



# **EDFE11038 *Professional Practice 1 - Introduction to Teaching***

## **Term 2 - 2018**

Profile information current as at 29/04/2024 08:24 pm

All details in this unit profile for EDFE11038 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 Professional Practice 1 you will be introduced to the teaching profession and work-integrated learning in school settings through tutorial workshops and a school placement comprising 20 days of practical experience under the guidance of a supervising teacher. Placements take the form of 5 non-assessable contextual days and 5 assessable day visits throughout the term, followed by a 2-week block period of assessable practice at the end of the term. During the placement, you will apply knowledge gained throughout the first year to practise the skills of planning, teaching, managing the learning environment, and assessing and recording student learning. You will be assessed against the relevant focus areas of the Australian Professional Standards for Teachers by your supervising teacher/s. You will maintain professional records of your practice in the form of a working portfolio and compile evidence of your demonstration of aspects of the Standards in an e-portfolio. A major emphasis of this course is the development of the disposition for ongoing professional learning through reflection on the professional role and responsibilities of teachers and evaluation of effective teaching practice to improve student learning.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must have successfully completed at least three first year units in the Bachelor of Education course in which they are enrolled to be eligible for enrolment in this unit and placement in an educational setting for completion of the practical component.

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 - 2018

- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Rockhampton
- Townsville

### 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 evaluation

##### **Feedback**

Highlight resources for the ePortfolio earlier in the unit.

##### **Recommendation**

The materials and links for the ePortfolio will be incorporated in the assessment task description.

## Unit Learning Outcomes

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

1. Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector.
2. Collect and organise profiling data on individual strengths, interests and learning needs across a range of domains.
3. Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour.
4. Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning.
5. Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways.
6. Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences.
7. Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

Learning outcomes for the unit Professional Practice 1 - Introduction to Teaching explicitly reflect the knowledge and understanding of the three domains of the Australian Professional Standards for Teachers at a level suitable for first year pre-service teachers. In addition, the unit learning outcomes promote understanding of the complex nature of teaching in diverse settings and the application of reflection processes essential for engaging in a cycle of continuous professional learning to improve practice. Competency elements from the Diploma of Early Childhood Education and Care are also embedded in this unit and demonstrated through practice in an authentic setting. The assessment reports for the professional practice placement should be retained by pre-service teachers for inclusion in a professional portfolio for employment interviews and selected artefacts from the working portfolio maintained throughout the placement should be added to an e-portfolio which has a focus on evidence of standards and the identification of professional learning needs.

## 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	•	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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

EDFE11038

#### Prescribed

##### Teaching: Making a Difference

Edition: 3rd (2016)

Authors: Churchill, Godinho, Johnson, Keddie, Letts, Lowe, Mackay, McGill, Moss, Nagel, Shaw, Ferguson, Nicholson & Vick

Wiley

Milton, Queensland, Australia

ISBN: 9780730315452

Binding: Paperback

#### Additional Textbook Information

This text is utilised in several other first year units and previous editions of the text are suitable for use.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- iTunes account for your ePortfolio

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Angelina Ambrosetti** Unit Coordinator  
[a.ambrosetti@cqu.edu.au](mailto:a.ambrosetti@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Expectations, Professional Conduct and the Australian Professional Standards for Teachers	1. Professional Practice Handbook 2. Professional Practice 1 Information and Guidelines for the Supervision and Assessment of Pre-service Teachers	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Art of Observing and Reflecting	Churchill et al. text - Chapter 13	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: The Teaching and Learning Cycle	Churchill et al. text - Chapter 7	Contextual day visit (1)

**Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: The Curriculum	Churchill et al.text - Chapter 6	Contextual day visit (2)

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Lesson planning (part 1)	1. Churchill et al. text - pp. 220-226 2. CRO - Clarke and Pittway pp.149-165 3. CRO - Fetherston pp. 78-102	Contextual day visit (3)

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Contextual day visit (4)

**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Lesson planning (part 2)	CRO - Fetherston pp. 257 -281	Contextual day visit (5)

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Assessing Learning	Churchill et al. text - pp. 422-428	Assessable day visit (6)  <b>Observation, Analysis and Planning</b> Due: Week 7 Friday (31 Aug 2018) 11:45 pm AEST

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Managing the Learning Environment:	1. CRO - Spooner-Lane pp.19-36 2. Churchill et al. text - pp. 356 - 385	Assessable day visit (7)

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Managing the Learning Environment	1. Churchill et al. text - pp. 385 - 411 2. CRO - Brady pp.13-20	Assessable day visit (8)

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Professional Standards for Teachers	AITSL website <a href="https://www.aitsl.edu.au/australian-professional-standards-for-teachers">https://www.aitsl.edu.au/australian-professional-standards-for-teachers</a>	Assessable day visit (9)

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Professional Standards for Teachers and the ePortfolio	AITSL website <a href="https://www.aitsl.edu.au/australian-professional-standards-for-teachers">https://www.aitsl.edu.au/australian-professional-standards-for-teachers</a>	

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The two week block	1. Professional Practice Handbook 2. Professional Practice 1 Information and Guidelines for the Supervision and Assessment of Pre-service Teachers	

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Assessable day visit (10) The two week continuous block begins on October 15.

## Term Specific Information

Please ensure that you follow the Professional Practice calendar as per the scheduling of the day visits and the two-week continuous block. Any adjustments to the schedule require permission from the unit coordinator or the Academic Director of Professional Practice.

## Assessment Tasks

### 1 Observation, Analysis and Planning

**Assessment Type**

Written Assessment

**Task Description****Task Description**

**Part A:** Choose a lesson taught by your supervising teacher that you have observed during your daily visits and record the following information on the observation template provided for this assessment task (found on the PP1 Moodle site):

- What was the learning goal of the lesson?
- How did the teacher introduce the lesson and make the purpose of the intended learning clear to students?
- What strategies or activities did the teacher use to help students understand the content or practice the skills that were the focus of learning?
- How did the teacher finish the lesson and check for student understanding or achievement of the learning goal?

**Part B:** Based on the lesson you have observed (and used for Part A), imagine that your supervising teacher has identified a small group of students who did not achieve the intended learning goal. Your supervising teacher asks you to plan and implement a follow-up lesson to reteach the knowledge or skills that were the focus of learning. Use the lesson plan template to clearly identify the learning goal for your follow-up lesson and outline the instructional steps you would follow to teach the content to the small group of students that the supervising teacher has identified.

Your lesson must include an introduction, body and conclusion where you plan to:

- (a) clearly state the purpose of the lesson,
- (b) reteach the content and provide opportunities for students to practice or use the knowledge they have learnt; and
- (c) summarise the learning and check for students' understanding and achievement of the lesson's goal.

Write a 500-word justification that:

- explains why you think your teaching strategies will have an impact on student learning and how you will know if you have been successful in achieving the lesson's goal.
- explains the learning you have engaged in throughout this task.

Ensure that you use the PP1 unit readings to reference your justification (approximately 2-3 references).

Upload your observation, lesson plan and 500-word justification into the assessment task 1 link on Moodle.

**NOTE:** This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers in authentic professional learning contexts. The task demonstrates evidence of working towards the focus areas of 1.2, 2.3, 3.3, 6.1 and 6.4.

**Assessment Due Date**

Week 7 Friday (31 Aug 2018) 11:45 pm AEST

**Return Date to Students**

Feedback on this assessment task will be returned following moderation and in sufficient time to inform students for preparation for Assessment Tasks 2 and 3.

**Weighting**

Pass/Fail



**Minimum mark or grade**

Pass

**Assessment Criteria**

1. Identification of strategies that impact on student learning and engagement (APST 1.2,
2. Knowledge and application of key components of lesson planning that organise teaching and learning activities into a logical sequence (APST 2.3, 3.3)
3. Knowledge of and links to strategies for assessing and monitoring student learning (APST 2.3)
4. Capacity to reflect in order to develop professional knowledge (APST 6.1 and 6.4)
4. Personal and academic literacy

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour.
- Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning.
- Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways.
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

**Graduate Attributes**

- Communication
- Critical Thinking

## 2 Professional Placement

**Assessment Type**

Professional Practice Placement

**Task Description**

Undertake a 20 day supervised placement in a school setting as detailed below and complete all tasks outlined in the Information and Guidelines Booklet for Professional Practice 1. The placement consists of:

- 5 contextual days (non-assessable - completed one day per week as per the schedule)
- 5 assessable days (assessable days - completed one day per week as per the schedule)
- 10 day continuous assessable block

You are also required to keep an up-to-date working portfolio which records all observations, reflections and planning - this must be maintained throughout the placement. At the end of Week 1 (of the two-week continuous block), an Interim Report will be completed by the Supervising Teacher to identify progress towards demonstrating the identified aspects of the Australian Professional Standards for Teachers. Based on the Interim Report, pre-service teachers will outline a minimum of 2 professional goals to be achieved by the end of the final week of the block.

The final summative report will be completed by the Supervising Teacher on the final day of the two-week continuous block.

The pre-service teacher is required to upload the signed final report, along with the attendance record into the assessment link for Task 2.

**NOTE:** This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers in authentic professional learning contexts. The task demonstrates evidence of working towards the focus areas of 1.1, 1.3, 1.5, 2.2, 3.1, 3.3, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.4, 6.1, 6.3 and 7.1.

**Assessment Due Date**

On completion of the two week block.

**Return Date to Students**

Feedback on this assessment will be provided by the Supervising Teacher using the reporting documents for Professional Practice 1.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

Assessment criteria are outlined in detail in the Information and Reporting booklet and are drawn from the Australian Professional Standards for Teachers (Graduate Level).

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

The pre-service teacher must upload the final summative report into the Assessment Task 2 Moodle link. The report must be signed by the Supervising Teacher, the Site Coordinator and the Pre-service Teacher. The University Coordinator will finalise the placement result once the ePortfolio task is marked.

**Learning Outcomes Assessed**

- Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector.
- Collect and organise profiling data on individual strengths, interests and learning needs across a range of domains.
- Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour.
- Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning.
- Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways.
- Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences.
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

**Graduate Attributes**

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

### 3 ePortfolio - Written commentary and evidence

**Assessment Type**

Portfolio

**Task Description****Task Description**

You are required to select examples from the planning, teaching and assessment tasks you completed during your placement for the purpose of evaluating your classroom practice and the impact your decisions had on student learning. Your selected artefacts should include the following:

- A sequence of two lesson plans on the same topic, concept or skill. The sequence of lessons can come from any learning area and maybe for a small group or whole class.
- A sample of students' work from the lessons you have selected that shows whether the students met the intended learning goals. Samples may include worksheets, tasks completed by the learners or records of learners' responses to questions you used to check for learning.
- Copies of classroom observations completed by your supervising teacher at least one of which should be related to the lesson plans you have chosen for analysis.

Write a commentary on your selected artefacts that responds to the following questions. Your commentary should make explicit links to the Australian Professional Standards for Teachers that you have engaged with to plan, teach and assess

student learning in your chosen lessons and should be no more than 800 words in length. Your commentary should be referenced using the unit readings from the PP1 Moodle site. Use the following questions to guide your commentary:

- What knowledge, understanding and skills were the focus of teaching and learning in your lessons?
- How did you sequence the instructional steps in your lessons to support students' understanding and demonstration of the intended learning goals?
- What strategies did you use to check for understanding? Did these strategies provide you with enough information to know whether the learning goals had been met?
- What evidence do the work samples show of student learning and achievement?
- How did you use the assessment information from lesson 1 to plan for the follow-up lesson in the sequence?
- What would you change or do differently next time to enhance your teaching practice and improve student learning?

This assessment task is to be submitted no later than one week after the conclusion of your placement for Professional Practice 1.

The portfolio will be created using iTunes U. Instructions regarding iTunesU will be located on the PP1Moodle website. You will upload a word document to the link for Assessment Task 3 on Moodle with your iTunesU enrolment code so that your lecturer can view and mark your ePortfolio.

**NOTE:** This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers in authentic professional learning contexts. The task demonstrates evidence of working towards the focus areas of 6.1 and 6.2, as well as 2.3 and 3.2.

### **Assessment Due Date**

One week after the completion of the 2 week block - November 2, 2018

### **Return Date to Students**

Feedback on the final assessment task will be provided via the criteria sheet following moderation and certification of grades.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

Pass

### **Assessment Criteria**

1. Knowledge and understanding of the Standards as a framework for evaluating teaching practice (APST 6.1, 6.2)
2. Knowledge and understanding of the relationship between learning goals, teaching and learning and assessment (APST 2.3, 3.2)
3. Application of assessment information in future planning (APST 2.3)
4. Evaluation of teaching practice and identification of strategies to improve student learning (APST 6.2)
5. Personal and academic literacy

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Upload a word document with your name, student number and your iTunes U enrolment code.

### **Learning Outcomes Assessed**

- Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences.
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Technology Competence

## 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