



## MYSCIENCE ROLES and RESPONSIBILITIES



<b>TEACHER</b>	<b>STUDENT</b>	<b>MENTOR</b>	<b>MySTic**</b>
<ul style="list-style-type: none"> <li>- understand and communicate the objectives of the <i>MyScience</i> program to students and community</li> <li>- incorporate <i>MyScience</i> into the school/class program</li> <li>- welcome and support Mentors and MySTics, discuss how <i>MyScience</i> is being used by the class e.g. class theme</li> <li>- consider using online communication methods between school visits</li> <li>- build personal knowledge and understanding of the science underpinning class theme/students' topics</li> <li>- communicate with parents regarding Mentors and MySTics, and provision of necessary equipment</li> <li>- teach scientific investigation skills using scaffolded activities related to the class theme</li> <li>- explain assessment criteria to students, provide models for planning and presenting</li> <li>- suggest to students possible research topics, websites, sources of information directly relevant to the class theme</li> <li>- provide support as students decide on a problem or area to investigate, ensuring they record their ideas in a log book</li> <li>- assess student work using identified criteria*</li> </ul> <p>* <b>Such as <i>Young Scientist</i> rubrics</b></p>	<ul style="list-style-type: none"> <li>- be able to describe the steps of the <i>MyScience</i> program to others</li> <li>- learn the steps of Working/Investigating Scientifically by doing hands-on activities</li> <li>- understand the criteria* being used to assess work</li> <li>- work cooperatively as a team member and choose a problem or area to investigate that is interesting</li> <li>- use appropriate communication and behavior to discuss ideas with Mentor/MySTic</li> <li>- research the science behind the investigation and discuss the project with family and friends to gather more ideas</li> <li>- plan and conduct investigations as well as possible, using a log book to record thinking and actions</li> <li>- use lesson time and own time sensibly to complete the project on time</li> <li>- take and record measurements carefully</li> <li>- analyse data to look for trends and patterns</li> <li>- present investigation to meet the assessment criteria*</li> </ul>	<ul style="list-style-type: none"> <li>- understand the objectives of the <i>MyScience</i> program and communicate to colleagues</li> <li>- discuss with class teacher how <i>MyScience</i> is being used by the class e.g. class theme</li> <li>- understand criteria* being used to assess work</li> <li>- through group discussion, facilitate students' understanding of the scientific nature of tasks, especially in the areas such as: fair testing, critical thinking, scientific method and teamwork</li> <li>- reinforce the strengths of students' ideas for investigation and suggest areas for development</li> <li>- tailor support to meet students' interests, knowledge and abilities</li> <li>- where possible, communicate online with students between school visits</li> <li>- assist teachers to build their personal knowledge and understanding of the science underpinning students' topics</li> </ul>	<ul style="list-style-type: none"> <li>- understand the steps of the <i>MyScience</i> program</li> <li>- communicate the steps of Working/Investigating Scientifically to primary students</li> <li>- understand criteria* being used to assess students' work</li> <li>- build personal knowledge of the science underpinning students' topic</li> <li>- work cooperatively with an adult Mentor e.g. your science teacher, and with them, tailor support to meet students' interests, knowledge and abilities</li> <li>- make suggestions and/or assist students to design investigations that reflect fair testing and scientific method</li> <li>- suggest to students possible websites and information sources directly relevant to their investigations</li> <li>- answer questions to clarify students' experimental design</li> </ul> <p><b>** MySTic: MyScience Trainee in the Classroom</b></p>