of what’s important by including creativity as an assessable aspect of all assessments included in GTMJ (guide to making judgments)	2.83

Initial Teacher Education strategies

The *competencies* with and *dispositions* about digital technologies which ITE students need to develop and demonstrate the AITSL professional standards for teachers in the domains of professional knowledge, practice and engagement require the following:

	Responses	%
1	Encourage collaboration—with students, industry, schools, universities, peers	48.08
2	Model and demonstrate the pedagogies necessary to embed digital technologies	31.73
3	Provide authentic learning experiences and high quality examples	11.54
4	Ensure depth of learning with regard to the curriculum	5.77
5	Provide access to quality mentoring	2.88

Based on the above data generated by participants at the digital technologies summit, the following objectives and strategies for digital technologies learning and teaching in Initial Teacher Education were identified.

Table 3 **Actions and strategies for Digital Technologies learning in ITE**

Area	To ensure ITE student digital technologies learning by...
Contexts of use	<ul style="list-style-type: none"> • Employing real connections with real life issues • Exposing ITE students to professional networks through practical experience • Fostering university-industry partnerships • Requiring ITE students to create with digital technologies • Employing ITE students in roles as mentors.
Ethical wellbeing & citizenship	<ul style="list-style-type: none"> • Applying ethical considerations in all learning areas • Modelling the development and debate of ethical and policy positions as a problem solving process • Requiring ITE students to develop a professional profile/digital footprint that supports professional practice • Requiring ITE students to understand and teach the appropriate uses of data (in particular, student data) • Understanding the expectations of University and school policies relating to ethical issues.
Curriculum, teaching and learning	<ul style="list-style-type: none"> • Promoting problem solving in engagement with digital technologies in real world contexts, case studies and examples • Developing teaching strategies that allow ITE students to critically evaluate and justify • Focusing assessment as journey rather than end product • Making curriculum, teaching and learning to be relevant to ITE student needs and the school curriculum
Communication & collaboration	<ul style="list-style-type: none"> • Having ITE students develop a thorough knowledge of the curriculum • Forming Makerspaces with local schools • Reflecting the use of digital mediums through professional learning networks • Working with school-based digital champions
Creativity & innovation	<ul style="list-style-type: none"> • Modelling and providing opportunities for ITE students to create and innovate • Providing opportunities to explore digital technologies • Valuing adaptability, flexibility, change, collaboration, communication and critical thinking • Immersing ITE students in problem based learning tasks across the curriculum in real life and virtual contexts • Liaising with schools to see how it works in schools • Including creativity as an assessable aspect of all assessments
Initial teacher education	<ul style="list-style-type: none"> • Encouraging collaboration, modelling and demonstrating the pedagogies necessary to embed digital technologies • Providing authentic learning experiences and high quality examples • Ensuring depth of learning with regard to the curriculum • Providing access to quality mentoring

The Next Phase—Commitment to Action

In terms of the above outcomes, the Digital Technologies Summit achieved its objectives by identifying and prioritising digital technologies challenges and issues in Initial Teacher Education, co-constructing a shared digital technologies philosophy in Initial Teacher Education, co-constructing a shared digital technologies framework for Initial Teacher Education, and identifying the shared actions and strategies for digital technologies learning and teaching in Initial Teacher Education.

Participants expressed a very strong commitment to action informed by these outcomes. There are important roles and actions needed by stakeholders to positively enact this commitment. The next phase will involve the Queensland Deans of Education in collaboration with the Queensland College of Teachers in developing an action plan which progresses this important digital technologies improvement agenda. Those action plans will be inclusive of all stakeholders – including relevant Government, Higher Education Institutions, school systems, schools and their communities, teachers, Initial Teacher Education students—as a collaborative, collegial approach will be an underlying principle to achieve success. Further actions can align with relevant digital technologies expectations of those Higher Education Institutions, Government, school systems and school policies and priorities, to ensure that Initial Teacher Education students develop and demonstrate the *competencies* with and *dispositions* about digital technologies required by the Australian Professional Standards for Teachers.

