EDFE13034 *Specialisation and Teaching in the Catholic School Community*
Term 2 - 2024

Profile information current as at 07/07/2025 07:40 am

All details in this unit profile for EDFE13034 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
This unit has the dual purpose of preparing you to apply content knowledge and pedagogical content knowledge in your area of primary specialisation while enhancing your religious literacy and understanding of both the knowledge components of the Catholic religion and its living components (or "practice") within broader Catholic communities. You will design teaching and learning experiences that develop general capabilities underpinning the Australian curriculum framework and have a positive impact on students' understanding of key curriculum concepts in an area of specialisation from your course of study. You will create resources that illustrate exemplary practice in classroom and remote learning contexts and share these resources in a community of practice that replicates the collaborative processes that underpin continuous improvement in the teaching profession. As a pre-service teacher in the Catholic strand of your course, you will collect evidence of your understanding of, and engagement with, the people, places, resources and language of Religious Education in contemporary Catholic school settings. In preparation for employment interviews in the Catholic Education system, you will develop a portfolio that incorporates a personal professional philosophy expressing your understanding of your role in Catholic schools as places of learning and your responsibilities for engagement with faith communities that value and practice social justice principles as a way of expressing and living out Christian beliefs.

Details
Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Students enrol in this unit concurrently with EDFE14021 so that a context is created for the completion of the practical assessment.
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

- Online

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. **Practical Assessment**
Weighting: 50%
2. **Portfolio**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

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 email

Feedback
Tasks were practical and explained in detail

Recommendation
Maintain current assessment tasks

Unit Learning Outcomes

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

1. Interpret and evaluate local documents and different approaches to teaching religion in contemporary Catholic schools
2. Analyse the relationships, roles and responsibilities of various stakeholders in defining the nature and purpose of religious education in Catholic schools
3. Reflect on practice to validate a personal professional philosophy as a future teacher in the Catholic schooling system
4. Analyse curriculum to plan lessons and learning sequences that reflect the content, substance and structure of a learning area or discipline
5. Design teaching and learning resources using knowledge of learning theory, content knowledge and pedagogical content knowledge for a specialised curriculum learning area
6. Apply communication skills that support understanding of curriculum concepts for students with a diverse range of characteristics and abilities
7. Participate in evaluation and feedback processes to improve teaching practice and student learning outcomes.

This unit meets the requirements of the updated Program Standards for Accreditation of initial teacher education courses in Australia. The practical assessment task and the eportfolio task provide opportunities for students to collect evidence of the achievement of all focus areas of the Australian Professional Standards for Teachers (Graduate Level). In addition, this units meets the curriculum requirements for accreditation to teach in Catholic schools and to teach Religious Education in the Catholic system in all Australian Dioceses.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Practical Assessment - 50%				●	●	●	●
2 - Portfolio - 50%	●	●	●				●

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 - Practical Assessment - 50%	•	•	•		•	•	•	•	•	
2 - Portfolio - 50%	•	•	•	•	•	•	•	•		

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

Alytia Brown Unit Coordinator
a.brown2@cqu.edu.au
Kerry Aprile Unit Coordinator
k.aprile@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Primary/Early Childhood Specialisation Focus • Expert content knowledge and pedagogical content knowledge • Planning for highly effective classroom practice • Connecting with learners in class and remote learning contexts • Planning a professional development session • Feedback and evaluating teaching practice **Catholic Education Strand Content Overview** Topic 1: What makes us Catholic? • Catholic Identity • Catholic schools and a Catholic way of seeing the world Topic 2: Church documents on Catholic education Topic 3: Engagement with Catholic school communities • Catholic School Identity • What is Catholic school identity • Life on the frontier • Catholic pedagogy - witness, specialist and moderator Topic 4: Enhancing Catholic school identity • Post critical belief scale • The Melbourne scale • The Victoria scale • Recontextualisation		Please note that all topics for this unit are covered in the intensive schedule completed prior to the commencement of the Professional Practice 4 placement. The timetable schedules separate zoom tutorials for both the Specialisation focus (Weeks 1 - 3 only) and the Catholic Education content (Weeks 1 - 5). See the Virtual Classroom tile on Moodle to access tutorials.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Specialisation task - Professional Resource Package Due: Week 5 Thursday (8 Aug 2024) 11:45 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Collection of evidence and critical reflection Due: Week 11 Monday (23 Sept 2024) 11:45 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

