**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.

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<th>Priority:</th>
<th>Impact on the Quality of Science and Mathematics teachers by supplying new pre-service teacher programs that change current system practices by:</th>
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<td>Goals</td>
<td>Outcomes</td>
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| 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. |
| 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. |

NB these are not linked to any specific goal.