Queensland Digital Technologies Summit 2016 Initial Teacher Education

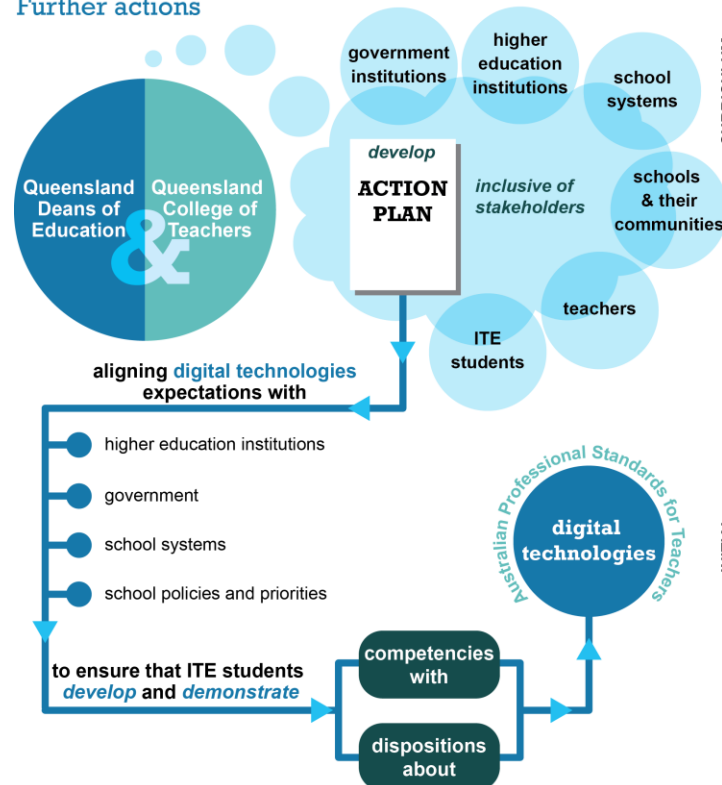
Identifying proactive strategies to improve student outcomes

Digital Technologies (DT) Priorities

What is the highest priority DT issue/challenge in ITE?

- 1 Flexible, open, creative mindset for school students and ITE students
- 2 Resources /access / infrastructure for the classroom / technology
- 3 Alignment between ITE in universities and school practices
- 4 Practical examples and preparing ITE student teachers for the realities of teaching
- 5 ITE student teachers and school students need to be creators as well as users
- 6 Digital technologies finding expression in the curriculum / pedagogy / assessment

Further actions



Co-constructing a shared digital technologies (DT) philosophy in ITE

CONTEXTS OF USE	Fluid and changing with authentic learning experiences
	Link universities, schools and industry
ETHICAL WELLBEING & CITIZENSHIP	Relate to the present and prepare for the future
	Bring teamwork and collaboration to the classroom
CURRICULUM, TEACHING & LEARNING	Relate curriculum with assessment
	Ability to think critically about online content and behaviour
COMMUNICATION & COLLABORATION	Model & expect respectful and appropriate behaviour
	Model appropriate and effective engagement as digital citizens
CREATIVITY & INNOVATION	Present an appropriate and professional digital footprint
	Aligning curriculum, pedagogy & assessment with DT
INITIAL TEACHER EDUCATION	Technological, Pedagogical and Content Knowledge (TPACK)
	Process for discerning when, how, and why to use DT
INITIAL TEACHER EDUCATION	Adaptability and resilience to technological changes
	Personal fluency in ICT capabilities
INITIAL TEACHER EDUCATION	Problem-based learning approach for authentic use of DT
	Willingness to learn from others, flexibility in learning opportunities
INITIAL TEACHER EDUCATION	Online communities & digital champions to mentor ITE students
	A well-developed pedagogical approach e.g. TPACK
INITIAL TEACHER EDUCATION	Provide safe & supportive digital activities with ethical values
	Open to change and willing to learn leading to a growth mindset
INITIAL TEACHER EDUCATION	Teach skills (e.g. collaboration, creativity). Cultivate curiosity.
	Facilitate authentic project-based learning opportunities
INITIAL TEACHER EDUCATION	Possess a variety of technological skills, keep current
	Digital "residents" with ownership of digital spaces & footprints
INITIAL TEACHER EDUCATION	Adopt a growth mindset
	Demonstrate knowledge of effective digital pedagogies
INITIAL TEACHER EDUCATION	Be engaged with digital technologies
	Be calculated risk takers
INITIAL TEACHER EDUCATION	Be leaders – even during placement

Top 5 strategies for engaging ITE students with digital technologies

CONTEXTS OF USE	Make real connections with real life issues
	Require ITE students to create with digital technologies
ETHICAL WELLBEING & CITIZENSHIP	Expose ITE students to professional networks through experience
	Foster university / industry partnerships
CURRICULUM, TEACHING & LEARNING	Employ ITE students in the role of mentor
	Ensure ethical considerations are applied in all learning areas
COMMUNICATION & COLLABORATION	Model ethical positions as a problem solving process in DT
	Develop a digital footprint that supports professional practice
INITIAL TEACHER EDUCATION	Understand/teach the appropriate uses of data
	Understand expectations of university/school Ethics policies
INITIAL TEACHER EDUCATION	Problem solving with technology in real world contexts
	Develop teaching experiences to critically evaluate and justify
INITIAL TEACHER EDUCATION	Focus assessment on journey rather than end product
	Reliant on the student's needs and the school curriculum
INITIAL TEACHER EDUCATION	Reflecting the use of digital mediums, Twitter, blogs etc.
	Working with school-based digital champions
INITIAL TEACHER EDUCATION	Thorough knowledge of the curriculum
	Forming Makerspaces with local schools
INITIAL TEACHER EDUCATION	Teacher-led training like QSITE events
	Unis provide opportunities for students to create and innovate
INITIAL TEACHER EDUCATION	Opportunities to explore DT and hands on "play" opportunities
	Immerse ITE students in PBL tasks in real life & virtual contexts
INITIAL TEACHER EDUCATION	Liaise with schools so ITE students can see how it works in schools
	Include creativity as assessable aspect of all assessments
INITIAL TEACHER EDUCATION	Encourage collaboration: students, industry, schools, uni, peers
	Model/demonstrate pedagogies necessary to embed DT
INITIAL TEACHER EDUCATION	Provide authentic learning experiences and high quality examples
	Ensure depth of learning with regard to the curriculum
INITIAL TEACHER EDUCATION	Provide access to quality mentoring