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 Specialisation task - Professional Resource Package

Assessment Type
Practical Assessment

Task Description
You will create a Professional Resource Package modelling highly effective teaching practice that draws on the content knowledge and pedagogical content knowledge that you have developed in your area of specialisation. This package could be used by teachers in classroom contexts or parents/carers who are supporting students in remote learning contexts.
The Professional Resource Package contains four parts as outlined below. You must complete all parts of the task and submit all required documentation as outlined in each part below for final assessment.

Part 1: Preparation of a Professional Resource Package
Select a grade of your choice from one of the approved specialist learning areas for your course. These areas are English, Mathematics or Science if you are enrolled in CC12 Bachelor of Education (Primary) or English if you are enrolled in CC14 Bachelor of Education (Early Childhood).
Part 1 (a)

- Create a learning sequence (approximately 5 lessons) that develops knowledge, understanding and skills of the learning area content that students must learn to complete a meaningful summative task.
- Create a brief written overview of the learning sequence that records the curriculum intent (Content Descriptions

and Year Level Achievement Standard); proposed teaching and learning; and assessment.
- Select a concept from the learning sequence that is challenging for students to learn. Within the written overview, identify where in the sequence of lessons the challenging concept would be introduced to support students to complete a meaningful summative task.
- Create a video resource (no more than 6 minutes in length), targeted at students, that could be played in a classroom or online learning environment to support students' understanding and application of the concept for meaningful purposes.

In the design of all aspects of Part 1(a), you will need to consider how to make the learning accessible to students from a wider range of abilities and backgrounds.

Part 1 (b)

- Identify and select a lesson from the learning sequence you have created in Part 1(a).
- Create a lesson plan and associated resources to demonstrate how you would teach the selected lesson.
- Use your lesson plan to write a script that illustrates how the lesson would be implemented with learners to support their engagement in the planned activities and their achievement of the intended learning goal.

What to submit for Part 1:

- A brief written overview of the lesson sequence
- Video file of the challenging/difficult concept
- Lesson plan PLUS all resources that are part of the lesson plan
- Script

Part 2: Explaining how to use the Professional Resource Package

Create a Professional Development PowerPoint Presentation with notes pages or voiceover that explains how teachers can use the Professional Resource Package you have created in Part 1a and 1b. The presentation must include the following features:

· Explanation of why the learning is important for students in the chosen year level
· Identification of common misconceptions or challenges that present barriers to learning for some students
· Key features of the teaching strategies you have modelled that promote the ways of working in your specialisation and/or have a positive impact on student learning
· Terminology that is important to use to support student understanding and achievement of learning intentions
· Examples of questions that can be used to check for understanding
· Examples of expected student responses to activities included in the lesson
· Suggestions for follow-up activities that provide meaningful opportunities for students to apply/practise the knowledge and skills that are the focus of the intended learning

What to submit for Part 2: A copy of the Professional Development PowerPoint presentation. (Please also ensure that you submit the sound file if using voiceover).

Part 3: Evaluation of the presentation

You will create an evaluation sheet seeking feedback on specific aspects of your resources; for example, the design of the resources, delivery of the content, selection of teaching strategies, fitness for purpose in meeting the needs of an intended audience.

You will work with a teaching colleague or peer for the purposes of evaluation and feedback on the Professional Resource Package you created in Part 1(a), Part 1(b) and Part 2.

What to submit for Part 3:

A copy of a completed evaluation sheet showing the feedback you received from a peer. (The evaluation sheet should include the questions you posed for seeking feedback on your resources/presentation.)

Part 4: Reflection on the feedback received in Part 3

For this part of the task, you will write a brief reflection of no more than 500 words addressing the feedback that you received in Part 3. Your reflection should defend and justify teaching strategies that you believe will have a positive impact on student learning and identify any adjustments or changes you would make to either the presentation or the resources in response to feedback.

