



Education &
Communities

Programming for quality teaching and assessing

Activity Booklet

Course completion checklist

Course: Programming for quality teaching and assessing

Teacher name: _____

School: _____ I am a new scheme teacher

Pre-course checklist

- My PL@Edu registration
- Consultation with school Professional Learning Committee / Principal

Deliverables checklist

- Unit of learning
- Tool for evaluating a unit of learning
- Reflection statement

Post-course checklist

- Collegial collaboration – actively engaged in discussion and collaboration with teaching colleagues, relevant consultants, facilitators and supervisors during the course.
- A wide variety of resources were consulted to inform the participant of current and up to date practices in implementing the Australian curriculum to enable completion of the course.
- [My PL@Edu](#) evaluation must be completed for successful accreditation.
- [Institute of teachers](#) evaluation must be completed for successful accreditation.

Supervisor sign off

I certify that _____ has completed the above requirements for the *Programming for quality teaching and assessing* course.

Signed: _____

Date: _____

Position: _____

Tool for evaluating a teaching program/unit of learning

Subject:	
Name of program/unit:	
Evaluated by:	

Criterion	Rating	Explanation of rating	Suggested action
Links to a stage scope and sequence	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Identifies key concepts and skills for deep learning and understanding	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Accurately identifies syllabus outcomes and content	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Relevant and engaging quality assessment, related to key concepts and skills, integrated into unit/program	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Builds on prior learning	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Relevant and engaging learning activities logically sequenced	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Appropriate quality teaching strategies to engage students and promote effective learning	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Identifies opportunities for teaching relevant learning across the curriculum areas	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Sets high expectations for student learning, providing support through scaffolding where required	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Includes a range of appropriate resources to support learning and teaching	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		
Caters for all learners, including learning difficulties or disabilities, EAL, EAD, GAT, different learning styles	<input type="checkbox"/> Strength <input type="checkbox"/> Area for improvement		

Reflection Statement

Refer to the unit of learning you have developed and reflect on its quality by referring to the *Curriculum planning, programming for quality teaching, assessing and reporting* document.

<i>How will your unit of learning:</i>	
<ul style="list-style-type: none"> • be responsive to student needs? 	
<ul style="list-style-type: none"> • contribute to a seamless progression of learning within and across school years? 	
<ul style="list-style-type: none"> • focus on high intellectual quality and significance? 	
<ul style="list-style-type: none"> • make explicit, high expectations for learning and achievement? 	
<ul style="list-style-type: none"> • enhance professional practice through collaborative development and evaluation? 	
<i>How will the learning in this course drive your teaching of this unit?</i>	