



## Progress Guide — Weekly Review (EDLT301)

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		
<p>The <b>Progress Guide - Weekly Review</b> has been created to allow clarity between the supervising teacher and the teacher education student about how the placement has been progressing. <b>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.</b> If any areas are marked 'no' in the Fundamental Skills Assessment, complete the Assistance Request Form and immediately email it to <a href="mailto:peo@une.edu.au">peo@une.edu.au</a> for the OPL to contact you for further support.</p> <p>The Progress Guide – Weekly Review also includes a section to support discussion of PREXConnex observation tasks undertaken by the teacher education student.</p>		
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**

--

**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 EDLT301 professional experience.

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

Discuss the two narrative observations of lessons during Weeks 1 or 2, conducted by teacher education student (PREXConnex Task 1):

- How did the observed supervising teacher differentiate to meet the needs of learners across the full range of abilities? (1.5.1)  
AND
- How did the observed supervising teacher support participation and learning of students with disability? (1.6.1)

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

Discuss how data is used to inform learning and how teachers work together to undertake *moderation* in your school (PREXConnex task 2):

- What data do teachers gather in your school and how do they use it to inform their teaching and support student learning? and,
- What processes of moderation do teachers use to ensure that their judgements about student assessment are accurate?

Make notes of your discussion.

#### **Teacher Education Student & Supervising Teacher — Areas for discussion in Weeks 2 and/or 3**

Planning phase: Discuss how you will set learning goals that provide achievable challenges for students of varying abilities and characteristics (PREXConnex Task 3)

Evaluation phase: Discuss the following:

- Were the strategies that were planned to facilitate the attainment of learning goal/s successful? Why/why not?
- On reflection, in what way could the strategies that were applied be adapted to more adequately cater to the needs of the children in the classroom?
- On reflection, what other strategies could have been applied to facilitate the attainment of learning goals during the lesson/s?
- Moving forward, what changes in your teaching practice could be made to successfully facilitate or continue to successfully facilitate the attainment of learning goals?
- Were the modes of assessment that were used successful? Why/why not?

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

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