# 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 evidentNeeds further developmentEffective practice |  |  |
| Identifies syllabus content to be taught in the unit and these are identified in the teaching and learning activities | Not evidentNeeds further developmentEffective practice |  |  |
| Has a unit outline | Not evidentNeeds further developmentEffective practice |  |  |
| Identifies key concepts and skills | Not evidentNeeds further developmentEffective practice |  |  |
| Lists resources (physical and digital)Includes a range of appropriate resources to support learning and teaching  | Not evidentNeeds further developmentEffective practice |  |  |

Table 2 – Learning and teaching

|  |  |  |  |
| --- | --- | --- | --- |
| Learning and teaching | Rating | Area for Improvement | Suggested action |
| Builds on prior learning | Not evidentNeeds further developmentEffective practice |  |  |
| Sets high expectations for student learning, providing support through scaffolding where required | Not evidentNeeds further developmentEffective 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 evidentNeeds further developmentEffective practice |  |  |
| Includes evidence of learning | Not evidentNeeds further developmentEffective 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 evidentNeeds further developmentEffective practice |  |  |
| Allows for an evaluation of the teaching and learning sequence | Not evidentNeeds further developmentEffective practice |  |  |
| Structured teacher registration and evaluation | Not evidentNeeds further developmentEffective 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 applicableNeeds further developmentEffective practice |  |  |
| Design Thinking | Not applicableNeeds further developmentEffective practice |  |  |
| Systems Thinking | Not applicableNeeds further developmentEffective practice |  |  |

Table 5 – Cross-curriculum capabilities

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

Table 6 – General capabilities

|  |  |  |  |
| --- | --- | --- | --- |
| General capabilities | Status | Area for Improvement | Suggested action |
| Critical and creative thinking | Not applicableNeeds further developmentEffective practice |  |  |
| Ethical understanding | Not applicableNeeds further developmentEffective practice |  |  |
| Information and communication technology (ICT) | Not applicableNeeds further developmentEffective practice |  |  |
| Intercultural understanding | Not applicableNeeds further developmentEffective practice |  |  |
| Literacy | Not applicableNeeds further developmentEffective practice |  |  |
| Numeracy | Not applicableNeeds further developmentEffective practice |  |  |
| Personal and social capability | Not applicableNeeds further developmentEffective 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 applicableNeeds further developmentEffective practice |  |  |
| Difference and diversity | Not applicableNeeds further developmentEffective practice |  |  |
| Work and enterprise | Not applicableNeeds further developmentEffective practice |  |  |

Overall feedback:

Reviewer’s signature

Date ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_