



EDFE12043 Professional Practice 2 (Secondary) - Application of Curriculum Term 2 - 2024

Profile information current as at 29/07/2024 03:15 pm

All details in this unit profile for EDFE12043 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 this unit, you will focus on the implementation and application of the relevant junior secondary curriculum during a 15 day block placement in a secondary school. Through the design of effective teaching and learning, which uses appropriate content knowledge and teaching strategies, you will demonstrate a comprehensive understanding of your curriculum areas. You will apply this understanding of the curriculum framework to your teaching practices. During this professional experience placement, you will take an active role in self-evaluation processes and actively seek constructive feedback to improve your practice. Furthermore, you will be required to respond to identified learning needs to improve student learning outcomes. You will use the Australian Professional Standards for Teachers (Graduate Career Stage) as the basis for monitoring and documenting your professional learning and practice, in addition to setting your own professional learning goals. This effective application of curriculum will be demonstrated as you select and evaluate evidence of your practice in the professional e-portfolio.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite:- EDFE11038 plus students must have successfully completed a minimum of two units per Discipline Teaching Area to be eligible to enrol in this unit. Only students enrolled in CC13 are permitted to enrol in this unit. 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
- 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. **Written Assessment**

Weighting: Pass/Fail

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Portfolio**

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 Student Feedback

Feedback

Weekly Content

Recommendation

Embed more 'real-world' content.

Unit Learning Outcomes

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

1. Plan effective learning sequences using appropriate content knowledge
2. Plan effective learning sequences using knowledge of student learning to promote engagement
3. Use curriculum, assessment and reporting knowledge to design learning sequences
4. Apply knowledge and understanding of the concepts, substance and structure of the content and teaching strategies appropriate to the teaching area and curriculum framework
5. Reflect critically on professional practice outlining strengths and professional challenges
6. Apply constructive feedback to improve professional practice and student learning outcomes
7. Use the Australian Professional Standards for Teachers to monitor learning and improve professional practice in response to feedback, self-evaluation and reflection.

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

- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 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
- 7.1 Meet professional ethics and responsibilities

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 - Written Assessment - 0% | • | • | • | • | | • | |
| 2 - Professional Practice Placement - 0% | • | • | • | • | • | • | • |
| 3 - Portfolio - 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 | | | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|--|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 0% | • | • | • | | | | • | • | | |
| 2 - Professional Practice Placement - 0% | • | • | • | | • | | • | • | | |
| 3 - Portfolio - 0% | • | • | • | • | | • | • | • | | |

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Bree Kitt Unit Coordinator

b.kitt@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| The secondary school curriculum context: Junior Secondary | Required: Pendergast. (2015). Moving Year 7 to secondary, the Junior Secondary initiative and the 6 Guiding Principles : reforming middle years teaching and learning in schools in Queensland. <i>Journal of the Home Economics Institute of Australia</i> , 22(1), 10-18. Recommended: Smith. (2012). Jump start into junior secondary. <i>Australian Journal of Middle Schooling</i> , 12(2), 46-51. | |

Week 2 - 15 Jul 2024

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

Planning for Middle Years learners (Part 1)

Required:
Bahr, N (2017). The Adolescent Learner. In Main, K., Pendergast, D., & Bahr, N. (Eds.). (2017). *Teaching middle years: rethinking curriculum, pedagogy and assessment* (Third edition.). Allen & Unwin.

Recommended:
Molyneux, & Godinho, S. (2012). This is my thing!: Middle years students' engagement and learning using digital resources. *Australasian Journal of Educational Technology*, 28(8), 1466-1486.
<https://doi.org/10.14742/ajet.782>

Stevens, Hunter, L., Pendergast, D., Carrington, V., Bahr, N., Kapitzke, C., & Mitchell, J. (2007). Reconceptualizing the possible narratives of adolescence. *Australian Educational Researcher*, 34(2), 107-127.
<https://doi.org/10.1007/BF03216860>

Week 3 - 22 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Planning for Middle Years learners (Part 2) | Required: Hattie. (2008). The Argument. In <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . Routledge, pp 22-38. | AT1 - submission of Mandatory Pre-Placement Student Due: Week 3 Friday (26 JUL 2024) 11:45 pm AEST Failure to complete this Sonia form by the due date will result in your removal from this unit. |

Week 4 - 29 Jul 2024

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

Using knowledge of learners to plan for quality learning: *Diversity in the Middle Years classroom*

