

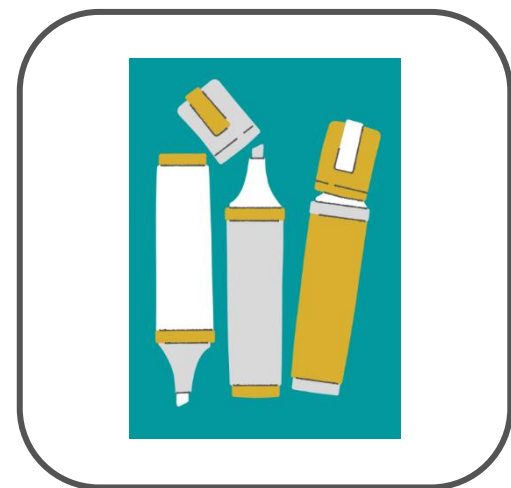
Planning and delivering a TASC course

Tuesday 15 March 2022



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

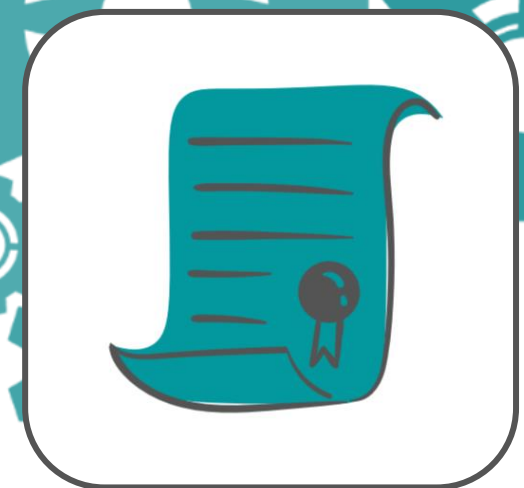
The Office of Tasmanian Assessment, Standards and Certification



ASSESSMENT



STANDARDS



CERTIFICATION



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

OUTCOMES FOR SESSION



Learning Intentions:

- **Know:**
The planning and delivery requirements for TASC accredited course delivery
- **Understand:**
The connections between quality teaching and learning and TASC delivery requirements.
- **Do:**
Interact with and unpack courses and their delivery requirements



Success Criteria:

You will be able to:

- Identify the connections between quality teaching and learning and TASC accreditation requirements
- Identify and articulate key elements of a TASC course
- Confidentially plan to deliver TASC courses in 2022 and beyond.



Other Desired Outcomes:

- To establish connections between teachers new to senior secondary and the avenues of support
- To foster confidence in teachers who are new to TASC courses and the TCE.

Planning your studies

Explore course options for your program of senior secondary study

Courses

See course documents for TASC accredited courses, including course criteria, content and supporting documents such as previous exam papers

Qualifications and Certificates

Know more about TASC qualifications and certificates based on learning outcomes achieved in Years 11-12 and beyond

TASC Update

Keep up to date with the latest TASC news and information for schools and school staff

Latest updates

[Courses - TASC](#)

TASC COURSE OFFERINGS

173 COURSES

A-Z Courses

[More information](#)

14 COURSES

English

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16 COURSES

Health and Physical Education

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Humanities and Social Sciences

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22 COURSES

Languages

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12 COURSES

Mathematics

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14 COURSES

Mixed Field

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13 COURSES

Science

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24 COURSES

Technologies

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25 COURSES

The Arts

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47 ITEMS

UTAS - High Achiever Program

[More information](#)

14 ITEMS

UTAS - University Connections Program

[More information](#)

109 ITEMS

Recognised Formal Learning

[More information](#)

[Courses - TASC](#)

