



EDFE11038 *Professional Practice 1 - Introduction to Teaching*

Term 2 - 2022

Profile information current as at 03/05/2024 02:27 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 educational settings through tutorial workshops and a placement comprising 15 days of practical experience under the guidance of a supervising teacher. The placement will take the form of a 3 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 a portfolio of evidence. 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 the completion of the practical component. It is mandatory that students successfully complete EDED11454 or equivalent, prior to enrolment in EDFE11038 Professional Practice 1 - Introduction to Teaching.

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 - 2022

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Mixed Mode
- 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 evaluations

Feedback

Teaching staff were very knowledgeable

Recommendation

Continue to ensure teaching staff have currency and have the knowledge to teach the unit.

Feedback from Student evaluations

Feedback

Relevance of assessment tasks

Recommendation

Continue to ensure the assessment tasks are realistic, relevant and build vital skills.

Feedback from Student evaluations

Feedback

Assessment task feedback

Recommendation

Ensure that students receive feedback that enables them to build skills and knowledge.

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.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 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

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit and demonstrated through practice in an authentic setting.

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	•	•	•	•	•	•	•
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							

Textbooks and Resources

Textbooks

EDFE11038

Prescribed

Teaching: Making a Difference

Edition: 5th (2021)

Authors: Churchill, Godinho, Johnson, Keddie, Letts, Lowe, Mackay, McGill, Moss, Nagel, Shaw, Wiley

Milton, Queensland, Australia

ISBN: 9780730391777

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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

Angelina Ambrosetti Unit Coordinator

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Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Professional Practice 1 <ul style="list-style-type: none">• Connecting your learning to professional practice• Linking the Australian Professional Standards for Teachers to practice• Your expectations for Professional Practice 1	<ol style="list-style-type: none">1. Churchill et al (2022). pp. 466-4782. AITSL (2011). <i>The Australian Professional Standards for Teachers</i>3. Call (2018). <i>Professional Teaching Standards: A comparative analysis of their history, implementation and efficacy</i> All readings can be found in the eReading list for this unit.	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Observation <ul style="list-style-type: none">• Observing teaching and learning• Observing learners• Using observation to improve practice	<ol style="list-style-type: none">1. Plunkett & McCluskey (2015). Chapter 4: <i>Observations</i> All readings can be found in the eReading list for this unit.	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reflection <ul style="list-style-type: none"> • Reflective practice • Methods for reflection • Using reflection to improve practice 	1. Killen (2016). Chapter 5: <i>Becoming a reflective teacher</i> All readings can be found in the eReading list for this unit.	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Starting with the Curriculum <ul style="list-style-type: none"> • The Curriculum (school and early childhood) • Using the curriculum to develop learning objectives/learning intentions • Using cognitive verbs 	1. Churchill et al. (2022). pp.215-219 2. Marzano & Pickering (2007). pp.43-50 3. Gronlund (1985). Appendix: <i>Illustrative Verbs</i> All readings can be found in the eReading list for this unit.	

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Lesson Planning <ul style="list-style-type: none"> • Elements of an effective lesson plan • Designing learning 	1. Churchill et al. (2022). pp.204-214 2. Fetherstone (2006). pp.258-271 All readings can be found in the eReading list for this unit.	

Break Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Lesson Planning <ul style="list-style-type: none"> • Designing learning • Frameworks and strategies for teaching 	1. Archer & Hughes (2011). Chapter 1: Exploring the foundations of explicit instruction 2. Fetherstone (2006). pp.258-271 3. Killen (2016). pp.135-137 All readings can be found in the eReading list for this unit.	Observation, application and reflection Due: Week 6 Friday (26 Aug 2022) 11:45 pm AEST

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: Lesson Planning <ul style="list-style-type: none"> • Delving deeper into teaching strategies 	Handouts as found on Moodle.	

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning and teaching: Assessment practices <ul style="list-style-type: none"> • Checking for learning • Assessment types 	1. Churchill et al. (2022). pp.392-402 + pp.416-417 + pp. 386-388 2. Clarke & Pittaway (2014). pp. 312-317 3. Brady & Kennedy (2012). Chapter 4: <i>Strategies for assessing student achievement</i> All readings can be found in the eReading list for this unit.	

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Planning and Teaching: The students

- Managing the learning environment
- Getting to know your students (profiling)

1. Churchill et al. (2022). pp.332-348
 2. Marzano & Pickering (2007). Chapter: *Dimension 1 Attitudes and perceptions*
 3. Spooner-Lane (2013). Chapter: *Planning to management my teaching in a democratic classroom*
 4. Emmer & Evertson (2013). pp.34-35
 5. Queensland Department of Education (2006). Better behaviour, better learning, essential skills
 6. Brady (2003). Case Study: *Mark and Pru*
 7. Purdie & Smith (1999). Case 28: *Science Shambles*
- All readings can be found in the eReading list for this unit.

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Expectations and professional conduct in Professional Practice 1 <ul style="list-style-type: none">• Expectations for your placement• Professional conduct as a teacher	<ol style="list-style-type: none">1. Professional Practice 1 Information and Guidelines Booklet2. Professional Practice Handbook3. Queensland College of Teachers Code of Ethics for Teachers4. Churchill et al. (2022). Chapter 15: <i>Professional, ethical and legal issues for teachers</i> <p>Some of these readings can be found in the eReading list for this unit.</p>	

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Professional Standards for Teaching: Demonstrating your practice <ul style="list-style-type: none">• Linking the ASPT to your practice	<ol style="list-style-type: none">1. AITSL (2011). <i>The Australian Professional Standards for Teachers</i> <p>All readings can be found in the eReading list for this unit.</p>	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Setting you up for success: Preparing you for your placement <ul style="list-style-type: none">• Requirements of the 3 week block	<ol style="list-style-type: none">1. Professional Practice 1 Information and Guidelines Booklet	

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 2 of the 3 week block - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Week 2 of the 3 week block		

Term Specific Information

A student name badge is required for your professional practice placement. Please order this from the CQU bookshop: <https://bookshop.cqu.edu.au/badges.asp>

Ensure that you have your first and last name printed on the badge.

The name badge costs approximately \$15 and you will need to allow at least 3 weeks for it to arrive.

Assessment Tasks

1 Observation, application and reflection

Assessment Type

Written Assessment

Task Description

This task consists of three components.

Part A - Observation (500 words)

Knowing your students and how they learn is an essential component of the teaching process. As teachers, we tailor our interactions with the learners and how we teach accordingly.

Choose a video from the selected list to view. As you view the video, carefully observe and consider:

- the interactions that the teacher is engaging in with the students
- how the teacher is teaching.

Respond to the following questions using 1-2 references from the unit readings as well as making links to Standard 1.2 from the Australian Professional Standards for Teachers.

1. What interactions did you observe take place between the teacher and the learner/s?
2. What were the purposes of the interactions?
3. What teaching did you observe?
4. What was the teacher trying to achieve in the lesson?
5. How did the teacher ensure that learning was occurring for all students?

Ensure your response identifies the video you have selected to use for this response. For example: Secondary Science - Dispersing scientific misconceptions

Part B - Lesson plan (unlimited word count)

What a teacher teaches is derived from the curriculum and will follow a carefully plotted sequence. Effective lesson design is about choosing the right teaching approach and strategies, and how the teaching steps are sequenced. Choose a topic and using the lesson plan template provided, create a lesson/learning experience that introduces the topic to the learners, that is, the first lesson of a sequence of lessons. If your lesson uses a worksheet, PowerPoint or other resources, please include a copy of this with your lesson plan.

ECE students are able to choose any topic appropriate for a kindergarten context.

Primary students are able to choose any curriculum topic and year level of a primary school (Foundation to year 6).

Secondary students are able to choose a curriculum topic and year level from one of your teaching disciplines.

Part C - Reflection (500 words)

Using the literature from the unit readings, justify your teaching decisions documented in your lesson introduction, body, and conclusion. Respond to the following questions ensuring that you make links to Standards 6.1 and 6.4 from the Australian Professional Standards for Teachers:

1. What was your specific purpose in the lesson other than introducing the topic?
2. Why are your planning decisions appropriate for the curriculum and age group of the learners?
3. Drawing on your observation, justify why your teaching decisions will be effective in introducing the topic to the learners?
4. As you reflect on the process of writing your lesson plan, what understandings will you apply to your teaching placement?

Note: This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers. 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 6 Friday (26 Aug 2022) 11:45 pm AEST

Ensure that you submit your task using the template provided.

Return Date to Students

Week 9 Friday (16 Sept 2022)

Assessment tasks will be returned once the moderation process has been completed.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

- Identify, analyse and synthesise the interactions and teaching.
- Discuss how what was observed, impacts student learning.

- Justify the response by linking to literature and The Australian Professional Standards for Teachers.
- Selection of teaching approach/strategy within the lesson components.
- Construction of teaching steps to achieve the identified learning objectives.
- Identify and use correct curriculum/topic content.
- Reflect on and justify your teaching choices.
- Reflect on the application of learning.
- The assessment task was completed in an academic manner.
- Academic writing is correct.
- Correct use of APA 7th.

Referencing Style

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

Submission

Online

Submission Instructions

Ensure that you collate the 3 components into one word document and include your name in the file document.

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.

2 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

You will undertake a 15 day supervised placement undertaken as a continuous 3 week block in a kindergarten (ECE students) or school setting (Primary and Secondary students). You will complete all tasks outlined in the Professional Practice 1 Information and Guidelines Booklet.

You are required to keep an up-to-date working portfolio which records all observations, reflections, and planning which must be maintained throughout the placement. Further details about the working portfolio are provided in the Professional Practice 1 Information and Guidelines Booklet and on the Moodle site.

At the end of the 2nd week of the block, an Interim Report will be completed by the Supervising Teacher to identify your progress towards demonstrating the identified aspects of the Australian Professional Standards for Teachers. Based on the Interim Report, you will outline a minimum of 2 professional goals to be achieved by the end of the final week of the block.

The Summative Report will be completed by the Supervising Teacher at the conclusion of the 3 week block. **You will upload your attendance record as evidence of completing all 15 days.**

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

Please upload your attendance record on conclusion of your 3 week block.

Return Date to Students

Feedback on your progress 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload your completed Attendance Record into the task 2 submission link.

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.

3 Profiling, planning and reflecting

Assessment Type

Portfolio

Task Description

This task requires you to profile, plan and reflect as part of your professional practice placement. The purpose of this task is to evaluate your classroom practice and the impact of your decisions on student learning, by selecting an example from your professional practice placement. There are three components of this task as well as a portfolio of evidence to submit.

Part A - Profiling (unlimited word count)

Profile your class (secondary students choose 1 class to focus on) documenting the academic levels of the students, academic strengths and weaknesses, ways of learning, and any other key information about the students (e.g. special needs, inclusion, individual education plans, etc). Use the template provided.

Part B - Lesson planning and evaluation (unlimited word count)

Design and teach a sequence of two lessons on the same topic, concept or skill. Using the lesson plan template, document the introduction, body and conclusion for a small group or whole class. Ensure that you include a strategy for formative assessment (checks for learning) in both lessons and collect evidence of the students learning (work samples, exit slips, checklists, images, etc) for 2 students who represent different academic levels within the class. Complete the lesson evaluation section of the lesson plan once it is taught. If your lesson draws on resources such as worksheets or PowerPoints, please provide a copy of these with your submission.

Part C - Reflecting (750 words)

Reflect on your learning sequence highlighting the decisions you made in your planning and teaching. You should draw on your own lesson evaluations as well as feedback from your mentor teacher. Include a copy of your mentor teacher's observation of this lesson sequence. Your reflection should make links to the Australian Professional Standards for Teachers as well as other readings from the PP1 Moodle site. Use the following questions to guide your reflection:

1. How did the learner profile you developed assist you with sequencing the instructional steps in your lessons to support students' understanding and demonstration of the intended learning goals?
2. 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?
3. What evidence do the work samples show of student learning and achievement?
4. How did you use the assessment information from the first lesson to plan for the follow-up lesson in the sequence?
5. What have you learned about teaching and its impact on student success?

Evidence to submit:

1. Class profile (using the provided template)
2. 2 lessons (on the same topic) with the evaluation completed
3. Evidence of learning from 2 students
4. Mentor teacher observations (of your 2 lessons)

You will submit this task as one curated word document. A template will be provided to assist you in compiling all evidence and templates into one document.

Note: This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers. The task demonstrates evidence of working towards the focus areas of 1.2, 2.3, 3.3, 6.1, and 6.2.

Assessment Due Date

This assessment task is due one week after the completion of the placement - Friday November 4, 2022

Return Date to Students

Assessment tasks will be returned once moderation process has been completed.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

- Collated a wide range of useful data about the students
- Data is used to inform planning and teaching
- Learning objectives and assessment are linked
- Lesson plans are sequentially designed with clear teaching steps that are scaffolded
- Chosen teaching strategies are appropriate for the content and the students
- Evaluation is reflective and addresses the what, the how and the why
- Evidence of ability to reflect on teaching in order to improve student learning
- Evidence of using feedback to reflect on the development of teaching capabilities
- Links made to academic literature and the Australian Professional Standards for Teachers
- The assessment task was completed in an academic manner
- Academic writing is correct
- A reference list that correctly uses APA 7th

Referencing Style

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

Submission

Online

Submission Instructions

Upload this assessment task as one word document with the file name as follows: Your Name PP1 Task 3

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.

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