



Prime Minister's Prizes for Science Teaching 2025 – Additional advice for responding to assessment criteria

Prime Minister's Prizes for Science Teaching

Strong applications will include specific examples of nominee activities, which demonstrate how the contribution to student learning meets the assessment criteria. We encourage nominators to utilise the full breadth of the assessment criteria to demonstrate how the nominee profoundly impacted students and science, technology, engineering or mathematics education.

Assessment criterion 1 (10 points)

Professional knowledge: Professional knowledge of science, science education and students.

Demonstrate this by identifying:

- the nominee's knowledge and understanding of the concepts, substance and structure of the content and teaching strategies related to their teaching responsibilities
- the nominee's use and knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds underrepresented in STEM
- that science, technology, engineering or mathematics teaching is a part of the nominee's workload (secondary school teacher only).

- ***Strong responses to this criterion will clearly and convincingly outline (and provide compelling evidence of) the significance of their professional knowledge in creating an effective learning environment and demonstrate how their inclusive strategies enhance learning outcomes for all students.***
- ***Detail the reasons explaining why you, the nominator, believe that the nominee should be considered for the Prime Minister's Prize for Science Teaching. This should be supported by a range of evidence that outlines the context, challenges and beneficial outcomes of the nominee's achievements as a result of applying their professional knowledge.***

Assessment criterion 2 (10 points)

Professional Practice: Implements highly effective teaching and learning practices to achieve high quality learning outcomes in science, technology, engineering or mathematics.

Demonstrate this by identifying how the nominee:



- adopts or develops innovative and imaginative approaches to teaching which create and maintain challenging learning goals and emotionally supportive and physically safe learning environments
- engages students in generating, constructing and testing scientific knowledge and methods by collecting data, investigating, developing, analysing or evaluating problems, concepts, situations or evidence
- ensures the science is contextual, engaging and relevant to the students' lives
- develops in students the confidence and ability to use scientific knowledge and processes to make informed decisions or to develop solutions to problems
- develops a culture of high expectations to inspire students to pursue further studies in science, technology, engineering or mathematics.

These approaches should be demonstrated in the nominee's own classroom and school. If invited to Stage 2, evidence will be required to support this criterion.

- ***Strong responses to this criterion will clearly and convincingly outline (and provide compelling evidence of) how the nominee's implemented teaching and learning approach has been transformational to student engagement in science, technology, engineering or mathematics, and has positively impacted student welfare.***
- ***Provide examples where the nominee has developed innovative and creative initiatives or practices that have positively impacted student experience or student engagement in science, technology, engineering or mathematics. It is encouraged that you draw on a diverse range of evidence to support the response.***

Assessment criterion 3 (10 points)

Professional Engagement: Contribution to and engagement with the broader science, technology, engineering or mathematics education community

Demonstrate this by identifying:

- how the nominee engages with the school community, professional teaching networks and broader communities to:
 - improve the quality and effectiveness of science, technology, engineering or mathematics teaching
 - build teachers' capacity to implement their curriculum.
- how the nominee is widely recognised as having made a significant contribution to science, technology, engineering or mathematics education in their school, local school area, state/territory, nationally or internationally through activities such as:
 - engaging with colleagues to improve science teaching practice in their school, local schools, state/territory, nationally or internationally
 - innovative practices that have been adopted in other classrooms, schools or regions



- participation in curriculum development
- contributions to relevant education policy at state/territory or national levels.

- ***Strong responses to this criterion will clearly and convincingly outline (and provide compelling evidence of) the nominee’s professional engagement activities that have significant impact to the broader education community in science, technology, engineering or mathematics.***
- ***The response will also provide specific examples of outcomes and benefits of the nominees’ professional engagement for the in science, technology, engineering or mathematics education community and, where possible, the resulting broader positive impact on curriculum. Where appropriate, the response will outline any strategies the nominee used to maximise engagement impact.***
- ***Detail the nature of the nominee’s engagement activities, provide specific examples, and demonstrate the reach of the contribution to in science, technology, engineering or mathematics education. Outline any potential future impacts the contribution has to curriculum development in science, technology, engineering or mathematics.***