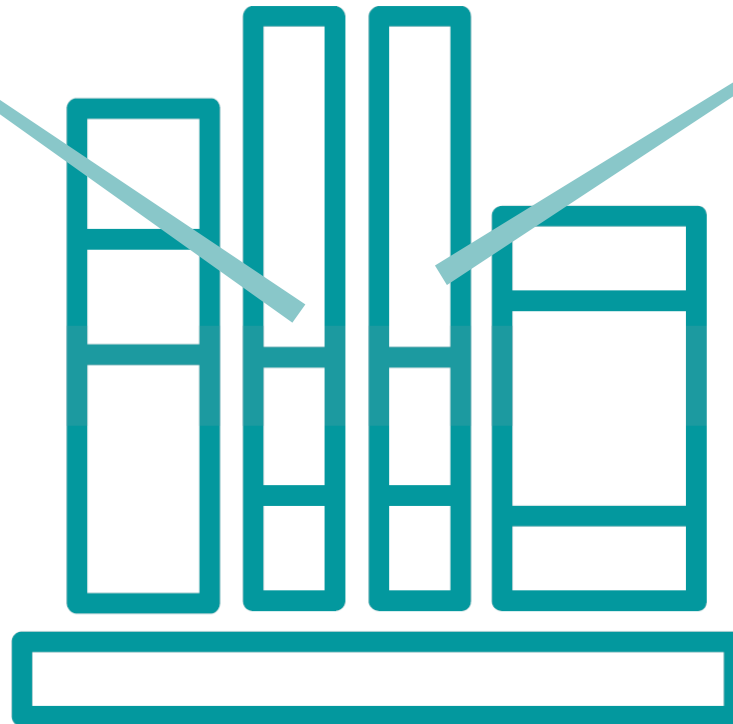
TASC accredited courses are defined by:

Level of Complexity

How demanding is the course?

Size Value

How many nominal hours are allocated to the course?



Levels of complexity – document

TASC COURSE OFFERINGS

TASC Accredited Courses

2022


Level 4	Level 3	Level 2	Level 1	Level Pre
Chemistry _{CHM415115} 15 TCE credit points	Biology _{BIO315116} 15 TCE credit points	Physical Sciences - Foundation _{PSC215118} 15 TCE credit points	Science _{SCC115122} 15 TCE credit points	Preliminary Science Stage 1 _{PRS005119} 0 TCE credit points
Physics _{PHY415115} 15 TCE credit points	Environmental Science _{ESS315118} 15 TCE credit points	Life Sciences _{LSC215120} 15 TCE credit points		Preliminary Science Stage 2 _{PRS005219} 0 TCE credit points
	Physical Sciences _{PSC315118} 15 TCE credit points	Transdisciplinary Science _{TDS215122} 15 TCE credit points		Preliminary Science Stage 3 _{PRS005319} 0 TCE credit points
				Preliminary Science Stage 4 _{PRS005419} 0 TCE credit points


Science - TASC


TASC COURSES


SIZE | Level


LEVEL 3 **15**
TCE
CREDIT
POINTS


 **COURSE CODE**
PSC315118


 **COURSE SPAN**
2018 — 2023

 **COURSE STATUS**
LIVE

 **READING AND WRITING
STANDARD**
NO

 **MATHEMATICS
STANDARD**
YES

 **COMPUTERS AND
INTERNET STANDARD**
NO

 Add to course plan

- Course delivery times indicate the size of the course
- Level is indicted in the code
- 1 point = 10 hours of course delivery
 - 15 points or 150 hours
 - 10 points or 100 hours
 - 5 points or 50 hours
- The size of a course can be found in the course code

PSC315118 = 15 points or 150 hours course delivery

A PDF version of each course can be downloaded from the course page
as a point in time version only.

 Back to Top

 Download PDF

PICTURE A COURSE

Choose a TASC course you are teaching this year or plan to teach in the near future...

Courses - TASC



What level is the course?

How many nominal hours are allocated to the course?

Unpacking and Delivering --- a TASC Accredited Course



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Each section, accessed via the accordion provides valuable information about the delivery and assessment of the course.

TS

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& CERTIFICATION

Academic integrity

Courses

TCE course planner

Years 11 and 12

Qualifications and certificates

International students

University entrance

Q

Contact us

Physical Sciences

back to Science

In studying Physical Sciences learners have the opportunity to explore concepts, models and theories of both physics and chemistry

Physics and chemistry are fundamental sciences that: provide a foundation for undertaking investigations; endeavour to explain physical and chemical phenomena that occur in the universe; and can be applied to, and have an impact on, issues in society.

Learner Requirement

More information

Rationale

More information

Aims

More information

Learning Outcomes

More information

Pathways

More information

Resource Requirements

More information

LEVEL 3

15
TCE
CREDIT
POINTS

COURSE CODE
PSC315118

COURSE SPAN
2018 — 2023

COURSE STATUS
LIVE

READING AND WRITING
STANDARD
NO

1
2
3

MATHEMATICS
STANDARD
YES

COMPUTERS AND
INTERNET STANDARD
NO

♡ Add to course plan

⌂ Back to Top

Each section, accessed via the accordion provides valuable information about the delivery and assessment of the course.

Pathways

[More information](#)

Resource Requirements

[More information](#)

This course requires a suitably equipped laboratory and resources to conduct experiments safely and effectively. Students need to be able to access a wide range of reliable sources of information about the uses and applications of science within the wider community.

For information regarding the use of a calculator when studying this course, refer to the current Calculator Policy that applies to Level 3 and 4 courses. This policy is available at <http://www.tasc.tas.gov.au>.

Course Size And Complexity

[More information](#)

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ASSESSMENT, STANDARDS
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Each section, accessed via the accordion provides valuable information about the delivery and assessment of the course.

Resource Requirements

[More information](#)

Course Size And Complexity

[More information](#)

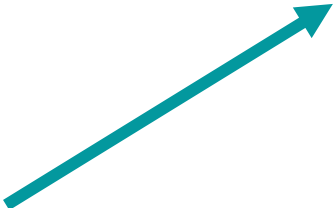

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgment when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Content

[More information](#)



Each section, accessed via the accordion provides valuable information about the delivery and assessment of the course.

Please note, not all current TASC courses contain specified work requirements, however, all new courses currently in development do.

Work Requirements

[More information](#)

Practical work


At least 40 hours will be spent on practical activities, which are an integral part of the course, and are to be used as a means of teaching and consolidating the course content, as well as a context for assessment. The purpose of practicals varies and includes:

- learning and practising scientific techniques
- safe practices to avoid health and safety issues to be used independently throughout the year
- illustration of concepts
- exploring components of experimental practice
- meeting the requirements of experimental practice while addressing Criterion 2.

On at least three occasions learners will document an experiment to address all standard elements of Criterion 2 in a form that will include:

- the purpose of the experiment
- clearly presented data:
 - representing data in meaningful and useful ways:
 - using appropriate graphic representations
 - using the correct units and symbols
 - organising and processing data to identify trends, patterns and relationships.
 - qualitative and/or quantitative observations to assist in assessing the reliability and validity of the data
- a discussion including:
 - use and analysis of evidence to make and justify conclusions
 - explaining the relationship between variables using the scientific theories or models studied in the **Science Understanding** strand
 - identifying:
 - anomalous data
 - sources of random and systematic error.
 - evaluation of the processes and conclusions considering the quality of available evidence
 - recommending areas for further investigation, using reasoning to predict possible outcomes.

Examples of suitable practical activities include but are not limited to:

- investigating half-lives of radioisotopes (C4)
 - predicting and measuring projectile motion (C5)
 - investigating conservation of momentum (C6)
 - identification of unknown substances using chemical and physical properties (C7)
 - finding unknown concentration of solution using acid-base titration (C8).
- 

Each section, accessed via the accordion provides valuable information about the delivery and assessment of the course.



Quality Assurance Process

[More information](#)

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

CRITERION BASED ASSESSMENT

How do students know what they are being assessed against?



What conversations have you had with your students about criterion-based assessment?



CRITERION BASED ASSESSMENT

Each course has a range of assessment criteria (usually between 5 and 9)

Criterion

Criterion 2: Communicate in spoken English

The learner:

Standards (columns)

Rating A	Rating B	Rating C
creates and communicates information using clear and concise language in oral interactions	creates and communicates information competently in oral interactions	creates information for oral presentation
orally communicates ideas and opinions using selected evidence and examples	orally communicates ideas and opinions supported by examples	orally communicates ideas and opinions
structures oral texts appropriately and effectively for different contexts, purposes and audiences	uses text structures to create oral texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures to create oral texts for familiar contexts, purposes and audiences
creates formal and informal oral texts using a variety of tones to suit different audiences and purposes.	creates formal and informal oral texts using appropriate tone for intended audience and purpose.	creates formal and informal oral texts using tone for some intended effect.

