



# EDFE11038 Professional Practice 1 - Introduction to Teaching

## Term 2 - 2024

Profile information current as at 29/07/2024 03:55 pm

All details in this unit profile for EDFE11038 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In Professional Practice 1 you will be introduced to the teaching profession and work-integrated learning in educational settings through tutorial workshops and a placement comprising 15 days of practical experience under the guidance of a supervising teacher. The placement will take the form of a 3 week block period of assessable practice at the end of the term. During the placement, you will apply knowledge gained throughout the first year to practise the skills of planning, teaching, managing the learning environment, and assessing and recording student learning. You will be assessed against the relevant focus areas of the Australian Professional Standards for Teachers by your supervising teacher/s. You will maintain professional records of your practice in the form of a working portfolio and compile evidence of your demonstration of aspects of the Standards in a portfolio of evidence. A major emphasis of this course is the development of the disposition for ongoing professional learning through reflection on the professional role and responsibilities of teachers and evaluation of effective teaching practice to improve student learning.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must have successfully completed at least three first year units in the Bachelor of Education course in which they are enrolled to be eligible for enrolment in this unit and placement in an educational setting for the completion of the practical component. It is mandatory that students successfully complete EDED11454 or equivalent, prior to enrolment in EDFE11038 Professional Practice 1 - Introduction to Teaching.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2024

- Bundaberg
- Cairns
- Mackay
- Mixed Mode
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Professional Practice Plans (learning plans)**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: Pass/Fail

#### 3. **Online Quiz(zes)**

Weighting: Pass/Fail

#### 4. **Professional Practice Placement**

Weighting: Pass/Fail

#### 5. **Reflective Practice Assignment**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE feedback

**Feedback**

Include further early childhood resources and materials.

**Recommendation**

Increase the number of resources that early childhood students can use in their placement.

#### Feedback from SUTE feedback

**Feedback**

Include further resources for secondary students.

**Recommendation**

Increase the examples situated in a secondary context.

#### Feedback from SUTE feedback

**Feedback**

Unit prepares students well for their first placement.

**Recommendation**

Continue to spend tutorial time on skills and knowledge needed for the practical component of being in a classroom.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector
2. Collect and organise profiling data on individual strengths, interests and learning needs across a range of domains
3. Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour
4. Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning
5. Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways
6. Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences
7. Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs

4.1 Support student participation

4.2 Manage classroom activities

5.1 Assess student learning

5.2 Provide feedback to students on their learning

5.4 Interpret student data

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

6.4 Apply professional learning and improve student learning

7.1 Meet professional ethics and responsibilities

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit and demonstrated through practice in an authentic setting.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Professional Practice Plans (learning plans) - 0%	•						
2 - Written Assessment - 0%			•	•	•		•
3 - Online Quiz(zes) - 0%	•						
4 - Professional Practice Placement - 0%	•	•	•	•	•	•	•
5 - Reflective Practice Assignment - 0%						•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication	•	•	•	•	•	•	•
2 - Problem Solving							
3 - Critical Thinking	•	•	•	•		•	•
4 - Information Literacy							
5 - Team Work						•	
6 - Information Technology Competence							
7 - Cross Cultural Competence		•		•	•		
8 - Ethical practice		•	•	•	•		
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

## Textbooks and Resources

### Textbooks

EDFE11038

#### Prescribed

#### Teaching: Making a Difference

Edition: 5th (2022)

Authors: Churchill, Godinho, Johnson, Keddie, Letts, Lowe, Mackay, McGill, Moss, Nagel, Shaw, Wiley

Milton, Queensland, Australia

ISBN: 9780730391777

Binding: Paperback

If you have issues accessing the eBook at the Library, both paper and eBook can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Angelina Ambrosetti** Unit Coordinator

[a.ambrosetti@cqu.edu.au](mailto:a.ambrosetti@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to Professional Practice 1</b> <ul style="list-style-type: none"><li>• Connecting your learning to professional practice</li><li>• Linking the Australian Professional Standards for Teachers to practice</li><li>• Your expectations for Professional Practice 1</li></ul>	1. Churchill et al (2022). pp. 466-478 2. AITSL (2011). <i>The Australian Professional Standards for Teachers</i> 3. Call, K. (2018). <i>Professional Teaching Standards: A comparative analysis of their history, implementation and efficacy.</i> All readings can be found in the eReading list for this unit.	

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Observation**

- Observing teaching and learning
- Observing learners
- Using observation to improve practice

1. Plunkett & McCluskey (2015). Chapter 4: *Observations*  
All readings can be found in the eReading list for this unit.

**Week 3 - 22 Jul 2024****Module/Topic****Chapter****Events and Submissions/Topic****Reflection**

- Reflective practice
- Methods for reflection
- Using reflection to improve practice

1. Killen (2016). Chapter 5: *Becoming a reflective teacher*  
All readings can be found in the eReading list for this unit.

**Student Declaration and Confidentiality Agreement** Due: Week 3 Friday (26 July 2024) 11:45 pm AEST

**Week 4 - 29 Jul 2024****Module/Topic****Chapter****Events and Submissions/Topic****Planning and Teaching: Starting with the Curriculum**

- The Curriculum (school and early childhood)
- Using the curriculum to develop learning objectives/learning intentions
- Using cognitive verbs

1. Churchill et al. (2022). pp.215-219  
2. Marzano & Pickering (2007). pp.43-50  
3. Gronlund (1985). Appendix: *Illustrative Verbs*  
All readings can be found in the eReading list for this unit.

**Week 5 - 05 Aug 2024****Module/Topic****Chapter****Events and Submissions/Topic****Planning and Teaching: Lesson Planning**

- Elements of an effective lesson plan
- Designing learning

1. Churchill et al. (2022). pp.204-214  
2. Fetherstone (2006). pp.258-271  
All readings can be found in the eReading list for this unit.

**Break Week - 12 Aug 2024****Module/Topic****Chapter****Events and Submissions/Topic****Week 6 - 19 Aug 2024****Module/Topic****Chapter****Events and Submissions/Topic****Planning and Teaching: Lesson Planning**

- Designing learning
- Frameworks and strategies for teaching

1. Archer & Hughes (2011 ). Chapter 1: Exploring the foundations of explicit instruction  
2. Fetherstone (2006). pp.258-271  
3. Killen (2016). pp.135-137  
All readings can be found in the eReading list for this unit.

**Observation, application and reflection** Due: Week 6 Friday (23 Aug 2024) 11:45 pm AEST

**Week 7 - 26 Aug 2024****Module/Topic****Chapter****Events and Submissions/Topic****Planning and Teaching: Lesson Planning**

- Delving deeper into teaching strategies

Handouts as found on Moodle.

**Week 8 - 02 Sep 2024****Module/Topic****Chapter****Events and Submissions/Topic**

**Planning and teaching:  
Assessment practices**

- Checking for learning
- Assessment types

1. Churchill et al. (2022). pp.392-402 + pp.416-417 + pp. 386-388  
2. Clarke & Pittaway (2014). pp. 312-317  
3. Brady & Kennedy (2012). Chapter 4: *Strategies for assessing student achievement*  
All readings can be found in the eReading list for this unit.

**Week 9 - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Planning and Teaching: The students</b> <ul style="list-style-type: none"><li>• Managing the learning environment</li><li>• Getting to know your students (profiling)</li></ul>	<p>1. Churchill et al. (2022). pp.332-348 2. Marzano &amp; Pickering (2007). Chapter: <i>Dimension 1 Attitudes and perceptions</i> 3. Spooner-Lane (2013). Chapter: <i>Planning to management my teaching in a democratic classroom</i> 4. Emmer &amp; Evertson (2013). pp.34-35 5. Queensland Department of Education (2006). Better behaviour, better learning, essential skills 6. Brady (2003). Case Study: <i>Mark and Pru</i> 7. Purdie &amp; Smith (1999). <i>Case 28: Science Shambles</i> All readings can be found in the eReading list for this unit.</p>	

**Week 10 - 16 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Expectations and professional conduct in Professional Practice 1</b> <ul style="list-style-type: none"><li>• Expectations for your placement</li><li>• Professional conduct as a teacher</li></ul>	<p>1. Professional Practice 1 Information and Guidelines Booklet 2. Professional Practice Handbook 3. Queensland College of Teachers Code of Ethics for Teachers 4. Churchill et al. (2022). Chapter 15: <i>Professional, ethical and legal issues for teachers</i> Some of these readings can be found in the eReading list for this unit.</p>	<p>The Compulsory Content Quiz (task 3) will open on Wednesday 18 September at 9am. The quiz will remain open until Monday 30 September. You must achieve a result of 15 from 15 questions (100%).</p>

**Week 11 - 23 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Australian Professional Standards for Teaching: Demonstrating your practice</b> <ul style="list-style-type: none"><li>• Linking the ASPT to your practice</li></ul>	<p>1. AITSL (2011). <i>The Australian Professional Standards for Teachers</i> All readings can be found in the eReading list for this unit.</p>	

**Week 12 - 30 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Setting you up for success: Preparing you for your placement</b> <ul style="list-style-type: none"><li>• Requirements of the 3 week block</li></ul>	<p>1. Professional Practice 1 Information and Guidelines Booklet</p>	<p><b>Compulsory Content Quiz Due:</b> Week 12 Monday (30 Sept 2024) 11:45 pm AEST</p>

**Review/Exam Week - 07 Oct 2024**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Week 2 of the 3 week block - 14 Oct 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 2 of the 3 week block</b>		



## Term Specific Information

You are required to order a name badge from the CQU Bookshop to wear during your Professional Practice placement.  
<https://bookshop.cqu.edu.au/badges.asp>

Ensure that your first and last name are printed on the badge. Alternatively you could use a title and your last name. For example: Mr Smith, Ms Smith, Mrs Smith, Miss Smith.

## Assessment Tasks

### 1 Student Declaration and Confidentiality Agreement

#### Assessment Type

Professional Practice Plans (learning plans)

#### Task Description

In order to be sourced a placement for Professional Practice 1, you are required to complete the Student Declaration and Confidentiality Agreement.

Upload a copy of your completed Student Declaration and Confidentiality Agreement into the Assessment Task 1 link.

Follow the following instructions:

1. Log into SONIA. ([sonia.cqu.edu.au](https://sonia.cqu.edu.au))
2. Click on the '**forms**' tab in the menu at the top of the page.
3. Look for the **ADD** button and click on it (it should be at the top of the page). You should see the form called Student Declaration and Confidentiality Agreement.
4. Take time to read it and agree to each point.
5. Once you have submitted the agreement, go to the tab called '**documents**' (at the top of the page) and a PDF copy of the agreement will be able to be downloaded. Upload the PDF to Assessment Task 1 Moodle link.

#### Assessment Due Date

Week 3 Friday (26 July 2024) 11:45 pm AEST

#### Return Date to Students

#### Weighting

Pass/Fail

#### Minimum mark or grade

Pass

#### Assessment Criteria

Your SDCA will be marked as a PASS if all components have been completed.

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### Submission

Online

#### Submission Instructions

Upload a PDF copy of your Student Declaration and Confidentiality Agreement.

#### Learning Outcomes Assessed

- Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector

### 2 Observation, application and reflection

#### Assessment Type

Written Assessment

#### Task Description

This task consists of 3 components.

#### Part A - Observation (500 words)

Knowing your students and how they learn is an essential component of the teaching process. As teachers, we tailor our interactions with the learners and how we teach accordingly. Choose a video from the selected list to view

As you view the video, carefully observe and consider:

- the interactions that the teacher is engaging in with the students, and
- how the teacher is teaching.

Respond to the following questions using at least 4 references from the unit readings as well as making links to Standard 1.2 from the Australian Professional Standards for Teachers.

1. What interactions did you observe take place between the teacher and the learner/s?
2. What were the purposes of the interactions?
3. What teaching did you observe?
4. What was the teacher trying to achieve in the lesson?
5. How did the teacher ensure that learning was occurring for all learners?

Ensure your response identifies the video you have selected to use for this response. For example: Secondary Science - Dispelling scientific misconceptions

### **Part B - Lesson Plan (unlimited word count)**

What a teacher teaches is derived from the curriculum and will follow a carefully plotted sequence. Effective lesson design is about choosing the right teaching approach and strategies and how the teaching steps are sequenced. Choose a curriculum topic (your choice), and using the lesson plan template provided, create a lesson that introduces the topic to the learners, that is the first lesson of a sequence of lessons.

- **Early Childhood students** are able to choose any curriculum area appropriate to a Kindergarten or Prep class.
- **Primary students** are able to choose any curriculum topic and year level of a primary school (Foundation to year 6).
- **Secondary students** are able to choose a curriculum topic and year level from one of your teaching disciplines.

### **Part C - Reflection (500 words)**

Using at least 4 references from the unit readings, justify your teaching decisions documented in your lesson introduction, body and conclusion. Respond to the following questions ensuring that you make links to Standards 6.1 and 6.4 from the Australian Professional Standards for Teachers:

1. What was your specific purpose in the lesson other than introducing the topic?
2. Why are your planning decisions appropriate for the curriculum and age group of learners?
3. Drawing on your observation from part A, why will your teaching choices be effective in introducing the topic to the learners?
4. As you reflect on the process of writing your lesson plan what understandings will you apply to your teaching placement?

### **Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI can be used at any point during this assessment.

This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers. The task demonstrates evidence towards the focus areas of 1.2, 2.3, 3.3, 6.1, and 6.4.

### **Assessment Due Date**

Week 6 Friday (23 Aug 2024) 11:45 pm AEST

### **Return Date to Students**

Week 9 Friday (13 Sept 2024)

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

Pass

### **Assessment Criteria**

- Identify, analyse and synthesise the interactions and teaching.
- Discuss how what was observed, impacts student learning.
- Justify the response by linking to the literature and the Australian Professional Standards for Teachers.
- Selection of teaching approach/strategy within the lesson components.
- Construction of teaching steps to achieve the identified learning outcomes.
- Identify and use correct curriculum topic content.
- Reflect on and justify teaching choices.
- Reflect on the application of learning.
- Academic writing.

- Correct use of referencing (APA 7th).

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Ensure that you collate all 3 components into one Word document and include a cover page and table of contents.

### Learning Outcomes Assessed

- Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour
- Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning
- Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

## 3 Compulsory Content Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

This quiz will open on Monday September 16 and will close on Monday September 30 at 11:45pm.

This quiz consists of 15 questions based on the week 1 to week 10 content. You will need to achieve 100% (that is 15 from 15 questions). You are able to take this quiz as many times as needed to achieve 100%.

Please note that the quiz draws from a large bank of questions and no two quizzes will be the same.

Failure to complete this quiz will result in your placement being cancelled.

### Number of Quizzes

1

### Frequency of Quizzes

Other

### Assessment Due Date

Week 12 Monday (30 Sept 2024) 11:45 pm AEST

### Return Date to Students

### Weighting

Pass/Fail

### Minimum mark or grade

100% (15 out of 15)

### Assessment Criteria

The quiz will test you on the content from weeks 1 to 10.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector

## 4 Professional Practice Placement

### Assessment Type

Professional Practice Placement

### **Task Description**

You will undertake a **15 day supervised placement** (undertaken as a three week block) in a school setting (Primary and Secondary students) or Kindergarten (Early Childhood students). You will complete all tasks outlined in the Professional Practice 1 Information and Guidelines Booklet.

You are required to keep an up-to-date **working portfolio** which holds all observations, reflections, and lessons planned and taught. The working portfolio must be maintained throughout the placement. Explicit details about the working portfolio are provided the Professional Practice 1 Information and Guidelines Booklet and on the Moodle site.

At the end of the second week, an **Interim Report** will be completed by the supervising teacher to identify your progress towards demonstrating the identified aspects of the Australian Professional Standards for Teachers. Based on the interim report, you will outline a minimum of 2 professional goals to work towards achieving by the end of the final week of the placement.

The **Summative Report** will be completed by the Supervising Teacher at the conclusion of the 3 week block. It is expected that the majority of criteria will be 'at expected level'.

This assessment task provides opportunities for students to demonstrate aspects of **The Australian Professional Standards for Teachers** in an authentic professional learning context. The task demonstrates evidence of working towards the focus areas of: 1.1, 1.3, 1.5, 2.2, 3.1, 3.3, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.4,6.1,6.3, and 7.1.

**Submission details:** You will upload a scanned copy of your **completed attendance record**.

### **Assessment Due Date**

Your attendance record should be uploaded into the Assessment Task 4 link in Moodle once you have completed your placement.

### **Return Date to Students**

#### **Weighting**

Pass/Fail

#### **Minimum mark or grade**

Pass

#### **Assessment Criteria**

You will be assessed on the criteria found in the Professional Practice 1 Information and Guidelines Booklet.

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Upload a scanned copy of your attendance record

#### **Learning Outcomes Assessed**

- Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector
- Collect and organise profiling data on individual strengths, interests and learning needs across a range of domains
- Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour
- Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning
- Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways
- Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

## **5 Profiling, planning and reflecting**

### **Assessment Type**

Reflective Practice Assignment

### **Task Description**

This task requires you to profile, plan and reflect as part of your professional practice placement. The purpose of this task is to evaluate your classroom practice and the impact of your planning and teaching decisions on student learning

by selecting an example of a series of two lessons from your professional practice placement.

This task consists of three components and artefacts of evidence.

### **Part A - Profiling (unlimited word count)**

Profile your class using the provided template to document the academic levels of the learners, academic strengths and weaknesses, ways of learning and other key information about the learners (e.g. special needs, diversity, etc.).

Secondary students will choose 1 class to focus this task on. Ensure that your learners are de-identified, that is, do not use their names.

### **Part B - lesson planning and evaluation (unlimited word count)**

Design and teach a sequence of two lessons on the same topic, concept or skill. Using the provided lesson plan template, document the introduction, body, and conclusion for a small group of students or a whole class. Ensure that you include a strategy for formative assessment (check for learning) in both lessons and collect evidence of student learning for 2 learners who represent different academic levels within the class. Evidence of student learning can include work samples, exit slips, a checklist, observation notes, images, responses to questions, etc. Complete the evaluation section of the lesson plan once the lesson has been taught.

### **Part C - Reflection (750 words)**

Reflect on your learning sequence highlighting the decisions you made in your planning and teaching. You should draw on your own lesson evaluations as well as feedback from your supervising teacher. Include a copy of your supervising teacher's observation of this learning sequence. Your reflection should make links to the Australian Professional Standards for Teachers as well as at least 4 readings from the PP1 Moodle reading list. Use the following questions to guide your reflection:

1. How did the learner profile you developed assist you with sequencing the instructional steps in your lessons to support your students' understanding and demonstration of the intended learning goals?
2. What strategies did you use to check for understanding? Did these strategies provide you with enough information to know whether the learning goals had been met?
3. What evidence do the work samples show of student learning and achievement?
4. How did you use the assessment information from the first lesson to plan for the follow-up lesson in the sequence?
5. What have you learned about teaching and its impact on student success?

### **Evidence to submit:**

- Class profile (using the template provided)
- Two lesson plans (on the same topic) with the evaluation completed
- Evidence of learning from your two chosen students from the two lessons
- Supervising teacher observations of your 2 lessons

You will submit this task as one curated document. A template will be provided to assist you in compiling all evidence and templates into one document.

### **Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI can be used at any point during this assessment.

This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers. The task demonstrates evidence of working towards the focus areas of 1.2, 2.3, 3.3., 6.1 and 6.2.

### **Assessment Due Date**

The assessment task is due one week after the completion of your placement - Friday November 1, 2024.

### **Return Date to Students**

Assessment tasks will be returned once the moderation process has been completed.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

Pass

### **Assessment Criteria**

- Collated a wide range of useful data about the students.
- Data is used to inform planning and teaching.
- Learning objectives and assessment are linked.
- Lesson plans are sequentially designed.

- Lesson plans have clear teaching steps that are scaffolded.
- Chosen teaching strategies are appropriate for the content and the students.
- The lesson evaluation is reflective and addresses the what, the how and the why.
- Evidence of ability to reflection teaching in order to improve student learning.
- Evidence of using feedback to reflect on the development of teaching capabilities.
- Links made to the academic literature and Australian Standards for Teachers.
- Correct academic writing and presentation.
- Correct use of referencing (APA 7th).

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem