

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# **EDFE20034 Professional Praxis 1: Understanding learning contexts**

## **Term 1 - 2025**

Profile information current as at 22/11/2024 09:31 pm

All details in this unit profile for EDFE20034 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

The stages of development, characteristics and backgrounds of children and young people have a significant impact on their participation and learning in early years settings and P-12 schools. In this unit, you will deepen your understanding of the teacher's role in responding to the diverse range of student learning needs through engagement with two distinct modules designed to encourage critical reflection on teaching practices that have a positive impact on student learning. In the first module, you will research and analyse socio-cultural definitions of literacy that recognise the multiple modes in which literacy practices are performed in the contemporary world and the multiple perspectives that affect learners' comprehension of, and communication through language as a result of their social and cultural backgrounds. You will apply this knowledge to an analysis of curriculum documents and construct a series of vignettes that illustrate and justify teaching approaches and learning activities that make the language and literacy demands of the curriculum accessible for all students. In the second module, you will be introduced to the Australian Professional Standards as a framework for describing quality teaching practice in the 21st century. You will also participate in a wider field experience to record observations and critically reflect on the ways in which learners' linguistic, cultural, religious and socioeconomic backgrounds and physical, social and intellectual stages of development affect their learning and engagement and influence teachers' curriculum decision-making.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for 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 1 - 2025

- Mixed Mode

### 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

Information for Class and Assessment Overview has not been released yet.

This information will be available on Monday 13 January 2025

## 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**

Volume of content

**Recommendation**

Distinguish between essential and recommended reading

## Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.

This information will be available on Monday 13 January 2025

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

Information for Alignment of Learning Outcomes, Assessment and Graduate Attributes has not been released yet.

This information will be available on Monday 13 January 2025

## Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 February 2025

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.