Elements (rows)

CRITERION BASED ASSESSMENT

Criterion 2: Communicate in spoken English

The learner:

What is the element
being assessed?

Rating A	Rating B	Rating C
creates and communicates information using clear and concise language in oral interactions	creates and communicates information competently in oral interactions	creates information for oral presentation
orally communicates ideas and opinions using selected evidence and examples	orally communicates ideas and opinions supported by examples	orally communicates ideas and opinions
structures oral texts appropriately and effectively for different contexts, purposes and audiences	uses text structures to create oral texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures to create oral texts for familiar contexts, purposes and audiences
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CRITERION BASED ASSESSMENT

New criteria layout – includes the criterion elements

Criteria, criterion elements and standards (tasc.tas.gov.au)

Example criterion, criterion elements and standards

Criterion 2: Communicate in spoken English

Criterion

*Specifies what will be measured in relation to the achievement of course-level learning outcomes.
Criterion must be clear and succinct and will always start with a verb.*

Standards

Specifies how student achievement of the criterion will be measured.

Criterion Elements	Rating A The Learner:	Rating B The Learner:	Rating C The Learner:
(E1) Information <ul style="list-style-type: none">- creation- communication	creates and communicates information using clear and concise language in oral interactions	creates and communicates information competently in oral interactions	creates information for oral presentation
(E2) Ideas and opinions <ul style="list-style-type: none">- communication- use of support material	orally communicates ideas and opinions using selected evidence and examples	orally communicates ideas and opinions supported by examples	orally communicates ideas and opinions
(E3) Text structure <ul style="list-style-type: none">- context- purpose- audience	structures oral texts appropriately and effectively for different contexts, purposes and audiences	uses text structures to create oral texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures to create oral texts for familiar contexts, purposes and audiences
(E4) Tone <ul style="list-style-type: none">- audience- purpose	creates formal and informal oral texts using a variety of tones to suit different audiences and purposes.	creates formal and informal oral texts using appropriate tone for intended audience and purpose.	creates formal and informal oral texts using tone for some intended effect .

Note: Element numbering is not an indicator of importance.

Criterion elements

Specifies the components or characteristics of the criterion – a breakdown.

Descriptor

Specifies what standard a student has achieved in relation to a specific element.

CRITERION BASED ASSESSMENT

Each NEW course contains 8 criteria


Transdisciplinary Science Level 2


Criterion 1: work independently and collaboratively to achieve goals


The learner:


LEVEL 2


15
TCE
CREDIT
POINTS


 **COURSE CODE**
TDS215122


 **COURSE SPAN**
2022 — 2026

 **COURSE STATUS**
LIVE

 **READING AND WRITING
STANDARD**
NO

 **MATHEMATICS
STANDARD**
NO

 **COMPUTERS AND
INTERNET STANDARD**
NO

 Add to course plan

Criterion Elements	Rating A	Rating B	Rating C
E1 - Self-manages to work within timeframes	uses a range of planning and self-management strategies to enable the effective completion of tasks within agreed timeframes	uses planning strategies to facilitate successful completion of tasks within agreed timeframes	uses planning strategies to facilitate completion of key elements of tasks within agreed timeframes
E2 - Modifies tasks to improve and complete activities	explains how modifications were made to improve and complete tasks	describes how modifications were made to improve and complete tasks	identifies how modifications were made to improve and complete tasks
E3 - Collaborates to complete activities	performs tasks, demonstrates appropriate initiative and guides other learners in their contribution to the completion of individual and collaborative activities	performs tasks and demonstrates appropriate initiative when contributing to the completion of individual and collaborative activities	performs tasks as directed to contribute to the completion of individual and collaborative activities
E4 - Describes own contribution to complete activities	explains own and other learners' contributions to the successful completion of collaborative activities.	describes own contribution to the successful completion of collaborative activities.	identifies own contribution to the successful completion of collaborative activities.

