# Program review tool – TAS

Through the study of technology courses, students engage in a diverse range of practical experiences and develop knowledge and understanding of contemporary and advancing technologies. They develop solutions to identified problems and situations, and explore the impact of technologies on the individual, society and the environment.

This program review tool is designed to help secondary teachers identify areas of improvement in teaching programs as they work towards best practice, planning and delivery.

## Program details

Unit name:

Unit theme and description:

Stage and year:

Year:

Duration:

School:

Review completed by:

Table 1 – Aligns to syllabus

|  |  |  |  |
| --- | --- | --- | --- |
| Aligns to syllabus | Rating | Area for improvement | Suggested action |
| Explicitly includes outcomes from the relevant NESA 7-10, 11-12 syllabus | Not evident  Needs further development  Effective practice |  |  |
| Identifies syllabus content to be taught in the unit and these are identified in the teaching and learning activities | Not evident  Needs further development  Effective practice |  |  |
| Has a unit outline | Not evident  Needs further development  Effective practice |  |  |
| Identifies key concepts and skills | Not evident  Needs further development  Effective practice |  |  |
| Lists resources (physical and digital)  Includes a range of appropriate resources to support learning and teaching | Not evident  Needs further development  Effective practice |  |  |

Table 2 – Learning and teaching

|  |  |  |  |
| --- | --- | --- | --- |
| Learning and teaching | Rating | Area for Improvement | Suggested action |
| Builds on prior learning | Not evident  Needs further development  Effective practice |  |  |
| Sets high expectations for student learning, providing support through scaffolding where required | Not evident  Needs further development  Effective practice |  |  |
| Relevant and engaging quality assessment (for, as and of learning), related to outcomes, concepts, and skills, as part of the teaching and learning sequence | Not evident  Needs further development  Effective practice |  |  |
| Includes evidence of learning | Not evident  Needs further development  Effective practice |  |  |

Table 3 – Student improvement

|  |  |  |  |
| --- | --- | --- | --- |
| Student Improvement | Rating | Area for Improvement | Suggested action |
| Caters for all learners, including learning difficulties or disabilities, EAL, EAD, HPGE, different learning styles | Not evident  Needs further development  Effective practice |  |  |
| Allows for an evaluation of the teaching and learning sequence | Not evident  Needs further development  Effective practice |  |  |
| Structured teacher registration and evaluation | Not evident  Needs further development  Effective practice |  |  |

One program or unit of work may not cover all aspects below, but should have one or some aspects covered from each section:

Table 4 – Thinking skills

|  |  |  |  |
| --- | --- | --- | --- |
| Thinking Skills | Status | Area for Improvement | Suggested action |
| Computational Thinking | Not applicable  Needs further development  Effective practice |  |  |
| Design Thinking | Not applicable  Needs further development  Effective practice |  |  |
| Systems Thinking | Not applicable  Needs further development  Effective practice |  |  |

Table 5 – Cross-curriculum capabilities

|  |  |  |  |
| --- | --- | --- | --- |
| Cross-curriculum capabilities | Status | Area for Improvement | Suggested action |
| Aboriginal and Torres Strait Islander histories and cultures | Not applicable  Needs further development  Effective practice |  |  |
| Asia and Australia's engagement with Asia | Not applicable  Needs further development  Effective practice |  |  |
| Sustainability | Not applicable  Needs further development  Effective practice |  |  |

Table 6 – General capabilities

|  |  |  |  |
| --- | --- | --- | --- |
| General capabilities | Status | Area for Improvement | Suggested action |
| Critical and creative thinking | Not applicable  Needs further development  Effective practice |  |  |
| Ethical understanding | Not applicable  Needs further development  Effective practice |  |  |
| Information and communication technology (ICT) | Not applicable  Needs further development  Effective practice |  |  |
| Intercultural understanding | Not applicable  Needs further development  Effective practice |  |  |
| Literacy | Not applicable  Needs further development  Effective practice |  |  |
| Numeracy | Not applicable  Needs further development  Effective practice |  |  |
| Personal and social capability | Not applicable  Needs further development  Effective practice |  |  |

Table 7 – Other learning across the curriculum areas

|  |  |  |  |
| --- | --- | --- | --- |
| Other learning across the curriculum areas | Status | Area for Improvement | Suggested action |
| Civics and citizenship | Not applicable  Needs further development  Effective practice |  |  |
| Difference and diversity | Not applicable  Needs further development  Effective practice |  |  |
| Work and enterprise | Not applicable  Needs further development  Effective practice |  |  |

Overall feedback:

Reviewer’s signature

Date ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_