240 participants at Queensland Digital Technologies Summit 2016

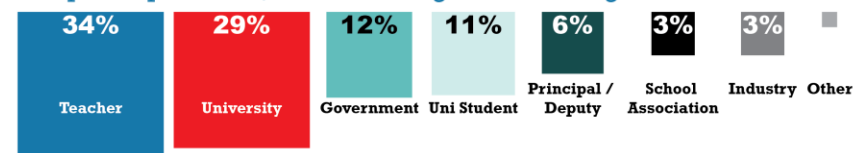


Figure 3 Digital Technologies Summit Infographic

Summit Evaluation

Please rate the quality of the content presented

Responses	N	%
A Great content all very relevant	36	44.44
B Pretty good, there were some good elements	35	43.21
C Just average, could have been better	4	4.94
D Not too bad, but wasn't what I was expecting	4	4.94
E Really bad, this wasn't relevant at all	2	2.47
	81	

What is the likelihood that you will implement aspects of this Summit into your school or organisation?

Responses	N	%
A Definitely, I'm leaving to do it now	33	39.76
B Possibly but need some more information first	38	45.78
C Maybe, it's not really my decision unfortunately	11	13.25
D Probably not, it isn't really relevant to my organisation	1	1.20
E Not at all, we don't need this stuff	0	0
	83	

Media Exposure



Figure 4 Professor Donna Pendergast at closing of Summit

The Summit received considerable and positive media exposure, including the following:

Television and radio

ABC, 15 June 2016, Prep students in all Queensland schools to be taught computer coding from 2017.

Channel 7, 15 June 2016, News – Digital Learning.

Channel 10, 15 June 2016, Eyewitness News – Tech Savvy.

Radio 4ZZZ, 17 June 2016, Queensland fast tracks digital technology education – and more Zedlines.

Newspapers

Weekend Australian, 18 June 2016, Schools grapple with the new divide: screentime or textbook.
Bundaberg News-Mail, 18 June 2016, E-learning summit to help kids.
Bundaberg News-Mail, 18 June 2016, Taj hopes tablets cure disadvantage across the world.
Toowoomba Chronicle, 20 June 2016, Educating the technology gurus of today.
Morning Bulletin, Rockhampton, 20 June 2016, Tablets best medicine to change world.
The Satellite, Ipswich, 17 June 2016, Helping teachers make sense of digital in a changing world.
Gladstone Observer, 17 June 2016, Helping teachers make sense of digital in a changing world.
The Logan Reporter, 17 June 2016, Helping teachers make sense of digital in a changing world.
Blackwater Herald, 17 June 2016, Helping teachers make sense of digital in a changing world.
Dalby Herald, 17 June 2016, Helping teachers make sense of digital in a changing world.
Western Times, 17 June 2016, Helping teachers make sense of digital in a changing world.
Gympie Times, 17 June 2016, Helping teachers make sense of digital in a changing world.
Gatton Star, 17 June 2016, Helping teachers make sense of digital in a changing world.
Fraser Coast Chronicle, 17 June 2016, Helping teachers make sense of digital in a changing world.
Queensland Times, 17 June 2016, Helping teachers make sense of digital in a changing world.
Ipswich Advertiser, 17 June 2016, Helping teachers make sense of digital in a changing world.
Chinchilla News, 17 June 2016, Helping teachers make sense of digital in a changing world.
Western Star News, 17 June 2016, Helping teachers make sense of digital in a changing world.
The Satellite, Ipswich, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
The Daily Examiner, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
Dalby Herald, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
Western Times, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
Chinchilla News, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
Western Star News, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
Sunshine Coast Daily, 17 June 2016, The teen whiz who plans to rule – one computer at a time.
Toowoomba Chronicle, 20 June 2016, The teen tech whiz who plans to rule the world..
Morning Bulletin, Rockhampton, 20 June 2016, Crossing the digital divide.