PLANNING

What documentation supports learning?



What steps do you take when planning to teach a class/course?



**Scope and
sequence**

**Learning
plan**

**Unit/Module
plan**

**Assessment
Matrix**

**Record of
Assessment**

**Attendance
Record**



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**Scope and
sequence**

**Learning
plan**

**Unit/Module
plan**

**Assessment
Matrix**

**Record of
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**Attendance
Record**



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& CERTIFICATION

Scope and
sequence

Learning
plan

Unit/Module
plan

Assessment
Matrix

Record of
Assessment

Attendance
Record



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& CERTIFICATION

PLANNING

What documentation supports learning?



What is a Scope and Sequence?

What is the purpose?

Who is the audience for a Scope and Sequence?



What are the key features required for a scope and sequence.

PLANNING



Planning | Teaching - Scope and sequence

A scope and sequence is an articulated plan for the delivery and assessment of a course.

TASC does not prescribe the format for the scope and sequence, however, a scope and sequence document has the following characteristics:

- A clear sequence indicating time.
- A clear indication of course content delivery (units, modules, topics, subtopics etc.) as per the course document.
- A clear indication of the major and minor assessment tasks.

PLANNING

Planning | Teaching – Scope and sequence



A scope and sequence is an articulated plan for the delivery and assessment of a course.

Things to consider when planning your scope and sequence:

- Sequencing requirements (where relevant)
- Course work requirements (where relevant)
- External Assessment requirements (relevant for Level 3 and 4)
- Quality Assurance requirements (should be considered when planning)

PLANNING, TEACHING AND ASSESSING

Planning | Teaching – Scope and sequence

Time	Content	Resources	Assessment
Term 1 Week 1	Map work	Class atlas set, climate video	Map test
Term 1 Weeks 2-3	Individual research on an animal	Internet, library research (books, magazines etc.)	Research Report (500-1000 words)

Which characteristics are missing from this scope and sequence?

a scope and sequence document has the following characteristics:

- a clear sequence indicating time
- a clear indication of course content delivery (units, modules, topics, subtopics etc.) as per the course document
- a clear indication of the major and minor assessment tasks.

PLANNING

Planning | Teaching – Scope and sequence

A clear sequence indicating time

A clear indication of course content delivery

Time	Learning activity	Mapping to course content	Resources	Assessment task	Criteria/ standards	Relative weighting
Term 1 Week 1	Map work	I. Climate and Sustainable Futures a) Framework for global knowledge: continents, oceans, seas, countries, climatic zones	Class atlas set, climate video	Map test	Criterion 2, Standard Elements 1, 2, 3 & 4	Minor
Term 1 Weeks 2-3	Case Study #1 A Threatened Species: research and report on a species chosen from the prescribed list (see course document p.4)	Case Study #1 A Threatened Species. Learners will examine: <ul style="list-style-type: none"> the traditional environment in which the species has lived the nature of the changes to that environment which threaten the species (e.g. climate change, the introduction of different species, destruction of animal habitat by human activity – such as deforestation, soil degradation or mining, direct human exploitation) the extent of the threat (is it endangered, vulnerable or rare?) local and international efforts to protect the species. 	Internet, library research (books, magazines etc)	Research Report (500-1000 words) Work Requirement #1	Criteria 1, 2 & 3 (all standard elements) Criterion 4 (Standard Element 3)	Major for Criteria 1, 2 & 3 Medium for Criterion 4

A clear indication of the major and minor assessment tasks.

TASC issues senior secondary qualifications – including the TCE – to Tasmanian learners based on final results reported by course providers (and external assessment results in Level 3 and 4 courses). **Quality assurance** is needed to ensure the validity, reliability and integrity of the qualifications we issue. The value of TASC-issued qualifications and the confidence the Tasmanian public can place in them is maintained and enhanced by **quality assurance**.

In addition to TASC's internal **quality assurance** mechanisms we require schools, colleges and other providers of TASC-accredited courses to register with our Office and agree to active involvement in a variety of **quality assurance** activities.

TASC's **quality assurance** mechanisms include: [audits](#); [quality assurance meetings](#); and [regional workshops](#). In addition to checking compliance with the 10 [Standards for Providers](#), TASC **quality assurance** processes have a focus on supporting schools and colleges in their continuous improvement of course delivery and assessment.

Audits

[More information](#)

Regional workshops

[More information](#)


Quality assurance meetings

[More information](#)

Standards for providers

[More information](#)

Quality assurance

[back to Schools and other providers](#) 

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Audits

[More information](#)

Regional workshops

[More information](#)

Quality assurance meetings

[More information](#)

Standards for providers

[More information](#)

[Quality assurance - TASC](#)

QUALITY ASSURANCE MEETINGS

Desktop Audits

[back to Audits](#) <

■ All from Quality assurance

[Standards for providers](#)

[Regional workshops](#)

[Quality assurance meetings](#)

[Audits](#)

In desktop audits, course providers are asked to supply documents and materials to TASC. TASC undertakes a review of the materials and gives formal feedback to schools and colleges.

There are two types of desktop audit:

1. [course-specific desktop audits](#) are used as part of the on-going quality assurance for *Work Readiness* Level 2, *Student Directed Inquiry* Level 3, and *Project Implementation* Level 2. All schools and colleges that offer these courses must submit required materials for TASC verification.
2. [selected desktop audits](#) – each year TASC selects some specific courses and asks providers to send in copies of documentation for verification purposes (such as scope and sequence documents, assessment tasks, samples of student work, and assessment records). Schools and colleges will be individually contacted if they are required to undertake this quality assurance method.

Course-specific desktop audits


[More information](#)

Selected desktop audits

[More information](#)

[Audits - TASC](#)

Quality assurance

[back to Schools and other providers](#) 

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Audits

[More information](#)

Regional workshops

[More information](#)

Quality assurance meetings

[More information](#)

Standards for providers

[More information](#)

[Quality assurance - TASC](#)

QUALITY ASSURANCE MEETINGS

Which courses?

What happens?

What do you need to do?

See the TASC website

- ✓ Computer Graphics and Design – Foundation
- ✓ English Applied
- ✓ English Foundations
- ✓ History and the Environment
- ✓ Introduction to Sociology and Psychology
- ✓ Legal Studies - Foundation
- ✓ Media Production Foundations
- ✓ Religion in Society
- ✓ Tasmanian Aboriginal Studies
- ✓ Work Readiness
- ✓ Workplace Maths

Quality assurance meetings - TASC

Where to for support?



- TASC
 - [TASC website](#)
 - School-based TASC Liaison Officer
 - enquiries@tasc.tas.gov.au
- Years 9-12 Learning
 - [Years 11 and 12 website](#) (cross sector support)
 - [Online resources](#)
 - [Communities of practice](#)
- Student career and pathway planning support
[Careerify](#)

Where to for support?



[Years 11 & 12 - Years 11 & 12 \(education.tas.gov.au\)](https://education.tas.gov.au)

Select Language ▼

DEPARTMENT OF EDUCATION *learners first*



Years 11 & 12

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COVID-19 Advice – 2022

Years 11 & 12

[Course Development](#)

[Years 11 and 12 Moderation](#)

[Learning Areas](#)

[Relevant TASC Documentation](#)

[Planned Course Provision](#)

Vocational Learning

[Vocational Learning](#)

[Career Education](#)

[Vocational Education and Training](#)

[Apprenticeships and Traineeships
for school-aged learners](#)

[Work-Based Learning](#)

The Years 9 to 12 Project

[The Years 9 to 12 Project](#)

[Packages of Learning](#)

[General Capability Short](#)

[Qualifications](#)

[Years 9 to 12 Teaching, Learning
and Assessment Guides](#)

[DRAFT Integrated Model for
Course Design and Delivery](#)

[Focus Area Profiles](#)

Quality Teaching

[Communities of Practice](#)

[Professional Learning](#)

[Online Resources](#)



Where to for support?



