

# LITTLE SCIENTISTS PROFESSIONAL DEVELOPMENT PROGRAM

## RELATIONSHIP TO AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS



The table below summarises the relationship between the content of the Little Scientists' professional development workshops for early childhood educators and teachers and the Australian Professional Standards for Teachers (APSTs).

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				RELATIONSHIP TO LITTLE SCIENTISTS' PROFESSIONAL DEVELOPMENT PROGRAM FOR EARLY CHILDHOOD EDUCATORS AND TEACHERS
Domain of Teaching	Standard	Focus	Standard Descriptor (Proficient Teacher)	
Professional Knowledge	<b>Standard 2:</b> Know the content and how to teach it	Content and teaching strategies of the teaching area	<b>2.1.2</b> Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	<p><b>Participants:</b></p> <ul style="list-style-type: none"> <li>* Improve their knowledge of Science, Technology, Engineering and Mathematics (STEM) through practical free exploration, demonstration and prompted exploration using discovery and research cards published by Little Scientists.</li> <li>* Create engaging teaching activities that follow the 'Inquiry Cycle' method of research.</li> <li>* Create a 'STEM Action Plan' which includes a variety of teaching and learning strategies to scaffold and extend children's learning of STEM.</li> </ul>
Professional Practice	<b>Standard 3:</b> Plan and implement effective teaching and learning	Use teaching strategies	<b>3.3.2</b> Select and use relevant teaching strategies to develop skills, problem-solving, and critical and creative thinking.	<p><b>Participants:</b></p> <ul style="list-style-type: none"> <li>* Learn and revise learning theories, such as meta-cognition and co-construction.</li> <li>* Role play, and learn about, inquiry-based learning, using the 'Inquiry Cycle' to encourage problem-solving, critical and creative thinking.</li> <li>* Learn about how to select appropriate resources for STEM activities that encourage higher order thinking skills.</li> <li>* Reflect on which teaching strategies to select and use in different learning situations.</li> </ul>
Professional Engagement	<b>Standard 6:</b> Engage in professional learning	Engage in professional learning and improve practice	<b>6.2.2</b> Participate in learning to update knowledge and practice targeted to professional needs and school and / or system priorities.	<p><b>Participants:</b></p> <ul style="list-style-type: none"> <li>* Critically reflect on their own professional role - their teaching style, the strategies they use and whether their practice is in line with the latest educational research.</li> <li>* Exchange professional ideas, views and experiences with other early childhood professionals in group discussions.</li> </ul>