



Progress Guide — Weekly Review (EDUC306)

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

Name of Teacher Education Student	
Name of Supervising Teacher	
Name of School, Centre or Agency	
Date of Review	

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 for the OPL to contact you for further support.**

The **Progress Guide – Weekly Review** also includes a section to support discussion of 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 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

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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

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.

Plan and evaluate a sequence of lessons (PREXConnex task 2)

During the PLANNING PHASE discussion:

- choose a student to be your case study;
- discuss how you will set learning goals that provide achievable challenges for that student of varying ability and characteristics (3.1.1);
- discuss strategies for differentiating learning (1.5.1); and
- choose which modes of assessment will be applied during the lesson/s (5.1.1). Although there are several different modes of assessment mentioned in the 5.1.1 standard, your choice/s will depend on the teaching context.

During the EVALUATION PHASE, discuss:

- Was the learning goal selected appropriate, and the strategies that were planned to facilitate 3.1.1 and 1.5.1 successful? Why/why not?
- On reflection, in what way could the strategies be adapted to more adequately cater to the needs of your case study student? What other strategies might be used?

- Moving forward, what changes in your teaching practice could be made to successfully facilitate or continue to successfully facilitate 3.1.1 and 1.5.1?
- Were the modes of assessment that were used successful? Why/why not?
- Standard 5.1.1 addresses informal, formal, diagnostic, formative and summative assessment approaches. Which of these were and were not applied during the lessons? At which phases of the lesson were the modes of assessment applied?
- On reflection, what changes could have been made during the lesson/s to more successfully apply various modes of assessment?
- Moving forward, what changes to your teaching practice could be made to continue to successfully facilitate the modes of assessment?
- What does the assessment tell you about your case study student's attainment of the learning goal and the differentiation strategies you used (3.1.1, 1.5.1, 5.4.1)?
 - Based on your interpretation of assessment data, what modifications did you make in your lesson sequence? Why?
 - Based on your interpretation of assessment data, what are the next steps in learning for your case study student? Why?

Teacher Education Student & Supervising Teacher/other teachers — Areas for discussion in Weeks 3 and/or 4

Discuss the schools' policies on the following areas (PREXConnex task 3):

- Classroom behaviour management (4.1.1)
- Bullying – all forms (4.4.1)
- ICT management - use and abuse (4.5.1)

Engage in professional dialogue with up to three teachers (including the supervising teacher) about these topics:

- What they think about the schools' policies i.e., are they outdated, miss the mark, spot on, etc. for their school student population. Do they work and are they effective?
- If they could change any aspect of them, what would that be and why?

Teacher Education Student & Supervising Teacher/other teachers — Areas for discussion in Weeks 3 and/or 4

Engage in professional dialogue with the supervising teacher or another teacher in the school (PREXConnex Task 4).

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 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.

Teacher Education Student's Signature _____ Date: _____

Supervising Teacher's Signature _____ Date: _____

You may be asked to email all *Progress Guide — Weekly Review* forms to peo@une.edu.au when a *Progress 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.