It's Part of My Life

Key Priorities and Goals

In the OLT Evaluators report last year, one priority and three related goals were identified as being the focus for this project: the goals in particular, being what makes this project distinctive i.e. it's unique contribution. It is important that we keep these in mind as we move forward in 2015. The table below outlines these goals, and how they align with our outcomes and outputs.

Priority :

Impact on the Quality of Science and Mathematics teachers by supplying new pre-service teacher programs that change current system practices by:

Goals	Outcomes			Outputs **NB these are not linked to any specific goal**
	Short-term	**Mid-term**	**Long-term**	
	Evidence to show:			
1. Collaboration between faculties, schools or departments or science, mathematics and education	Establishment of collaborative relationships between university educators, mathematics and science researchers and pre-service teachers. Dissemination activities and their impact e.g. project website	More active educator, researcher and pre-service teacher collaboration networks due to project activity . Dissemination activities and their impact e.g. conference presentations, publications and resources on website	Active and sustained regional collaborative networks focused on improvement in mathematics and science UEC. Dissemination activities and their impact e.g. conference presentations, publications and website with linked resources for PSTS and teacher education.	• A PST self-evaluation Module • An enhancement Module • A project website • Recorded sessions with university maths/science researchers and other resources that can be used by partner universities • Implementation guides for universities • Supplementary resources for pre-service teachers and teacher education. • Other dissemination outputs, including conferences and journal publications to inform good practice for ongoing reflection and action and provide information to the board community.
2. Curriculum arrangements for science and mathematics pre-service teachers (PSTs)	Baseline data that the Modules: • Improve PST confidence and competence • Increase meaningful student engagement	The Modules have potential to be sustainable and scalable in various university education contexts.	Pre-service mathematics and science teacher education students who are: • More confidence and competent teaching Mathematics and science • Have increased levels of engagement with mathematics and science in their region Two sustainable and scalable Modules for embedding in UEC capable of being implemented in a wide range of higher education contexts and modes of delivery	
3. Developing commitment to, and new capabilities for, working in regional, remote and indigenous communities	Modules have a regional/ remote focus	Modules engage PSTs with regional/ remote focus for their lesson planning and teaching	Pre-service mathematics and science teacher education students who have increased levels of engagement with mathematics and science in their region.	