Social Media

YouTube

https://youtu.be/_IA2bXDFHHs



Figure 5 YouTube

Twitter

The Digital Technologies Summit hashtag **#digitaltechsum2** succeeded in trending nationally. One of the most popular retweets was this group selfie taken by Adam Spencer.



Figure 6 Adam Spencer Summit Selfie

Attachment A: Queensland Digital Technologies Summit 2016—Program

8:30am	Registration in Foyer
9:00am	Session 1
Welcome and introduction	Mr Adam Spencer Master of Ceremonies
Summit Opening	Professor Donna Pendergast Chair, Queensland Council of Deans of Education John Ryan Director, Queensland College of Teachers (QCT)
Developing the digital workforce to drive growth in the future	Ms Natasha Doherty Director, Access Economics, Deloitte
Horizon Report K to 12: What are the bigger trends and challenges? Why we need to address them.	Dr Jason Zagami Director of Community Partnerships School of Education and Professional Studies Griffith University
What the evidence based research is telling us?	Associate Professor Katrina Falkner Head of School, School of Computer Science University of Adelaide
Evaluating a shared understanding on Digital Technology	Associate Professor James Curran School of Information Technologies The University of Sydney
Inspiring entrepreneurship through technology and innovation	Taj Pabari Sixteen year old educational pioneer of Fiftysix Creations
Digital Technology across the Curriculum	Anna Kinnane Manager (Digital Strategies) Queensland College of Teachers
Group Activity 1:	Identifying and Prioritising Issues
Facilitators: Adam Spencer	Linda Pitt Development Executive (K-12) Apple Australia
11:15am	Morning Tea
12:00pm	Session 2
Panel Discussion 1:	Co-constructing a shared digital technology philosophy in Initial Teacher Education
Facilitator Professor Romina Jamieson-Proctor State Head, School of Education, Queensland, Australian Catholic University	Panel Members Ms Julie King Curriculum Lead, Technologies, ACARA Professor Margaret Lloyd School of Curriculum Queensland University of Technology Associate Professor Paul Newhouse Centre Director for the Centre for Schooling and Learning Technologies, Edith Cowan University Professor, Peter Albion School of Teacher Education and Early Childhood , University of Southern Queensland

Group Activity 2: Co-construct a shared digital technology philosophy in ITE

Professor Romina Jamieson-Proctor
(Facilitator)

1:20pm

Lunch

2:00pm

Session 3

Panel Discussion 2: Develop framework of ITE digital technologies to support the shared philosophy

Facilitator

Associate Professor Raymond Brown
School of Education and Professional Studies,
Griffith University

Panel members

Ms Jenene Rosser
Executive Manager (Australian Curriculum)
Independent Schools Queensland

Terry Gallagher,
Director, Curriculum Teaching and Learning, DET

Mr Matthew Jorgensen
eLearning Manager Coomera Anglican College
(on leave), Microsoft Teacher Ambassador
QSITE Emerging Leader 2015

Sue Suter
Brisbane Catholic Education, Education Officer
Curriculum Learning and Teaching Technologies

Group Activity 3: Developing a framework of digital technologies to support the shared philosophy

Associate Professor Raymond Brown
Facilitator

Case Studies

Facilitators

Anna Kinnane
Manager (Digital Strategies),
Queensland College of Teachers

Bob Rogers
eLearning, DET

Panel members

Nicola Flannagan
Oakleigh State School

Joel Speranza
St Joseph's Nudgee College

Paul Hamilton
Matthew Flinders Anglican College

Dan Martinez
Junior School Teacher
Apple Distinguished Educator
St Hilda's School

Synthesis & Communiqué

Professor Glenn Finger
School of Education and Professional Studies
Griffith University

Professor Donna Pendergast
Dean and Head, School of Education and
Professional Studies, Griffith University

4:30pm

Drinks and Canapés in Foyer

Attachment B: Queensland Digital Technologies Summit 2016—List of Participants

First Name	Last Name	Position	School/ Organisation
Adam	Spencer	Master of Ceremonies	Adam Spencer Enterprises
Vicki	Wright	Teacher	1300 Home Tutor
Julie	King	Curriculum Lead, Technologies	ACARA
Jodee	Engeman	Teacher Librarian	Alexandra Hills State High School
Leonard	McKeown	Deputy Principal	Alexandra Hills State High School
Teresa	Rollo	Head of IT	Alexandra Hills State High School
John	Pembroke	AP Technology and Analysis	All Hallows' School
Linda	Pitt	Development Executive	Apple
Kristine	Atkins	Teacher and eLearning	Ascot State School
Gayle	Coleman	Principal	Ascot State School
Belinda	Mason	Teacher	Ascot State School
Rysia	Pritchard	Teacher	Ascot State School
Gerard	Effeney	Deputy Head of School	Australian Catholic University
Romina	Jamieson-Proctor	Professor & Queensland State Head of Education, Faculty of Education & the Arts	Australian Catholic University
Carmel	Turner	Academic	Australian Catholic University
Maria	Lagos	Teaching & Learning	Aviation State High School
Sally	Kennedy	Head of Department	Balmoral State High School
Ann	Burridge	Teacher	Bardon State School
Meredith	Barrie	Pre-service Teacher	Benowa STEM TECE
Michelle	Sullivan	Teacher	Birkdale South State School
Chris	Hart	Deputy Principal	Boondall State School
Josh	Porter	IT Assistant	Boondall State School
Geoff	Quartemaine	Teacher	Boondall State School
Tracey	Thomas	IT Assistant	Boondall State School
Louise	Celledoni	Head of Curriculum	Bracken Ridge State High School
Christine	Conomos	Business/IT Teacher	Bracken Ridge State High School
Noel	Gibson	Multimedia Coordinator, VET teacher	Bracken Ridge State High School
Nathan	Sullivan	Teacher	Bracken Ridge State High School
Joanne	Klien	Teacher	Brightwater State School
David	Cashman	Area Supervisor	Brisbane Catholic Education
David	Gall	Education Officer	Brisbane Catholic Education
Terese	Hogarth	Education Officer Curriculum—Learning and Teaching Technologies	Brisbane Catholic Education
Sue	Suter	Education Consultant	Brisbane Catholic Education
Amanda	Steer	QCT Board Member	Brisbane Catholic Education Office
Debbie	Hunter	Teaching and Learning Librarian	Brisbane Grammar School

First Name	Last Name	Position	School/ Organisation
Trey	Lowsley	Head of Special Education	Broadbeach State School
Christine	Tetlow	Academic Academy Leader	Broadbeach State School
John	Campbell	Primary Mathematics Consultant	Catholic Education - Rockhampton
Bron	Blinco	Teacher	Centenary Heights State High School
Michael	Clements	ITD Teacher	Centenary Heights State High School
Jamie	Hunt	Design and Technology Teacher	Centenary Heights State High School
Tracy	Soward-Amalfi	Deputy Principal	Centenary Heights State High School
Wendy	Fasso	Senior Lecturer, Course Coordinator: Technologies Curriculum	Central Qld University
Robyn	Press	Lecturer in Education	Christian Heritage College
Louise	Schache	Lecturer	Christian Heritage College
Paul	Willis	Lecturer	Christian Heritage College
Marty	O'Sullivan	Head of Technology	Citipointe Christian College Brisbane
Matthew	Jorgensen	eLearning Manager, Microsoft Teacher Ambassador	Coomera Anglican College
Natasha	Doherty	Director, Deloitte Access Economics	Deloitte
Kelly	Heaton	Associate Director	Deloitte
Fiona	Banjer	Technologies Teacher	Dept. of Education & Training
Marcel	Bruyn	Principal Education Officer (Coding Academy)	Dept. of Education & Training
Andrew	Dalgliesh	Manager, Human Resources	Dept. of Education & Training
Paul	Finger	Principal Education Advisor—STEM	Dept. of Education & Training
Sarah	Hobson	Assistant Manager—Curriculum into the Classroom—Technologies	Dept. of Education & Training
Ben	Paparoulas	Principal Project Officer—Digital Technologies	Dept. of Education & Training
Bob	Rodgers	Principal Project Officer (Information Technologies Branch)	Dept. of Education & Training
David	Willis	Metropolitan Region STEM Champion	Dept. of Education & Training
Christina	Watt	Managing Director	Doc Watt's Tutoring Service
Peter	Branagan	Classroom Teacher	Education Queensland
Jeremy	Schultz	Teacher	Education Queensland
Chris	Stewart	IT Technician	Education Queensland
Amalia	Sukkarieh	Relief Teacher	Education Queensland
Mark	Savery	Head of eLearning	Emmanuel College
Eli	Shambrook	Assistant HOD-Technologies	Emmanuel College
Peta-Anne	McNaught	Project Officer	ENABLE
Laura	Ferguson	STEM Teacher	Everton Park State High School
Grant	Smith	HOD	Everton Park State High School
Taj	Pabari	CEO	Fiftysix Creations
Nalin	Naidoo	Teacher	Forest Lake State High School

