

## Progress Guide — Weekly Review (EDSP324)

This form is used to review the placement weekly, guide professional dialogue for the PREXConnex tasks, and to set goals for the following week.

<b>Name of Teacher Education Student</b>	
<b>Name of Supervising Teacher</b>	
<b>Name of School, Centre or Agency</b>	
<b>Date of Review</b>	

The **Progress Guide - Weekly Review** has been created to allow clarity between the supervising teacher and the teacher education student about how the placement has been progressing. **Each week, the teacher education student will require assessment on the Fundamental Skills as well as feedback on how some Graduate Descriptors would be better met.** If any areas are marked 'no' in the Fundamental Skills Assessment, complete the Assistance Request Form and immediately email it to [peo@une.edu.au](mailto:peo@une.edu.au) for the OPL to contact you for further support.

The Progress Guide – Weekly Review also includes a section to support discussion of PREXConnex observation tasks undertaken by the teacher education student.

Fundamental Skills Assessment of the Teacher Education Student	Yes	No
Demonstrates rapport with students and engages in activities to promote student learning (1.1.1, 2.4.1, 4.1.1)		
Presents and conducts themselves professionally and adheres to all school or setting administrative, legislative and/or organisational requirements (7.1.1, 7.2.1)		
Exhibits knowledge of the Australian Professional Standards for Teachers and their application to teaching (6.1.1)		
Constructively receives feedback by demonstrating resilience and responsiveness to suggested areas for improvement from the supervising teacher, school staff, UNE representative and/or other relevant participants (6.3.1)		
Attends required professional Learning activities, staying back as required, and uses relevant professional learning when planning for student work or when engaging with students (6.2.1, 6.4.1)		
Shows respect for student and staff from different backgrounds and abilities, including the promotion of respectful relationships with Aboriginal and Torres Strait Islanders (1.1.1, 1.6.1, 2.4.1)		

The following section is for the supervising teacher to raise any concerns where a student is not yet demonstrating any of the Australian Professional Standards for Teaching at the required level of the teacher education student. If there are any issues of major concern, please complete the Progress Guide — Assistance Request Form and immediately email it to [peo@une.edu.au](mailto:peo@une.edu.au) for the OPL to contact you.

### Supervising Teacher — Areas of the Standards that require addressing

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### Supervising Teacher – Negotiated Goals for addressing areas not yet being demonstrated

### Supervising Teacher – Areas of the Australian Professional Standards that are being addressed successfully

The following section is for the teacher education student to demonstrate their ability to reflect on feedback and make goals for future classroom teaching.

### Teacher Education Student Self-Reflection

The following section supports the PREXConnex task discussions that form part of the EDLT302 professional experience.

**Teacher Education Student & Supervising Teacher — Areas for discussion in Weeks 1 and 2**

Discuss with your supervising teacher the following (PREXConnex Task 1):

- How does the supervising teacher implement the school-wide approach in their class (primary) or classes (secondary)?
- Which approaches to managing students with challenging behaviours work best with the students in the professional experience class/es?

Determine the approaches to managing challenging behaviour that you will take in the first two weeks of professional experience.

Review the effectiveness of your approach with your supervising teacher during your weekly reviews.

**Teacher Education Student & Supervising Teacher (or another teacher) — Areas for discussion in Weeks 3 or 4**

Discuss how the supervising teacher how they develop curriculum that is relevant and inclusive of Aboriginal and Torres Strait Islander cultures (PREXConnex task 3):

1. Identify if there is a school-wide process or other activity or resource in place for developing curriculum that is relevant and inclusive of Aboriginal and Torres Strait Islander students.
2. Ask the supervising teacher or colleague to share how they develop curriculum that is relevant and inclusive of Aboriginal and Torres Strait Islander cultures, and also share any programming that demonstrates relevance and inclusivity.

Reflect on what you have learned about the classroom and school environment curriculum, and the extent to which Aboriginal and Torres Strait Islander students might see themselves reflected in their schooling.

You may be asked to email all *Progress Guide — Weekly Review* forms to [peo@une.edu.au](mailto:peo@une.edu.au) when a *Progress*

Teacher Education Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Guide — Assistance Request Form** is submitted. Please ensure accurate records are kept of these meetings. In this case, your prompt action in alerting us with your concerns is greatly appreciated.