Required:
Mills, Monk, S., Keddie, A., Renshaw, P., Christie, P., Geelan, D., & Gowlett, C. (2014). Differentiated learning: from policy to classroom. *Oxford Review of Education*, 40(3), 331-348.
<https://doi.org/10.1080/03054985.2014.911725>

Gibbs, & McKay, L. (2021). Differentiated teaching practices of Australian mainstream classroom teachers: A systematic review and thematic analysis. *International Journal of Educational Research*, 109, 101799-
<https://doi.org/10.1016/j.ijer.2021.101799>

Recommended:
Brown, Heck, D., Pendergast, D., & Kanasa, H. (2014). Middle years teachers' conceptions and adaptive responses to student diversity in the culture of schooling. *Australian Journal of Middle Schooling*, 14(1), 4-15.

Week 5 - 05 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Using knowledge of learners to plan for quality learning: <i>Addressing issues for Middle Years learners</i> | <p>Required: Sullivan, Mornane, A., Prain, V., Campbell, C., Deed, C., Drane, S., Faulkner, M., McDonough, A., & Smith, C. (2009). Junior secondary students' perceptions of influences on their engagement with schooling. <i>The Australian Journal of Education</i>, 53(2), 176-191. https://doi.org/10.1177/000494410905300206</p> <p>Recommended: McDonald. T., (2019). <i>Re-engaging the disengaged learner</i>. In McDonald. T., (2019) <i>Classroom Management eBook : Engaging Students in Learning</i>. (3rd ed.). OUPANZ.</p> <p>Pascoe, Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. <i>International Journal of Adolescence and Youth</i>, 25(1), 104-112. https://doi.org/10.1080/02673843.2019.1596823</p> <p>Hegazy, & Barton, G. (2017). Formative assessment in the middle years : A review of literature and alignment with the Guiding Principles for Junior Secondary. <i>Australian Journal of Middle Schooling</i>, 17(2), 6-19.</p> | <p>AT1 Part B Submission: Professional Planning Conversation Due: Week 5. To be presented in the scheduled Week 5 tutorial (online or in class depending on enrolment mode).</p> |

Vacation Week - 12 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
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Week 6 - 19 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
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| | | |
|---|---|---|
| Classroom management and models of discipline | <p>Required: McDonald. T., (2019). <i>Re-engaging the disengaged learner (ch.6)</i>. In McDonald. T. (2019) <i>Classroom Management eBook : Engaging Students in Learning</i>. (3rd ed.). OUPANZ.</p> | <p>Summative Assessment AT 1 Due: Friday 23rd August 2024, 11:45pm.</p> <p>Written Assessment Due: Week 6 Friday (23 Aug 2024) 12:00 am AEST</p> |
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Week 7 - 26 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
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|--------------------------------|---|--|
| Proactive Classroom Management | <p>Required: Hepburn, Beamish, W., & Alston-Knox, C. L. (2021). Classroom management practices commonly used by secondary school teachers: results from a Queensland survey. <i>Australian Educational Researcher</i>, 48(3), 485–505. https://doi.org/10.1007/s13384-020-00402-y</p> <p>Recommended: Groundwater-Smith. S. (2015), Managing the classroom learning environment. In <i>Teaching : challenges & dilemmas</i> (Ewing & R. Le Cornu, Eds.; 5th edition.). Cengage Learning Australia, pp 268-292</p> <p>Hepburn, & Beamish, W. (2020). Influences on proactive classroom management: Views of teachers in government secondary schools, Queensland. <i>Improving Schools</i>, 23(1), 33–46. https://doi.org/10.1177/1365480219886148</p> | |
|--------------------------------|---|--|

Week 8 - 02 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
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| | | |
|--|--|--|
| Using knowledge to develop a classroom management plan | <p>Required: Girardet.C. (2018). Why do some teachers change and others don't? A review of studies about factors influencing in-service and pre-service teachers' change in classroom management. <i>Review of Education (Oxford)</i>, 6(1), 3–36. https://doi.org/10.1002/rev3.3104</p> | |
|--|--|--|

Week 9 - 09 Sep 2024

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

Revising lesson planning and teaching strategies: engaging Middle Years' learners

Required:
 Butt. G. (2008). Wider Aspects of Lesson Planning. In Butt, G. (2008), *Lesson planning* (3rd ed.). Continuum, pp 60-68
 Howell. J (2014). The principles of effective teaching. In Howell (2014), *Teaching & learning : building effective pedagogies*. Oxford University Press. pp. 342-345

Week 10 - 16 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Revising lesson planning and teaching strategies: engaging Middle Years' learners continued. | <p>Required: Hilton, A., & Hilton, G. (2017). Higher order thinking. Teaching Middle Years: Rethinking curriculum, pedagogy, and assessment. In Main, K., Pendergast, D., & Bahr, N. (Eds.). (2017). <i>Teaching middle years : rethinking curriculum, pedagogy and assessment</i> (Third edition.). Allen & Unwin, pp. 223-242</p> <p>Recommended: Grant-Skiba, & Orwa, J. O. (2018). Raising Lazarus : Creative teaching and learning strategies to engage middle high school students. <i>Literacy Learning</i>, 26(1), i-viii.</p> <p>Harris, & de Bruin, L. (2017). STEAM education : Fostering creativity in and beyond secondary schools. <i>Australian Art Education</i>, 38(1), 54-75.</p> | |

Week 11 - 23 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Professional standards and personal reflection | Killen. R., (2016). Becoming an Reflective teacher. In <i>Effective teaching strategies : lessons from research and practice</i> (Seventh edition.). Cengage Learning. | |

Week 12 - 30 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|-----------------------------------|------------------------------|
| Professional standards and personal reflection continued. | No additional readings this week. | |

Review/Exam Week - 07 Oct 2024

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

Exam Week - 14 Oct 2024

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

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

This assessment task includes a written assessment AND a **mandatory pre-placement component**. The mandatory component is designed to ensure you are registered for a placement and that you are familiar with all requirements for participation in this unit. You will complete an electronic form in Sonia for this part of the task. Please read the details and instructions provided below carefully and complete this mandatory component prior to Census date. The task description for the written assessment for Assessment Task 1 follows directly below these instructions.

Mandatory pre-placement component

The university's Work Integrated Learning Policy and Procedure requires all students to complete a Student Placement and Confidentiality Agreement on an annual basis. The Agreement outlines expectations for the appropriate conduct of students when representing the university in professional workplaces and requires your acknowledgement of these expectations. You are required to complete the 2024 Agreement prior to Census Date for this unit. You will access the electronic agreement called "Student Placement and Confidentiality Agreement 2024" under the Forms tab in Sonia. You should respond to all statements and submit the form by the due date (**Friday, 26th July, 2024**). You will be able to save a copy of the completed form to your desktop by clicking on the printer icon at the top of the form and selecting "Save as pdf". A copy of the completed form should be added as an appendix to Assessment Task 1 and uploaded to the Moodle site for EDFE12043 Professional Practice 2 through the link for submission of Assessment Task 1.

WRITTEN ASSESSMENT

Part A - Learning Experience Plan

You are to design a detailed lesson plan for Year 7, 8 or 9 in the teaching area that is the focus of your forthcoming Professional Placement 2. The lesson plan, with 2 associated resources, will demonstrate a clear connection to the relevant content descriptor(s) from the Australian Curriculum in your teaching area. The detailed lesson will be designed for one of the profiled class data sets for Years 7, 8 or 9.

The lesson plan must have the following characteristics:

1. It will reflect the intentions of the curriculum and will allow students to work towards demonstrating at least one relevant content descriptor from the Australian Curriculum in the teaching area.
2. It will include the design and the use of 2 original (or significantly adapted) resources that reflects curriculum, assessment and reporting knowledge. **One of these resources**

must be an ICT resource.

3. It will include a range of teaching strategies that are appropriate to the teaching area, support inclusion and engagement, and effectively scaffold the use of the 2 resources to assist students to meet the content descriptor(s).
4. It will specifically describe how the resources will be used to meet the needs of identified diverse learners to assist them to achieve the outcomes of the lesson.
5. It will provide sufficient detail that it could be used by another teacher.

Part B Professional planning conversation

You are to present and discuss your lesson plan with your peers during your scheduled week 5 tutorial. This presentation is to be 15 minutes in duration, comprising 10 minutes to present your plan and 5 minutes to receive peer feedback.

In the presentation, you are to discuss:

1. The unit topic your lesson would be taught within
2. The learning intentions of the lesson and how this relates to the content descriptor(s) of the relevant ACARA curriculum
3. The main teaching strategies and approaches to differentiation evident in each phase of the lesson: introduction, lesson body, conclusion.
4. The resources you have designed to use in this lesson, including the ICT resource
5. How the resources will be used to support teaching and learning.

Your peers will provide feedback on your lesson plan and resources. You are required to reflect on peer feedback when finalising the design of your lesson plan and resources, and in writing the critical appraisal.

Part C Critical Appraisal

You are to write a critical appraisal (1200 words) of your lesson plan and your planning processes, including how the lesson and resources are informed by peer feedback. This critical reflection must address the following points:

- What knowledge and understanding of the content of your teaching area have you demonstrated in your lesson plan?
- What is the planned impact of this lesson on student learning and achievement? What evidence will you gather during the lesson to demonstrate that this has occurred?
- How have you effectively used teaching strategies in each phase of the lesson to engage students and to scaffold their capacity to demonstrate at least one relevant content descriptor from the curriculum framework?
- How have you met the needs of diverse learners in the class through the design and implementation of quality resources (including ICT)?

- How did you refine your lesson plan and/or resources in response to peer feedback?

Please note: you are required to utilise the set readings for this unit to support your critical appraisal.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment

Word count: 1200 words maximum [Part C]. No maximum word count for PART A

WORD COUNT for written assignments: The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

You will submit online via Moodle at the end of week 6

- A cover page.
- The detailed lesson plan with all aspects of the plan complete.
- The 2 resources for the lesson plan. If the ICT resource is web-based you must include the link to the resource.
- Evidence of peer feedback from your peer planning conversation
- A critical appraisal
- A copy of your completed and submitted Student Placement and Confidentiality Agreement Student

Assessment Due Date

Week 6 Friday (23 Aug 2024) 12:00 am AEST

Peer planning conversation is due during Week 5 tutorials. Written component is to be submitted online for assessment at the end of Week 6.

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

1. Plan, and apply constructive feedback, to design effective learning sequences appropriate to the teaching area.
2. Use knowledge of student learning and teaching strategies to promote student engagement and inclusion.
3. Apply knowledge and understanding of the pedagogies, concepts, substance, and structure of the content, appropriate to the teaching area and curriculum framework.
4. Use curriculum, assessment, and reporting knowledge to design a range of resources, including ICT, to engage students in their learning.
5. Personal and academic literacy.

Referencing Style

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

Submission

Online

Submission Instructions

Written assessment to be submitted online.

Learning Outcomes Assessed

- Plan effective learning sequences using appropriate content knowledge
- Plan effective learning sequences using knowledge of student learning to promote engagement
- Use curriculum, assessment and reporting knowledge to design learning sequences
- Apply knowledge and understanding of the concepts, substance and structure of the content and teaching strategies appropriate to the teaching area and curriculum framework
- Apply constructive feedback to improve professional practice and student learning outcomes

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

2 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

Undertake a supervised placement in a secondary school setting as detailed below and complete all tasks outlined in the Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet. The placement will be organised by the relevant University Professional Practice staff member on each campus and consist of:

- 15 day assessable block (7th - 25th October 2024).

During the block placements, pre-service teachers are expected to build on their level of engagement in the day-to-day organisation and management of teaching and learning.

There are weekly tutorials conducted during weeks 1-12. Attendance is required at 80% of the scheduled classes. Failure to attend may result in discontinuation through to the assessable block placement.

An up-to-date working portfolio must be maintained throughout the placement to record all planning, teaching, assessment, evaluation and reflection undertaken. Daily critical reflection should focus on new professional learning in relation to the teacher's professional role and responsibilities; discipline-specific teaching and learning strategies and classroom practices; and identify links to the Australian Professional Standards for Teachers (Graduate Career Stage). At the end of week one of the block placement students should synthesise feedback and self-evaluation to construct a detailed plan for professional development through the remainder of the placement. This plan must be submitted to the supervising teacher for feedback and negotiation of the student's professional learning experiences for the remainder of the placement.

Assessment for this task will be completed by supervising teachers using the formats for reporting included in the Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.

Full details of specific tasks for this placement are outlined in the Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.

Assessment Due Date

The final report will be signed and submitted by the Supervising Teacher and Pre-Service Teacher upon the date of practicum completion, as per the Professional Practice Calendar (unless a variation of dates has been approved).

Return Date to Students

The final report will be signed by the University Coordinator after signatures from the Supervising Teacher and Pre-

Service Teacher are complete.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

As per the Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.

Referencing Style

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

Submission

Online

Submission Instructions

Submission to Moodle and submission to Sonia online.

Learning Outcomes Assessed

- Plan effective learning sequences using appropriate content knowledge
- Plan effective learning sequences using knowledge of student learning to promote engagement
- Use curriculum, assessment and reporting knowledge to design learning sequences
- Apply knowledge and understanding of the concepts, substance and structure of the content and teaching strategies appropriate to the teaching area and curriculum framework
- Reflect critically on professional practice outlining strengths and professional challenges
- Apply constructive feedback to improve professional practice and student learning outcomes
- Use the Australian Professional Standards for Teachers to monitor learning and improve professional practice in response to feedback, self-evaluation and reflection.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

3 Portfolio

Assessment Type

Portfolio

Task Description

This task will further develop the learnings from the Portfolio you began in Professional Practice 1.

This assessment is to be submitted no later than one week after the conclusion of your placement for Professional Practice 2. For most students (unless a variation of dates for PP2 has

been approved by the Professional Experience Office) the **AT3 Portfolio submission due date is:**

Friday November 1st 2024, 11:45pm.

The focus for the Portfolio for PP2 is on the work you have done in this unit and in the classroom, and your development of the skills and knowledge featured in Australian Professional Standards for Teachers (Standards 2 and 3). Standard 2 refers to how you demonstrate that ***you know the content and how to use it***, while Standard 3 focuses on ***your understanding of the roles and responsibilities of teachers in planning for an implementing effective learning and teaching***. You are going to reflect on the work you did in your 15 day assessable block placement in planning and implementing **a sequence of lessons in one of your two focus classes**.

Part A: Artefacts from a sequence of lessons

From the artefacts you prepared for this sequence of lessons, add to your Portfolio the following:

- a) A copy of *at least 3 sequential lessons* that you planned and implemented in one class. Choose lessons that scaffolded knowledge and understanding students needed to demonstrate their learning either in a formative task, or in a final summative task (these 3 lessons might not constitute the full range of lessons used to prepare the task).
- b) The range of resources that you produced to use in the three lessons.
- c) Your own evaluations of the implemented lessons (these will include annotations and notes recorded after the lesson).
- d) Copies of classroom observations for these lessons completed by the supervising teacher.
- e) A sample of student profiles and a copy of the classroom management plan.
- f) Samples of student work that provide evidence of how you scaffolded students' knowledge and understanding.

Note: You must ensure that all details of the learners and the school are removed, therefore, learner profiles and work samples must be de-identified prior to submission.

PART B: Evaluation

Referring to the artefacts you have included in your Portfolio, write an evaluation of your teaching practice. Make explicit links between the evidence of your practice as shown in your portfolio and your engagement with Professional Standards.

Your evaluation should be 1000-1200 words in length and should include a reflection on the following questions:

- How did your understanding of the curriculum demands of your teaching area determine the types of teaching strategies you employed in your classroom?
- How did your understanding of the nature and characteristics of middle phase learners influence the approaches you took to classroom management? In turn, how did your classroom management techniques influence your pedagogy? Use the profile and the classroom management plan as evidence in your discussion. Describe the model/s of discipline that most informed your work.
- How did you go about planning to meet the needs of diverse learners in your classroom? How did you identify their needs, and then adjust your teaching strategies and resources to suit?
- What impact did you have on student achievement during your block placement? Discuss how your selection of curriculum and teaching strategies has made an impact on student achievement.
- How did your lesson evaluations and supervising teacher feedback influence your planning of subsequent lessons? Provide specific examples of how you improved your practice during PP2.
- Describe the growth that has occurred in your practice from PP1 to PP2 and identify at least 3 goals for future teaching practicums in relation to each of Standards 2 and 3.

The Portfolio is to be uploaded as a word document by the submission due date.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment

Word count: 1200 words maximum [Part B Evaluation]. No maximum word count for PART A

WORD COUNT for written assignments: The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations

Assessment Due Date

Submission will be due within one week of completing the scheduled 15 day assessable block placement.

Return Date to Students

Feedback on the final assessment task will be provided following moderation.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

1. Identify and plan professional learning needs to implement effective classroom teaching and learning
2. Engage in professional learning, and with colleagues, to evaluate and improve teaching practice and classroom management
3. Apply knowledge of curriculum demands, characteristics of learners, resources and appropriate pedagogies to impact student learning
4. Personal and academic literacy

Referencing Style

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

Submission

Online

Submission Instructions

The Portfolio must be submitted online through Moodle.

Learning Outcomes Assessed

- Reflect critically on professional practice outlining strengths and professional challenges
- Apply constructive feedback to improve professional practice and student learning outcomes
- Use the Australian Professional Standards for Teachers to monitor learning and improve professional practice in response to feedback, self-evaluation and reflection.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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