EDFE12042 *Professional Practice 2 (Primary) – Classroom Management*
Term 2 - 2021

Profile information current as at 04/05/2024 04:59 am

All details in this unit profile for EDFE12042 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 2, you will extend your professional knowledge and skills through tutorials, workshops and a school placement comprising a 20-day (4 week) block placement at the end of the term. You will participate in tutorials to build both theoretical and practical knowledge of the strategies teachers use to create positive, organised classroom environments that support wellbeing, engagement and learning. You will analyse the impact of different approaches to classroom management on student learning and apply your understanding of motivation, relationship-building and engagement to plan proactively for the safety, support, inclusion and self-regulation of all learners during the school placement. You will also apply knowledge gained from curriculum courses you have studied to plan, implement and evaluate lesson sequences that incorporate a range of teaching strategies and resources with a particular focus on literacy, numeracy and the use of ICTs to improve student outcomes. You will monitor your professional learning through critical reflection, and will select and evaluate evidence to add to your ePortfolio that demonstrates selected focus areas of the Australian Professional Standards for Teachers.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite:- Students must have successfully completed EDFE11038 and EDCU12044 to be eligible for enrolment in this unit and placement in a school 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 - 2021

- Bundaberg
- Cairns
- Mackay City
- Mixed Mode
- Rockhampton

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 feedback via unit evaluation

Feedback
Numbering of lectures did not match the actual week number.

Recommendation
Ensure the alignment of the lecture number and the actual week shown on the Moodle site.

Feedback from Student feedback via unit evaluation

Feedback
Lecture delivery and inclusion of Mindfulness content.

Recommendation
Continue to embed the principles of Mindfulness as part of the content.

Unit Learning Outcomes

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

1. Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning
2. Use system and/ or school policies and knowledge of strategies for managing challenging behaviour and creating safe supportive learning environments to plan proactively for effective classroom management
3. Select strategies that facilitate effective classroom interactions, the orderly management of classroom routines and the development of self-regulation
4. Plan and implement lessons and learning sequences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds
5. Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement
6. Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

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
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
6.1 Identify and plan professional learning needs
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

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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
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						

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

EDFE12042

Prescribed

Classroom management: Engaging students in learning
Edition: 3rd Ed. (2019)
Authors: McDonald,T
Oxford University Press
Melbourne , Victoria , Australia
ISBN: 9780190303853
Binding: Paperback

Additional Textbook Information
Both paper and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au
(search on the Unit code).

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Craig Richardson Unit Coordinator
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Schedule

Week 1 - 12 Jul 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Unit Introduction • Expectations and professional conduct • Revisiting the Australian Professional Standards fro Teachers • Models of Discipline	Professional Practice Handbook Professional Practice 2 (Primary) Information and Guidelines Chapter 3 'Frameworks to View Student Behaviour' from the set text: Classroom Management: Engaging Students in Learning McDonald 2nd edition (2013) (pp.65-105) McDonald 3rd edition (2019) (pp.60-94)	
Week 2 - 19 Jul 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

| **Engagement and Motivation**
• Motivation for learning
• Self regulation
• Strategies for learner engagement | Chapter 2 'Connecting with Students' in the set text: Classroom Management: Engaging Students in Learning
McDonald 2nd edition (2013) (pp.34-64)
McDonald 3rd edition (2019) (pp.31-59)
Chapter 3 'Generating and Sustaining Interest' (pp.45-67) from Brady & Scully (2005), Engagement; Inclusive Classroom Management | |

Week 3 - 26 Jul 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Models of Discipline • Investigating the discipline theory • Practical model of discipline	Chapter 11 'Managing your Classroom' (pp.354-393) in Howell (2014), Teaching and Learning: Building Effective Pedagogies	

Week 4 - 02 Aug 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Classroom Management 101 • Essential Skills for Classroom Management • Whole School Approaches to Responsible Behaviour	Code of School Behaviour - Queensland Department of Education Better Behaviour Better Learning Essential Skills for Classroom Management - Queensland Department of Education Chapter 6 'Re-engaging the Disengaged Learner' in the set text: Classroom Management: Engaging Students in Learning McDonald 2nd edition (2013) (pp.194-244) McDonald 3rd edition (2019) (pp.175-214)	

Week 5 - 09 Aug 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Classroom Management 101 • Preventive, supportive and corrective Strategies • Understanding learner needs • The shift from intervention to prevention • Proactive teacher behaviours	Chapter 4 'Proactive Teacher Behaviours' in the set text: Classroom Management: Engaging Students in Learning McDonald 2nd edition (2013) (pp.106-154) McDonald 3rd edition (2019) (pp.95-134)	

Vacation Week - 16 Aug 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 6 - 23 Aug 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Classroom Management 101 • Classroom management plans • Decision making frameworks • Responsible behaviour plans		

Week 7 - 30 Aug 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**

| **Managing challenging behaviour**
• Conflict management, negotiation and the use of 'I' messages
• Functional behaviour assessment for learners with challenging behaviours | Chapter 6 'Re-engaging the Disengaged Learner' in the set text: Classroom Management: Engaging Students in Learning
McDonald 2nd edition (2013) (pp.194-244)
McDonald 3rd edition (2019) (pp.175-214) | |

Week 8 - 06 Sep 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Planning and Teaching • Lesson planning • Observations for individual goal setting and as input for planning	Chapter 11 'The Whole Lesson' (pp.257-281) in Fetherston (2006), