

## Intel® Teach Program - Australia

Intel Teach engages both teachers and students in the development of 21st century skills and the integration of technology for teaching and learning. Curriculum is provided free, and Master Trainers commit to training a minimum of 10 Participant Teachers (train-the trainer model).

<b>Course</b>		<b>Intel® Teach Essentials Online Course</b>
<b>Focus</b>		This course builds on effective technology integration skills. Teachers use free online tools to sharpen students' higher- order thinking skills.
<b>Hours</b> Times are minimum hours recommended, based on input from participants. Master Trainers and Participant Teachers may spend additional time on homework or further online exploration.		<b>Master Trainers</b> have 2 hours of online prework before the course begins, followed by 34 hours of mixed face-to-face and online work. The number of hours of each will depend on the relevant state or sector's chosen model. In Australia, generally Master Trainers will undertake 2 – 3 days of face-to-face training, with the remainder of the MT course delivered online. <b>Participant Teachers</b> have 2 hours of online prework before the course begins, followed by 30 hours of hybrid face-to-face and online work. A Master Trainer should negotiate the best delivery format for a Participant Teacher class depending on environment and teacher experience.
<b>Course Schedule</b>	Sample schedules are provided. Master Trainers may adapt these to best suit the needs of their participant Teachers, however, all course content must be delivered.	

<b>Attendees</b>	P/K-12 classroom teachers, all subjects, with intermediate technology skills in computer applications and basic knowledge of project-based approaches <ul style="list-style-type: none"><li>• <i>Master Trainers should also</i> have strong pedagogical understanding and be confident professional learning facilitators</li></ul> See 'What makes a successful MT' on page 4 for further criteria.
<b>Outcome</b>	A fully-developed, standards/syllabus-based unit plan with assessment embedded throughout. The result is students engaged in standards/syllabus-aligned, technology-supported projects that promote the use of 21st century skills.

## Course Curriculum

<b>Effective Technology Use</b>	Web 2.0, productivity software, Assessing Projects application, and the Digital Help Guide.
<b>Project-based learning</b>	Design a project-based unit integrating a variety of technology strategies for both student and teacher productivity. Exposure to more pedagogy and activities on PBL.
<b>Assessing 21<sup>st</sup> Century Skills</b>	Addressed and practiced throughout 8 modules
<b>Meeting standards/syllabus outcomes</b>	Addressed and included in Unit Plan development
<b>Assessment</b>	Assessment strategies are embedded throughout the curriculum. More exposure to assessment pedagogy.
<b>Differentiation</b>	One complete module on differentiation and support for differentiation in the classroom
<b>Collaboration with facilitator and participants</b>	Practice creating a unit plan, more time for reflection, reviewing, and sharing using online features
<b>Facilitation</b>	Wide range of resources available to develop facilitation skills. Facilitation tips are also included in the curriculum and modeled by the trainer.
<b>One to One Computing</b>	Tips are embedded throughout course for participants to reference

## What Makes a Successful PT Candidate for the Intel® Teach Essentials Online Course

	<b>Consider the following:</b>
1.	I wish to further develop my pedagogical knowledge to support quality student learning opportunities in my classroom/school
2.	I wish to develop/extend my technology skills and understanding so that I can better integrate into my curriculum program.
3.	I can manage my time effectively
3.	I have uninterrupted study time (home or school) to devote to an online course.
4.	I believe face-to-face communication is important, but not essential to quality learning.
5.	I consider myself self-disciplined, self-motivated, and organized: I manage my schedule well, meet deadlines and do not tend to procrastinate.
6.	I have access to a high performance computer with Internet access and Apple system software version OSX v 10.4* or later or Microsoft Windows 2000* or later or Microsoft Windows XP* installed
7.	I wish to develop my skills in teaching and learning skills in an online environment. I am comfortable asking questions, collaborating, and asking for clarification when I don't understand someone's comments. I ask for help and provide opinions.

## What Makes a Successful MT Candidate for the Intel® Teach Essentials Online Course

	<b>Consider the following:</b>
1.	I have sound pedagogical knowledge to support quality student learning opportunities in my classroom/school
2.	I am comfortable using e-mail, Web browsers, search engines, and word processing software. I can create attachments in e-mail and download files from the Internet. Technology does not frustrate me easily and I am able to troubleshoot minor technology problems.
3.	I have uninterrupted study time (home or school) to devote to an online course.
4.	I believe face-to-face communication is important, but not essential to quality learning.
5.	I consider myself self-disciplined, self-motivated, and organized: I manage my schedule well, meet deadlines and do not tend to procrastinate.
6.	I have access to a high performance computer with Internet access and Apple system software version OSX v 10.4* or later or Microsoft Windows 2000* or later or Microsoft Windows XP* installed
7.	I feel I can effectively communicate online. I am comfortable asking questions, collaborating, and asking for clarification when I don't understand someone's comments. I ask for help and provide opinions.
8.	I feel I can effectively lead online professional learning.

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