

# Designing better teaching strategies

Presented by Jim Sturgiss



Use SMART to analyse your school's VALID Science results.  
Use the Quality Teaching Framework to design better lessons to address identified student learning needs.

Format: 1. Face to Face

Audience: Science teachers 7-10

## Description

Participants use Pedagogical Content Knowledge (PCK) and the Quality Teaching Framework (QTF) to create a teaching strategy to address and identified learning deficit. Participants will peer review each others teaching strategies using the QTF criteria.

### Additional notes about this format

Resources, forums and peer reviews are conducted via moodle LMS.

### Teaching Standards

3.4.2 Proficient Level - Select and use resources

5.4.2 Proficient Level - Interpret student data

6.4.2 Proficient Level - Apply professional learning and improve student learning

### Are you in NSW? If so, this is relevant for you



Completing this course will contribute 5 hours of NSW Education Standards Authority (NESA) Registered PD addressing 3.4.2, 5.4.2 & 6.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

TTA (Teacher Training Australia) is endorsed to provide the NSW Education Standards Authority (NESA) Registered Professional Development for teachers accredited at Proficient and Lead Level Teacher.

## Occurrences

There are no occurrences of this format in Australia (NSW - Accredited) at this time.

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## Sessions

### Using SMART to analyse VALID Science

**45 minutes**

Participants must have access to their school's VALID Science results on SMART. Participants will analyse their school's VALID Science results to identify strengths and weakness of the school's candidature.

### Pedagogical Content Knowledge (PCK)

**15 minutes**

Presentation and discussion

### The Quality Teaching Framework (QTF)

**1 hour and 30 minutes**

Presentation and discussion of the QTF.  
Review and feedback of two imperfect teaching strategies using the QTF criteria.

### Designing an effective teaching strategy

**1 hour and 45 minutes**

Participants use the QTF to guide the construction of an effective teaching strategy to address the learning need identified using SMART.  
Teaching strategies are created on Word and uploaded to a moodle for peer review.

### Peer review of teaching strategies

**45 minutes**

Moodle peer review: Participants use the criteria of the QTF to review and critique TWO teaching strategies of their peers.

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## About the presenter



### Jim Sturgiss

#### Creator

Improving outcomes through aligned teaching practice synergies.

Jim is an educational researcher and independent educational consultant. A recipient of the NSW PTC Distinguished Service Award for leadership in delivering targeted professional learning to teachers, he works with schools to align assessment, reporting and learning practice. He has been a DoE Senior Assessment Advisor where he developed many statewide assessments, (ESSA, SNAP, ELLA, BST) and as Coordinator: Analytics where he developed reports to schools for statewide assessments and NAPLAN.

Selected NSW Department of Education and Communities appointments

2015 Analytics, Systems and Development Coordinator

2012 - 2013 School Assessment Design and Development Acting Coordinator (ESSA)

2007 - 2010 Head Teacher Science, Newtown High School of Performing Arts

2004 - 2005 Senior Assessment Officer, Computer Skills Assessment (CSA6)

2004 Test Development Officer, Secondary Numeracy Assessment Program (SNAP)

2000 - 2004 Head Teacher Science, Concord High School

1998 - 2000 Senior Assessment Officer, English Language and Literacy Assessment (ELLA)

Teaching Qualifications

1993 - 1997 M.Ed. (Hons) University of New England (Thesis: Literacy & learning in Science)

1979 Dip. Ed. University of Wollongong

1976 - 1978 B.Sc. University of Wollongong (Majors in Chemistry and Bioenergetics)





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