1: Science teaching - Years 8-10 - OneNote

Mandatory items | 1_Science Yrs 8-10 | 2_Senior Biology | 3_Indigenous Science | 4_Inclusive Learning | 5_Individual evidence | New Section 1

1: Science teaching - Years 8-10

Standards and Descriptors addressed through the Science teaching (Years 8-10) evidence set:

	Professional Knowledge		Professional Practice			Professional Engagement	
	1	2	3	4	5	6	7
	Know the students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and community
	☑ 1.1	☑ 2.1	☑ 3.1	☐ 4.1	☑ 5.1	☑ 6.1	☑ 7.1
	☑ 1.2	☐ 2.2	☐ 3.2	☐ 4.2	☐ 5.2	☑ 6.2	☐ 7.2
	☐ 1.3	☑ 2.3	☑ 3.3	☐ 4.3	☑ 5.3	☐ 6.3	☑ 7.3
	☐ 1.4	☐ 2.4	☑ 3.4	☑ 4.4	☐ 5.4	☐ 6.4	☐ 7.4
	☐ 1.5	☑ 2.5	☑ 3.5	☑ 4.5	☐ 5.5		
	☐ 1.6	☑ 2.6	☑ 3.6				
			☑ 3.7				
1A	**1.1** Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students	**2.1** Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs **2.3** Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements **2.5** Support colleagues to implement effective teaching strategies to improve students literacy and numeracy achievement.	**3.3** Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking **3.4** Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning **3.5** Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support student understanding, engagement and achievement **3.6** Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices	**4.5** Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching			

Add Page

1: Science teaching - Years 8-10

- 1A: Plan, implement & evaluate Year 8 Biology
- 1B: Numeracy and literacy in Year 8 Physics
- 1C: Assessment & moderation in Year 8 Physics
- 1D: Formative assessment in Years 8 and 10
- 1E: Use of ICTs in Year 9 Earth Science
- 1F: Research laboratory experience in Year 10 Prep Biology
- 1G: Involving parents/carers in Year 10 Prep Biology
- 1H: Communicating student learning and wellbeing

Evidence Set 1 - Science teaching - Years 8 - 10

1: Science teaching - Years 8-10

Standards and Descriptors addressed through the Science teaching (Years 8-10) evidence set:

	Professional Knowledge		Professional Practice			Professional Engagement	
	1	2	3	4	5	6	7
	Know the students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and community
	☑ 1.1	☑ 2.1	☑ 3.1	☐ 4.1	☑ 5.1	☑ 6.1	☑ 7.1
	☑ 1.2	☐ 2.2	☐ 3.2	☐ 4.2	☐ 5.2	☑ 6.2	☐ 7.2
	☐ 1.3	☑ 2.3	☑ 3.3	☐ 4.3	☑ 5.3	☐ 6.3	☑ 7.3
	☐ 1.4	☐ 2.4	☑ 3.4	☑ 4.4	☐ 5.4	☐ 6.4	☐ 7.4
	☐ 1.5	☑ 2.5	☑ 3.5	☑ 4.5	☐ 5.5		
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1B		**2.5** Support colleagues to implement effective teaching strategies to improve students literacy and numeracy achievement	**3.1** Develop a culture of high expectations for all students by modelling and setting challenging learning goals **3.6** Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices			**6.2** Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements to pre-service teachers	
1C					**5.1** Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to		