

In Progress

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



EDFE20035 Professional Praxis 2: Supportive Learning Environments

Term 2 - 2024

Profile information current as at 19/05/2024 06:17 am

All details in this unit profile for EDFE20035 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 develop practical knowledge of planning, teaching and assessment practices and strategies for establishing, managing and maintaining safe and supportive learning environments in preparation for a four-week block professional experience placement in an educational setting (a school setting for Master of Teaching Primary and Secondary and a kindergarten setting for Master of Teaching Early Childhood). During your placement, you will work under the direct supervision of an experienced teacher and complete the observation, reflection and practical teaching tasks outlined in the Information and Guidelines booklet for Professional Praxis 2. Throughout this unit, you will evaluate approaches to managing challenging behaviours and guiding on-task learning behaviour and apply your understanding of preventative, supportive and corrective management strategies and theories of motivation, relationship building and engagement to design a classroom management plan that supports the safety, inclusion and self-regulation of all learners. You will apply this knowledge during your placement to set learning goals that are responsive to student needs and to plan, teach, modify and assess student learning in lessons and learning sequences. Following the placement, you will evaluate the impact of your planning, teaching and management decisions on student learning and engagement through analysis of artefacts selected from your working portfolio, critical reflection on your teaching practice and feedback received during your placement using the Australian Professional Standards for Teachers (Graduate Level).

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite EDFE20034 Professional Praxis 1: Understanding learning contexts

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

- 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

Recommended Student Time Commitment

Each 6-credit Postgraduate 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

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

Tutorials need to make explicit links to placement requirements

Recommendation

Reinforce links between learning materials and placement requirements in each weekly tutorial

Feedback from SUTE

Feedback

More scaffolding of AT3

Recommendation

Include examples of evidence requirements for the AT3 portfolio task

Feedback from SUTE

Feedback

Improve feedback processes and assessment turnaround time

Recommendation

Provide constructive and timely feedback on assessment

Unit Learning Outcomes

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

1. Apply knowledge of student learning, curriculum content and effective teaching strategies to set learning goals, plan for, and teach lessons and learning sequences that support students across the full range of abilities
2. Evaluate approaches to classroom management, motivation and engagement to identify and apply strategies for managing challenging behaviours and supporting the learning, participation, well-being, and safety of students and the safe, responsible and ethical use of ICTs in educational settings
3. Apply preventative management skills to organise classroom activities and provide clear directions that promote on-task learning behaviour
4. Use assessment strategies for the purpose of collecting and interpreting data, providing feedback on student learning and modifying teaching practice
5. Reflect critically on enacted practice, feedback and student outcomes to explain and analyse the impact of teaching and planning decisions on student learning
6. Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation that improve teaching practice and student learning
7. Demonstrate professional responsibility through adherence to placement guidelines, codes of conduct and legislative, administrative and organisational policies and processes for teachers at the professional experience site.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.1 Physical, social and intellectual development and characteristics of students

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

3.6 Evaluate and improve teaching programs

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

5.4 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

7.2 Comply with legislative, administrative and organisational requirements

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 - Knowledge	○	○	○	○		○	○
2 - Communication	○	○	○	○	○	○	
3 - Cognitive, technical and creative skills	○	○		○	○	○	
4 - Research							
5 - Self-management	○	○	○	○	○	○	
6 - Ethical and Professional Responsibility	○	○	○	○	○	○	
7 - Leadership							
8 - Aboriginal and Torres Strait Islander Cultures							

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.