Years 11 & 12

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Events



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Print this page



Communities of Practice

Years 9 – 12 Learning has established a number of Microsoft Teams sites for teachers of Years 9 to 12 students. The intention of these Teams sites is to provide a space that will allow you as teachers to collaborate and develop a community of practice across sectors, and share resources and ideas with your peers working in similar learning areas.

The content found on these Teams sites is just a starting point, with content increasingly driven by the teaching community, sharing resources that you find most effective in supporting your students learning from home. The following outlines the Teams sites that have been established.

How to Join a Community of Practice

If you are a DoE teacher, please [access join codes and instructions](#).

If you are a teacher from the Catholic or Independent sector you need to have an email address associated with a Microsoft Office 365 account. If your school email address is already linked with an Office 365 account, please [register](#). If you don't have an email address linked to an Office 365 account, please [create an account](#) first and then [register](#). More help on MS Teams is available at the [Microsoft Education Centre](#).

Full list of Teams sites available

Microsoft Teams sites for Senior Secondary Courses



Microsoft Teams sites for VET subjects



Independent and Catholic Schools



Online Resources

Department of Education

Online Canvas Course Development for Years 11 and 12

Catholic and Independent

About the courses

The courses will support students in extension high schools, colleges and non-government schools, as well as providing curriculum support for teachers. They are designed to suit a variety of learner contexts ranging from fully online through to augmenting face-to-face delivery. The courses represent one way of presenting the relevant TASC course, but teachers are encouraged to adapt the content to meet their own needs.

Accessing the resources

These courses are available for viewing in Canvas. The following documents provide additional information on how to access and download these resources:

- [DoE Teachers – How do I view Years 11 and 12 resources if I teach at a DOE school? \(using generic login\)](#)
- [DoE Teachers – How do I view and access Years 11 and 12 resources via Canvas Commons \(using my DOE credentials\)](#)
- [How do I access Years 11 and 12 resources if I teach at a Catholic or Independent school? \(using generic login\)](#)
- [How do I download an offline version of a Canvas Course?](#)

Canvas courses available for use in 2021



Virtual Learning Tasmania Canvas content currently available



Canvas modules currently under development



Where to for support? – Department of Education



Department of Education Teacher Support

The Department of Education's Principal Education Officers Years 11 and 12 (North and South) from the Years 11 and 12 team are available to further support teachers in schools and Colleges with the TASC requirements outlined today.

Principal Education Officers - Years 11-12 Contact details:

South

Emma Aorangi emma.aorangi@education.tas.gov.au WK: 61656395 0428548096

Sandra Guerzoni sandra.guerzoni@education.tas.gov.au WK: 61658029 0417745985

North

Adrian Lewis adrian.lewis@education.tas.gov.au WK: 0422195541

Susan Oakden susan.oakden@education.tas.gov.au WK: 0436812968

Where to for support? – Catholic Education Tasmania



Catholic Education Tasmania:
TASC/Senior Secondary Specialist – Project 23

Alison Savage – Alison.savage@catholic.tas.edu.au



Catholic Education Tasmania

Where to for support? – Independent Schools Tasmania



Independent Schools Tasmania

Chrissy Gamble - cgamble@independentschools.tas.edu.au

independent
schoolstasmania

Independent Schools Tasmania | Inspiring Bright Futures

OUTCOMES FOR SESSION



Learning Intentions:

- **Know:**
The planning and delivery requirements for TASC accredited course delivery
- **Understand:**
The connections between quality teaching and learning and TASC accreditation requirements
- **Do:**
Interact with and unpack courses and their delivery requirements



Success Criteria:

You will be able to:

- Identify the connections between quality teaching and learning and TASC accreditation requirements
- Identify and articulate key elements of a TASC course
- Confidentially plan to deliver TASC courses in 2022 and beyond.



Other Desired Outcomes:

- To establish connections between teachers new to TASC courses and the avenues of support
- To foster confidence in teachers who are new to TASC courses and the TCE.

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