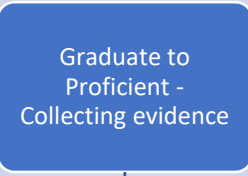
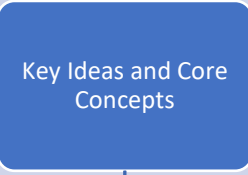


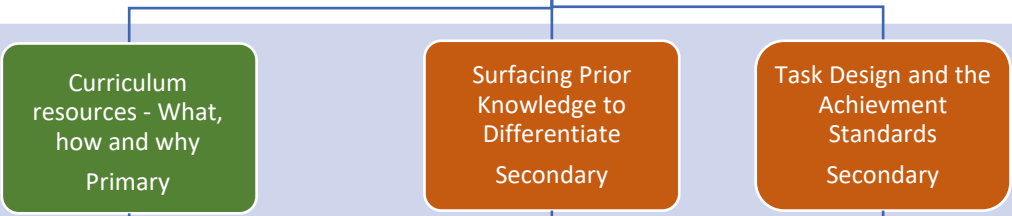
Session 1: Early Career and Teacher Certification Advisors sharing strategies for recording evidence.



Session 2: Primary and Secondary teachers together.



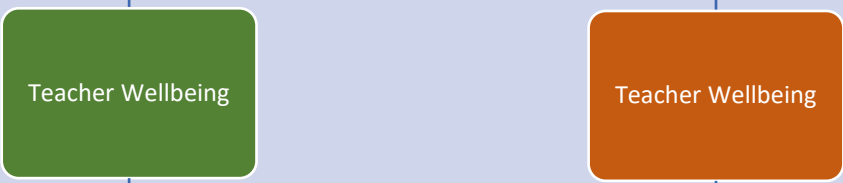
Session 3: Group divided into Primary (R-6) and Secondary (7-12).
Primary unpacking the units: a look at high impact teaching strategies and misconceptions.
Secondary: split into two groups to complete both workshops in session 3 and 4



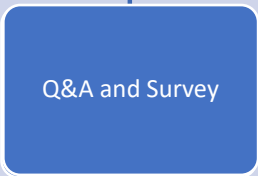
Session 4: Group divided into Primary (R-6) and Secondary (7-12).



Session 5: Group of EC Teachers from a range of schools sharing ideas and strategies for teacher wellbeing



Session 6: Group Q&A session and Survey



2023 EARLY CAREER TEACHERS PROFESSIONAL LEARNING DAY

JOINT SESSIONS

Session 1 – Graduate to Proficient - collecting evidence

Teaching is a dynamic and challenging profession. Teachers have a professional obligation to develop and maintain professional relationships with a diverse range of learners, communicate with parents, act ethically, promote positive values and maintain and raise professional standards. Moving to (full) registration is a continuum of professional growth for a teacher as they transition from the Graduate level of the Australian Professional Standards for Teachers to the Proficient career stage. During this session you will learn about the process to transition to (full) registration, gathering evidence and the role of the evaluator.

Session 2 – Key Ideas and Core Concepts

The ACARA Science curriculum is the foundation of the Department for Education's Units of work and Scope and sequence. At the heart of the curriculum are Key ideas and Core concepts.

In this session we will unpack the Key ideas and Core concepts, look at the Version 9 of the Department for Education Scope and sequence and follow through a conceptual progression from R-10.

Session 5 – Teacher Wellbeing

The first few years - we have all been there; but some people have been there more recently than others! A group of early-career teachers will be on hand to give you a range of tips and tricks to survive those first few years; what to prioritise and how to navigate the business of school life. We will discuss strategies for how to handle things when they aren't going well and places you can turn for help. It will be an opportunity to network further to extend your support network. Both primary and secondary will be touched on during this session.

PRIMARY EDUCATORS

Session 3 & 4 – Curriculum resources - What, how and why

What does an Early Career Teacher need to know about the resources? **Why** would use them? **How** might you get started?

This session will focus on the Department for Education, Primary Science Curriculum Resources. We will explore how the resources bring together the Australian Curriculum, innovative pedagogy, formative assessment to support teaching and learning in Primary Science.

This session is suitable for both classroom and specialist science primary teachers.

SECONDARY EDUCATORS

Session 3 & 4 – Surfacing Prior Knowledge to Differentiate

How do you know what your students already know? Where do you start? The first step is to surface prior knowledge. We will look at and unpack several tools and hands on activities that you can use in your science classroom at the start of a topic. Not only are the tools and activities an opportunity to surface prior knowledge but also an opportunity to engage your student's interest in a topic, get to know your students to build relationships, highlight misconceptions and of course learn some cool science.

Session 3 & 4 – Task Design and the Achievement Standards

The AC clearly sets out what we want students to know by the end of the year - but what sorts of assessments best allow students to provide the evidence of them? This session will take you through how to take the achievement standard and AC and use it practically to design quality differentiated assessments - we will cover a range including reports, tests and assignments of varying year levels (7-10). We will discuss what student evidence might look like and then apply rubrics to marking of student work.