What to submit for Part 4:

The written reflection and reference page.

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.

Assessment Due Date
Week 5 Thursday (8 Aug 2024) 11:45 pm AEST

Return Date to Students

The task will be returned following moderation.

Weighting
50%

Assessment Criteria
Alignment between planning, teaching and learning and curriculum intent
Evidence of content knowledge and pedagogical content knowledge in an area of curriculum specialisation
Explanation and justification of planning and teaching decisions
Critical reflection on the impact of teaching practice on student learning

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Analyse curriculum to plan lessons and learning sequences that reflect the content, substance and structure of a learning area or discipline
- Design teaching and learning resources using knowledge of learning theory, content knowledge and pedagogical content knowledge for a specialised curriculum learning area
- Apply communication skills that support understanding of curriculum concepts for students with a diverse range of characteristics and abilities
- Participate in evaluation and feedback processes to improve teaching practice and student learning outcomes.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Collection of evidence and critical reflection

Assessment Type
Portfolio

Task Description
This task contains two parts: Part A and Part B as described below. You must complete both parts of the task.
Part A: Throughout the period of your final professional experience placement of PP4, collect evidence that illustrates your understanding of the defining features of Catholic schools.
The evidence you select should demonstrate your knowledge of Church and local documents related to teaching Religion as well as highlight the ways in which the nature and purpose of Religious Education as outlined in the Teaching and Learning Framework (Rockhampton Diocese) are enacted and made visible at your placement school.
Suitable evidence could include images, photographs of icons, extracts from the school mission statement as well as records of staff meetings, professional development sessions, observation notes from school liturgies and other school / community practices and experiences, or interviews and discussions with key staff involved in the design and delivery of religious education (e.g. the APRE).
Write a brief annotation of no more than 25 words for each piece of evidence you have selected that explains how it contributes to your understanding of the roles and responsibilities of teachers

in Catholic schools.

Your selected artefacts should be organised and presented **as a single file** (e.g. document in word or pdf format, PowerPoint, or any other suitable electronic format)

Part B

Maurice Ryan (1997, p. 2) in "Foundations of Religious Education in Catholic Schools" poses the question: "Is the (Catholic) school meant to be a place of nurture for people in the Christian faith, or is it meant to teach an understanding of Christianity in particular and religion in general?"

Write a critical reflection that explains and evaluates your understanding of the role and responsibilities of teachers in the Catholic Education system. Your reflection should be written to include your emerging personal professional philosophy as a future teacher within this system.

The reflection should answer / respond to the question framed by Ryan **and make specific reference to the evidence you have included in Part A and the guidance provided for teachers in the Teaching and Learning Framework and Church documents that shape the identity and purpose of contemporary Catholic schools.**

Length: Word limits do not apply to the collection of evidence given the multimodal format. Annotations should be no more than 25 words for each piece of evidence included.

The reflection should be 1000 words in length.

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.

Assessment Due Date

Week 11 Monday (23 Sept 2024) 11:45 pm AEST

Return Date to Students

Feedback on this task will be returned following moderation

Weighting

50%

Assessment Criteria

Understanding of teachers' professional roles in achieving the purposes of Catholic education (APST 6.4, 7.1)

Knowledge of human, physical and information resources and networks that support teachers' professional learning and contribute to improved teaching practice and engagement with Catholic school communities (APST 6.2, 7.2, 7.3, 7.4)

Critical reflection on the ethical, institutional, collegial and community responsibilities of teachers in the Catholic schooling system (APST 6.3, 7.1, 7.2, 7.4)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Interpret and evaluate local documents and different approaches to teaching religion in contemporary Catholic schools
- Analyse the relationships, roles and responsibilities of various stakeholders in defining the nature and purpose of religious education in Catholic schools
- Reflect on practice to validate a personal professional philosophy as a future teacher in the Catholic schooling system
- Participate in evaluation and feedback processes to improve teaching practice and student learning outcomes.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- 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