First Name	Last Name	Position	School/ Organisation
MJ	Raatz	HOD IT	Forest Lake State High School
Janet	Barker	Head of Teaching & Learning	Genesis Christian College
Nichola	Welsh	Head of Middle School Curriculum / Gifted and Talented Coordinator	Genesis Christian College
Kyle	Low	Principal	Greenlands State School
Georgina	Barton	Senior Lecturer	Griffith University
Jacinta	Brier-Mills	Student—Bachelor of Primary Ed	Griffith University
Pearl	Brookfield	Student—Bachelor of Primary Ed	Griffith University
Raymond	Brown	Professor, School of Educ. and Professional Studies	Griffith University
Merima	Celahmetovic	Student	Griffith University
Rhianna	Challes	Student	Griffith University
David	Costin	HDR Student	Griffith University
Ela	Dale	Intern	Griffith University
Katie	Ellis	Graduate Teacher	Griffith University
Nina	Ernest	Student	Griffith University
Glenn	Finger	Professor	Griffith University
David	Geelan	Deputy Head of School – Learning & Teaching	Griffith University
David	Green	Educational Designer	Griffith University
Tara	Hart	Primary Education Internship	Griffith University
Emma	Heffernan	Sessional Tutor	Griffith University
Debi	Howarth	Library Services Manager, AEL	Griffith University
Aida	Huem	HDR Candidate and Research Assistant	Griffith University
Natasha	Lambert	Student Teacher	Griffith University
Kevin	Larkin	Lecturer in Education	Griffith University
Vivianne	Limbo	University student/ Pre-service teacher	Griffith University
Nicole	Martin	Pre-service Teacher	Griffith University
Tarmeeke	Matthews	Student Intern	Griffith University
Emma	McCord	Student Intern	Griffith University
Tanya	Murphy	Pre-service Teacher	Griffith University
Anel	Neser	Intern	Griffith University
Michelle	Neumann	Lecturer and Researcher	Griffith University
David	Noonan	Professional Learning Hub	Griffith University
Mia	O'Brien	Coordinator Initial Teacher Education & Professional Practice	Griffith University
Justin	Pamenter	Digital Capability Adviser	Griffith University
Donna	Pendergast	Professor and Head of School / Dean, School of Education & Professional Studies	Griffith University
Joy	Reynolds	Research Assistant	Griffith University
Belinda	Sanchez-Vallejo	Pre-service Teacher	Griffith University
Julie	Somers	Digital Capability Adviser	Griffith University
Nathan	Taylor	Pre-service Teacher	Griffith University
Kate	Thompson	Senior Lecturer	Griffith University

First Name	Last Name	Position	School/ Organisation
Margaret	Toomey	PhD Candidate	Griffith University
Phoebe-Ros	Turton	Student Teacher	Griffith University
Yuping	Wang	Academic	Griffith University
Jason	Zagami	Coordinator of Community Partnerships and Lecturer	Griffith University
Renee	Morrison	HDR Student / Tutor	Griffith University
Bruce	Fuda	Associate Principal	Gungahlin College
Richard	Kelly	Head of Department ICT and Resources	Harristown State High School
Andrew	Collins	Technology Teacher, Classroom Teacher	Hilder Road State School
Cindy	Stocks	Curriculum Co-ordinator, Classroom Teacher	Hilder Road State School
Glen	Watt	Director	IMPACT Centre
Jenene	Rosser	Executive Manager (Australian Curriculum)	Independent Schools Queensland
Kym	Coleman	HOD—Technology	Ipswich Girls' Grammar School
Andrew	Back	IT Teacher	Ipswich State High School
Brian	Carmichael	Teacher	Ipswich State High School
Tara	Lowe	Teacher	Ipswich State High School
Liam	Waldie	Head of eLearning Pedagogy	John Paul College
Kim	Asmar	STEM Teacher	Kenmore State School
James	Forrest	Principal	Kimberley Park State School
Judy	Clark	Primary Technology Coordinator	King's Christian College
Mal	Galer	Director of Curriculum Innovation	King's Christian College
Margaret	Buckle	Teacher Education in Numeracy	LearningYou
Cassandra	Chidgey	Leaders of Learning	Logan City TECE
Kristina	McColm	Leaders of Learning	Logan City TECE
Ashleigh	Mitchels	Ready Set Teach	Logan City TECE
Fred	Reid	Ready Set Teach / Pre-Service Teacher	Logan City TECE
Therese	Tarrant	Ready Set Teach	Logan City TECE
Sarah	Walton	Ready Set Teach	Logan City TECE
Marg	Williams	Head of Mentoring	Logan City TECE
Derek	Bartels	Director of Innovation & Technology	Lutheran Education Qld
Kay	Perren	Head of Department	MacGregor State High School
Lauren	Smith	Head of Department—ELT PD	MacGregor State High School
Brenton	Farleigh	Deputy Principal	Marsden State High School
Michael	Smith	HOD- Teaching and Learning	Marsden State High School
Paul	Hamilton	Head of Learning Technologies	Matthew Flinders Anglican College
Jason	Gibbs	Deputy Principal	Merrimac State High School
Paul	Gray	Head of Department	Merrimac State High School
Jillian	Slone	Classroom Teacher	Milton State School
Angela	Waugh	Head of eLearning	Milton State School
Paul	Zernike	Principal	Milton State School
Justin	Bryan	HOD Technologies	Mt St Michaels College

First Name	Last Name	Position	School/ Organisation
Mal	Attree	Deputy Principal	Norfolk Village State School
Karl	Chippindall	Head Of Curriculum	Norfolk Village State School
Jayne	Franklin	Teacher and Year 9 Coordinator	Northside Christian College
Grant	Baker	Principal	Oakleigh State School
Nicola	Flanagan	Digital Learning Coordinator	Oakleigh State School
Chantelle	Sansness	Teacher	Oakleigh State School
Allison	Swann	Teacher	Oakleigh State School
Kerry	Bullock	HOD English and Languages	QASMT
Theo	Clark	Manager, Mathematics	Qld Curriculum & Assessment Authority
Rachel	Guttler	Principal Project Officer	Qld Curriculum & Assessment Authority
Sue	Jones	Principal Education Officer	Qld Curriculum & Assessment Authority
Vivian	Lui	Senior Education Officer	Qld Curriculum & Assessment Authority
Kathy	Tully	Assistant Director, K-12 Resources Branch	Qld Curriculum & Assessment Authority
Janet	Cochrane	President	QSITE
Liam	Garvey	Executive Officer—ICT	Queensland Catholic Education Commission
Ros	Capeness	Manager, Accreditation & Professional Standards	Queensland College of Teachers
Anna	Kinnane	Manager (Digital Strategies)	Queensland College of Teachers
Sue	Lauer	Manager, Accreditation & Professional Standards	Queensland College of Teachers
Tony	Pelusi	Manager, Accreditation & Professional Standards	Queensland College of Teachers
Eloise	Power	Board Member	Queensland College of Teachers
Petrina	Rossner	Manager, Accreditation & Professional Standards	Queensland College of Teachers
John	Ryan	Director	Queensland College of Teachers
Maria	Barrett	STEM Widening Participation Coordinator	Qld University of Technology
Judith	Braybon	Student—Pre-service Teacher	Qld University of Technology
Tania	Broadley	Assistant Dean (T&L), Faculty of Education	Qld University of Technology
Chris	Chalmers	Lecturer	Qld University of Technology
Vinesh	Chandra	Senior Lecturer in Education	Qld University of Technology
Julie	Davis	Teacher Educator	Qld University of Technology
James	Davis	Lecturer	Qld University of Technology
Neal	Dreamson	Senior Lecturer	Qld University of Technology
Nick	Kelly	Senior Research Fellow	Qld University of Technology
Steven	Kickbusch	Learning Designer	Qld University of Technology
Kar-Tin	Lee	Professor & Head of School of Curriculum	Qld University of Technology
Margaret	Lloyd	Curriculum & Pedagogy, Specialist Studies in Education	Qld University of Technology
Mandy	Lupton	Senior Lecturer	Qld University of Technology

First Name	Last Name	Position	School/ Organisation
Michelle	Mukherjee	Lecturer	Qld University of Technology
David	Nutchev	Lecturer	Qld University of Technology
Kay	Oddone	Doctoral Student	Qld University of Technology
Thu	Pham	Research Student	Qld University of Technology
Gillian	Pocoe	Masters Student	Qld University of Technology
Mary	Ryan	Assistant Dean Research, Faculty of Education	Qld University of Technology
Jennifer	Smith	HDR Student	Qld University of Technology
Jane	Tsakissiris	Sessional Lecturer	Qld University of Technology
Andy	Yeh	Lecturer	Qld University of Technology
Siobhan	Yorkston	Student (GradDipEd) – Pre-service Teacher	Qld University of Technology
Paul	Rayner	eLearning Consultant	Rockhampton CEO
Jacinta	Morris	Deputy Principal	Runcorn Heights State School
Sandra	Lipinski	eLearning Manager	Silkwood School
Trevor	Redmond	Head of Mathematics	Somerville House
Monte	Walker	IT Coordinator—Middle School	Somerville House
Jo-Anne	Ferreira	Director, Teaching and Learning	Southern Cross University
Marianne	Logan	Lecturer	Southern Cross University
Brad	Shipway	Lecturer	Southern Cross University
Rachel	Cureton	Head of eLearning	Southport State High School
Terry	Jacka	Head of Mathematics	St Hilda's School
Dan	Martinez	Teacher (Apple Distinguished Educator)	St Hilda's School
Janelle	Maurer	Head of Business	St Hilda's School
Richard	Bauer	Teacher	St Joseph's Nudgee College
Joel	Speranza	Mathematics/ICT and Digital Technologies Teacher	St Joseph's Nudgee College
Cathy	Wilson	Assistant Principal Curriculum	St Patrick's Catholic Primary School Bundaberg
Keith	Wray-McCann	Relief Teacher	St Teresa's Catholic
Leigh	Ferguson	Leader of Learning—Technologies	Stuartholme School
Jenine	Beekhuyzen	CEO	Tech Girls Movement
Roger	Hallmond	HOD Information Services	The Gap State High School
Zac	Cane	Head of IT	The IMPACT Centre
Garry	Collins	Sessional Tutor in English Curriculum Courses	The University of Queensland
Anna	Hogan	Lecturer	The University of Queensland
Sue	Monsen	Associate Lecturer	The University of Queensland
Simone	Smala	Director of Primary Education Programs	The University of Queensland
Tran Le Nghi	Tran	PhD Student	The University of Queensland
James	Curran	Assoc. Professor, School of Information Technology	The University of Sydney
Scott	Osborne	Teacher	Trinity College
Katrina	Falkner	Head of School, Computer Science	University of Adelaide

First Name	Last Name	Position	School/ Organisation
Kev	Bishop	Tutor	University of Tasmania
Anne	Drabble	Senior Lecturer (Education)	University of the Sunshine Coast
Charmaine	Jefferson	Pre-service Teacher 4th Year	University of the Sunshine Coast
David	Martin	Education Lecturer	University of the Sunshine Coast
Natalie	McMaster	Associate Lecturer in Education	University of the Sunshine Coast
Peter	Albion	Professor (Educational Technology)	University of Southern Qld
Vicki	Christopher	Lecturer, School of Teacher Educ. & Early Childhood	University of Southern Qld
Tony	Dowden	Senior Lecturer (Curriculum & Pedagogy)	University of Southern Qld
Roderick	Fogarty	Technology Advocate (Learning and Teaching)	University of Southern Qld
Nicole	Green	Senior Lecturer in Early Childhood	University of Southern Qld
Elizabeth	McCrystal	Pre-service Teacher	University of Southern Qld
Bradley	McLennan	Academic	University of Southern Qld
Karen	Peel	Academic	University of Southern Qld
Vicky	Smart	Lecturer	University of Southern Qld
Stephen	Winn	Head of School, Teacher Education & Early Childhood	University of Southern Qld
Bill	Owens	Chief Executive Officer	Veracity Business Solutions
Benn	Wilson	Pre-service Teacher	Woodcrest State College
Carla	Walker	Deputy Principal	Yeronga State School

Attachment C: Queensland Digital Technologies Summit 2016—Planning Committee

Members of the Queensland Digital Technologies Summit 2016 were:

Member	Organisation
Professor Donna Pendergast Chair	Head and Dean, School of Education and Professional Studies, Griffith University
Professor Glenn Finger	Professor, School of Education and Professional Studies, Griffith University
Dr Jason Zagami	Academic Staff, School of Education and Professional Studies, Griffith University
Associate Professor Ray Brown	Academic Staff, School of Education and Professional Studies, Griffith University
Professor Shelley Dole	Head of School, School of Education, University of the Sunshine Coast
Professor Romina Jamieson-Proctor	State Head, School of Education, Queensland, Australian Catholic University
Mr Matthew Jorgensen	eLearning Manager Coomera Anglican College (on leave), Microsoft Teacher Ambassador, QSITE Emerging Leader 2015
Ms Anna Kinnane	Manager Digital Strategies, Queensland College of Teachers
Dr Kevin Larkin	Academic Staff, School of Education and Professional Studies, Griffith University
Ms Linda Pitt	Development Executive K-12, Apple
Dr Sarah Prestridge	Academic Staff, School of Education and Professional Studies, Griffith University
Dr Kate Thompson	Academic Staff, School of Education and Professional Studies, Griffith University
Ms Charlotte Chamier	Event Organiser, School of Education and Professional Studies, Griffith University
Ms Mary Ellen Feldhagen	Administration Staff, School of Education and Professional Studies, Griffith University
Mr David Noonan	Business Development Officer, School of Education and Professional Studies, Griffith University

Attachment D: Queensland Digital Technologies Summit 2016—Communiqué Team

Members of the Queensland Digital Technologies Summit 2016 Communiqué Team were:

Member	Organisation
Professor Glenn Finger Coordinator	Professor, School of Education and Professional Studies, Griffith University
Professor Donna Pendergast	Head and Dean, School of Education and Professional Studies, Griffith University
Dr Jason Zagami	Academic Staff, School of Education and Professional Studies, Griffith University
Associate Professor Ray Brown	Academic Staff, School of Education and Professional Studies, Griffith University
Professor Romina Jamieson-Proctor	State Head, School of Education, Queensland, Australian Catholic University
Ms Anna Kinnane	Project Manager Digital Strategies, Queensland College of Teachers
Mr Matthew Jorgensen	eLearning Manager Coomera Anglican College (on leave), Microsoft Teacher Ambassador, QSITE Emerging Leader 2015
Dr Kate Thompson	Academic Staff, School of Education and Professional Studies, Griffith University
Ms Joy Reynolds	Research Assistant, School of Education and Professional Studies, Griffith University

Acknowledgements

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