1A: Plan, implement & evaluate Year 8 Biology

Date of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2021-2022	[redacted]	Team leader for Year 8 Science Biology unit	Year 8 Biology

Artefacts	Annotation	Standard Descriptors Evidenced
Artefact 1A(1): Planning Year 8 Biology teaching and learning program Artefact 1A(1) - Pl...	Planning the Year 8 Science Biology unit is challenging as traditionally a large quantity of content has been included in the unit. **Artefact 1A(1)** demonstrates me **working with a colleague to review the teaching and learning program (3.6)** for Year 8 Biology 2021, contributing my **knowledge of curriculum (3.6)** for both Year 8 ACARA standards, and the QCE Senior Biology syllabus, additionally considering our **workplace practices (3.6)** with regards to teaching reproductive systems. I also **supported my colleague to planning the teaching and learning program using contemporary knowledge and understanding of curriculum, assessment and reporting (2.3)** in the timing and specifics of content and assessment, grouping of curriculum topics and selection and use of particular resources. The impact of this was the development of a suitably considered and sequenced program relevant to local context. I was then able to draw on my **comprehensive knowledge of relevant content and teaching strategies to support colleagues to develop and implement their individual teaching and learning programs (2.1)** by communicating decisions and sharing of a term planner outlining lesson content, sequencing and practical activities. **175 words**	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 3.6 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices
Artefact 1A(2): Supporting colleagues to plan and implement Year 8 Biology teaching and learning program Artefact 1A(2) - Im...	As team leader for the Term 2 Biology unit (**Artefact 1A(1)**) I had responsibility for supporting the teaching team with this unit. **Artefact 1A(2)** shows how my communications on Teams **supported colleagues with implementation using knowledge of teaching strategies and content (2.1)** by providing specific details of practical work, availability of equipment and lesson/revision materials. I also **supported colleagues to implement** the unit by **knowing the connections between the Year 8 curriculum, the lesson content and the end of term assessment and reporting requirements (2.3)**. **Artefact 1A(2)** also shows implementation support by reviewing and updating OneNote lesson resources. The example provided is the update of teaching resources for respiratory system, breathing and heart rate lessons. The previous version (2019) of the lessons is provided to enable comparison to be made. As team leader I developed more engaging versions of these lessons, sharing them with the teaching team for their use, which **supported colleagues to implement the program using current and comprehensive knowledge of content and teaching strategies (2.1)**. Annotations on the artefact articulate where **teaching strategies to suit the physical** (relaxation breathing, physical practical exercise)**, social** (group practical work, turn and talk) and **intellectual development and characteristics of students** (age appropriate content and resources) **(1.1)** were used, including **effective teaching strategies for developing knowledge** (direct instruction, summarising key points, highlighted definitions), **skills** (pulse taking, experiment work), **problem solving** (teamwork strategies to effectively generate and record data) and **critical and creative thinking (3.3)** (evaluation of experiment, suggesting improvements). **Colleagues were supported to implement strategies to improve numeracy** (data recording and graphing) and **literacy achievement (2.5)** (highlighted key words, cloze sentences, term/definition matching). Additionally, **colleagues were assisted to select and use engaging ICT resources (3.4)** throughout the lessons, and YouTube videos embedded into the OneNote pages **modelled to colleagues a strategy for safe and responsible use of ICTs (4.5)** to avoid potentially inappropriate web content. Text and accompanying pictorial representations of content on the lesson pages **assisted colleagues to select** both **verbal and non-verbal communication strategies to support student understanding** of content, **engagement** in lessons and therefore **achievement (3.5)** within the subject.	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 4.5 Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching

	A survey of the Year 8 teaching team at the conclusion of the unit indicated that colleagues felt well supported for the successful planning and implementation of the unit. The majority were supported by utilising the provided resources, including the embedded teaching strategies, and they indicated that they had been able to build students' knowledge and skills and deliver an engaging and consistent teaching and learning program that aligned to curriculum requirements and assessment. A student survey (also refer **Artefact 1A(3)**) revealed that the Biology unit was a favourite of the Year 8 course, indicating that the teaching and learning program had been suitably engaging. **447 words**	
Artefact 1A(3): Feedback and review of Year 8 Biology teaching and learning program Artefact 1A(3) - Ev...	At the conclusion of 2021 I conducted a student survey of my class to gather student feedback which assisted in reviewing the 2021 Year 8 Biology teaching and learning program in 2022. **Artefact 1A(3)** shows the raw results of this survey, and then demonstrates how I extracted some of this information, and **worked with colleagues to review the Year 8 Biology teaching and learning program using assessment data, feedback and knowledge of curriculum (3.6)** where further discussions around content inclusions and assessment options facilitated additional updates to the unit. **88 words**	3.6 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices