EDFE20035 *Professional Praxis 2: Supportive Learning Environments*
Term 2 - 2024

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
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](#).

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

― 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 - 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

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

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Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Defining Professional Experience: Pre-service teachers as professional learners	Ewing, R., Le Cornu, R., & Groundwater-Smith, S. (2015) Teaching challenges and dilemmas. Cengage. Chapter 7: Teacher as learner. Master of Teaching Professional Praxis Handbook Master of Teaching Professional Praxis 2 Information and Guidelines booklet	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Positive learning environments – theories, models and practices for on-task learning behaviour Teacher as communicator and relationship builder	Martella, R. C. (2012). *Comprehensive behavior management: individualized, classroom, and schoolwide approaches* (2nd ed.). Sage Publications. Chapter 1. Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2020). *Programming and planning in early childhood settings*. Cengage AU. Chapter9.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Preventative strategies for positive learning environments Essentials skills: preventative management strategies	McDonald, T. (2019). *Classroom management: Engaging students in learning* (3rd ed.). Oxford. Chapter 2. Porter, L. (2016). *Young children's behaviour* (4th ed.): Allen & Unwin Core learning component: Essential Skills for Classroom Management	Completion of the electronic form called "Student Placement and Confidentiality Agreement 2024" through SoniaOnline is due on Friday 26th July. **Please note: Failure to complete the form by the due date may result in the cancellation of your enrolment in this unit.**

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Managing challenging behaviour – Understanding antecedents Essential skills: supportive and corrective strategies	Core learning component: Essential Skills for Classroom Management	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Classroom Management/Environmental Plans: Planning strategies for positive learning environments	Queensland Government. Department of Education. (2022) *Responsible behaviour for learning.* Online resource. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*(3).	

Break Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Data-informed decision making – profiling, documenting learning and interpreting assessment	Howell, J. (2014). *Teaching and learning: Building effective pedagogies.* Oxford. Chapter 11.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Planning – Aligning curriculum, pedagogy and assessment The structure of a lesson	Howell, J. (2014). *Teaching and learning: Building effective pedagogies.* Oxford. Chapter 12. Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2020). *Programming and planning in early childhood settings.* Cengage AU. Chapter 7	**Response to scenario and mandatory pre-placement agreement** Due: Week 7 Monday (26 Aug 2024) 11:45 pm AEST

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Planning – incorporating management, teaching strategies and differentiation	Moodle resources	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation and reflection as input for planning	Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2020). *Programming and planning in early childhood settings.* Cengage AU. Chapter 8	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evidence of practice Preparation for block placement	Australian Professional Standards for Teachers	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 (Placement week 1) - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Praxis Placement - Week 1

Placement week 2 - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Praxis placement - Week 2 Please note that the public holiday for the King's birthday will be made up on October 28

Placement week 3 - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Praxis placement - Week 3

Placement Week 4 (Concluding date accounts for the public holiday in week 2) - 21 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Response to scenario and mandatory pre-placement agreement

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 will need to locate the form in the dropdown menu at the top of the Forms page and click the Add button to be able to edit the form.

You should respond to all statements and submit the form by the **due date (Friday, 26th July, 2024). Failure to submit the form by this date may result in cancellation of your enrolment in this unit.**

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 EDFE20035 Professional Praxis 2 through the link for submission of Assessment Task 1.

Response to Scenario Written Assessment - Assessment Task 1
The written assessment task builds your knowledge of practical strategies for creating and maintaining a safe, orderly learning environment. There are three parts to the task (Parts A, B and C) as outlined below. You must complete all parts of the task.

Part A
Access the Classroom Management Scenario and accompanying Responsible Behaviour Plan/Centre Policy relevant to your professional learning context (School or Kindergarten setting) on the Moodle site for this unit.

Prepare a written response that addresses steps 1 – 3 outlined below. The response for Part A should be no more than 1000 words.

1. What challenges to creating and maintaining safe and supportive learning environments are evident in the teaching and management practices illustrated in the scenario?
2. Propose two or more hypotheses to explain the causes or antecedents to the behaviours of learners described in the scenario and identify strategies that could be used to guide appropriate learning behaviour and support student engagement and motivation in the setting. Support your hypotheses and proposed solutions through reference to evidence-based practices for effective classroom management and theories of motivation and engagement for learning.
3. Discuss the impact of teacher expectations on student behaviour in the scenario and explain your understanding of ways in which whole school/centre policies and relationship-building contribute to positive behaviours for learning and safe supportive classroom environments.

Part B
Using the template provided, construct a classroom/environmental management plan that could be used to support the creation and maintenance of a safe and supportive learning environment for all learners in the classroom described in the scenario. Your plan should record the following:

- a brief statement of your personal philosophy of behaviour and learning referenced to relevant theory
- proposed classroom rules consistent with the principles and practices detailed in the sample school or centre policy that accompanies your selected scenario for Part A above
- Specific strategies for preventative, supportive and corrective behaviour management and identification of classroom routines to support student safety, wellbeing and safe and responsible use of ICTs. This section of the classroom/environmental management plan should include strategies you would embed within lessons and learning experiences to promote on-task learning behaviour, strategies for managing movement, transitions and the distribution and use of resources, and ICTs and learning materials to create an orderly well-organised learning environment. Your plan should clearly indicate when and how you will respond to off-task or challenging behaviour with strategies that reduce escalation and disruption to the learning.

Part C
In no more than 1000 words (maximum), write a justification of your classroom/environmental management plan that includes:

1. Evidence of alignment with the sample school/centre policy provided
2. Explanation of the influence of the selected strategies on student behaviour and the creation of a positive and supportive learning environment that encourages the participation and learning of all students
3. Justification of your approach to identifying and responding to challenging behaviours

The written statement for Part C must refer to discipline, behaviour/classroom management and engagement theories and other relevant research on strategies for creating a safe, supportive and inclusive classroom environment for learners at the focus stage of development (early childhood, primary school-aged, adolescent or junior secondary school-aged) in order to justify your point of view.

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 7 Monday (26 Aug 2024) 11:45 pm AEST

Return Date to Students

Feedback on this task will be returned following moderation and in sufficient time to inform preparation for Assessment Task 2

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Analysis of behaviour antecedents and strategies for creating and maintaining safe, supportive learning environments
Knowledge and understanding of practical strategies for classroom organisation and management and the safe and responsible use of ICTs
Application of whole school approaches to behaviour and classroom management
Understanding of the teacher's role in creating a safe, supportive and inclusive learning environment

Knowledge and understanding of essential skills for classroom management and their impact on student learning
Professional levels of personal literacy and referencing

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload the task through the link for Assessment Task 1. A copy of the completed Student Placement and Confidentiality Agreement should be included as an appendix to your submission.

Learning Outcomes Assessed

- 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

2 Professional Practice Placement

Assessment Type
Professional Practice Placement

Task Description
You will complete a 20 day placement structured as a 4 week continuous block in a school (Primary & Secondary) or kindergarten (Early Childhood) under the mentorship of a supervising teacher and complete set tasks for this placement as outlined in the relevant Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.
The placement will be organised by the relevant WIL Placement Officer within the Professional Experience Office.
Throughout the placement, you will build your level of engagement in the day-to-day organisation and management of teaching and learning to include planning and delivery of at least one learning **sequence** leading to assessment of student learning in a culminating task.
An up-to-date working portfolio must be maintained throughout the placement to record all planning, teaching, assessment, evaluation and reflection tasks undertaken.
Your daily critical reflection will be framed by a series of self-devised questions that examine the nature of ethical practice in diverse educational settings and that evaluate your teaching practice, feedback and professional learning by making explicit links to the Australian Professional Standards for Teachers (Graduate Career Stage).
Assessment for this task will be completed by supervising teachers using an electronic report with the same standards and criteria as the sample report shown 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 placement is completed as scheduled on the approved Professional Praxis Calendar.

Return Date to Students

Feedback on this assessment task will be provided by the supervising teacher on CQUniversity's electronic report. Final signed copies of the report will be available to students via Sonia Online

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Assessment criteria are outlined in detail in the Professional Praxis 2 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

The final summative report will be completed in electronic form and signed and submitted through SoniaOnline not through Moodle

Learning Outcomes Assessed

- 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
- 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
- Apply preventative management skills to organise classroom activities and provide clear directions that promote on-task learning behaviour
- Use assessment strategies for the purpose of collecting and interpreting data, providing feedback on student learning and modifying teaching practice
- Reflect critically on enacted practice, feedback and student outcomes to explain and analyse the impact of teaching and planning decisions on student learning
- 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
- 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.

3 Portfolio: Impact of practice on student learning

Assessment Type
Portfolio

Task Description
This task contains two parts **(Part A and Part B)** as outlined below. You must complete both parts of the task.

Part A: Evidence and commentary
In this section of the task, you will select artefacts (samples of evidence) from the working portfolio that you maintained throughout your professional experience placement to describe and explain your teaching practice and analyse the impact of this practice on student learning.

The artefacts that you select should be **annotated** to identify the ways in which they exemplify each of the four practices outlined below. The selected examples should be **embedded** within a commentary of **no more than 250 words for each practice** that responds to the guiding self-reflection statements provided.

Practice 1: Planning
Using excerpts of your planning and teaching from a learning sequence implemented during your placement (and other artefacts where relevant), explain how you:

- planned for alignment between curriculum, teaching and learning, and assessment in the sequence of lessons or learning experiences
- collected assessment and/or profiling information on students' learning needs and prior knowledge of the content of the learning sequence to inform your planning
- set learning goals and planned instructional steps throughout the lessons to cater for learners with different abilities and characteristics

Practice 2: Teaching
Using selected artefacts (e.g. excerpts or examples from lessons you planned and taught during the placement), describe and explain how you:

- used a range of teaching strategies to scaffold learning and support student engagement
- selected and used resources, including ICTs, to support engagement and learning
- reflected on the impact of your planning decisions on student learning to make 'in the moment' adjustments to lessons or learning experiences and plan for 'next steps' teaching throughout the learning sequence (i.e. What changes did you make to your planned lessons during teaching and why did you make these changes? How did you use information from one or more lessons in the sequence to adapt or modify follow-up lessons?)

Practice 3: Assessing and recording learning

Using selected artefacts (e.g. samples of student work, examples of formative assessment or checks for learning in lessons, lesson reflections, records of student responses to questioning, etc), explain how you:

- embedded checks for learning or formative assessment strategies into your planning and teaching to monitor student learning
- interpreted data and assessment information to adjust or modify lessons to improve learning outcomes for students of different abilities and characteristics
- provided feedback to students on their progress and achievement of learning goals

Practice 4: Managing the learning environment
Using artefacts from your placement (e.g. classroom management plan, excerpts from lesson plans or reflections, supervising teacher feedback, etc), explain how you:

- used classroom rules, routines and strategies that supported the inclusive participation and engagement of all students to create a safe, supportive and organised classroom environment
- established expectations and provided clear direction to students about their learning and participation in classroom activities
- used strategies to support student safety and well-being and respond to off-task or challenging behaviours

Part B: Reflection on teaching practice and its impact on student learning
In this part of the task, you will write a reflective statement that evaluates your current progress towards demonstrating the Australian Professional Standards for Teachers (Graduate career stage) and identifies professional learning needs and sources of professional learning that you will use to improve your practice and have a positive impact on student learning.
The statement should be no more than **750 words in length** and must make specific reference to focus areas of the Standards, your own self-evaluation and feedback received throughout your placement. Structure your reflection to evaluate the following areas:

- Your current strengths. (Discussion of your strengths could include strategies that worked well during your placement and confirm why these strategies were effective in promoting student learning and engagement)
- Aspects of your practice that are in need of improvement. (This aspect could outline changes you would make to classroom management and/or the planning, teaching and assessment processes described in Part A to improve student learning.)
- Strategies and sources of professional learning that will help you to enhance your current strengths and address the professional learning needs you have identified throughout your reflective statement.

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

The portfolio is due one week after completion of the placement for Professional Praxis 2.

Return Date to Students

Feedback on this task will be returned following moderation.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Use of teaching strategies and resources that engage students and support learning
Knowledge of assessment strategies for giving feedback, monitoring student learning and modifying teaching practice
Knowledge and understanding of classroom management strategies that create and maintain safe, supportive learning environments
Critical reflection on teaching practice and the implications for student learning
Use of standards, self-evaluation and feedback to identify professional learning strengths and needs and sources of professional learning to improve practice
Personal and academic literacy

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload the task as a single file to the link for Assessment Task 3

Learning Outcomes Assessed

- 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
- 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
- Use assessment strategies for the purpose of collecting and interpreting data, providing feedback on student learning and modifying teaching practice
- Reflect critically on enacted practice, feedback and student outcomes to explain and analyse the impact of teaching and planning decisions on student learning
- 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

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