# Geography K-10 program evaluation

Tool for evaluating a teaching and learning program for geography K-10

Name of program or unit:

Evaluated by:

Complete the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | Rating:  Strength | Rating:  Area for improvement | Suggested action |
| Explicitly includes outcomes from the NESA Geography K-10 Syllabus |  |  |  |
| Accurately identifies syllabus content, including Australian Curriculum statements |  |  |  |
| Key inquiry questions are included as part of the geographical inquiry process |  |  |  |
| Identifies key geographical concepts, geographical skills and geographical tools for deep learning and understanding |  |  |  |
| Relevant and engaging learning activities logically sequenced |  |  |  |
| Appropriate quality teaching strategies to engage students and promote effective learning |  |  |  |
| Builds on prior learning |  |  |  |
| Identifies opportunities for relevant fieldwork |  |  |  |
| Sets high expectations for student learning, providing support through scaffolding where required |  |  |  |
| Identifies opportunities for teaching relevant learning across the curriculum content |  |  |  |
| Relevant and engaging quality assessment, related to outcomes and geographical concepts and geographical inquiry skills, as part of the teaching and learning sequence |  |  |  |
| Includes a range of appropriate resources to support learning and teaching |  |  |  |
| Caters for all learners, including learning difficulties or disabilities, EAL/D, high performance and gifted, different learning styles |  |  |  |
| Allows for an evaluation of the teaching and learning sequence |  |  |  |

Conclusion:

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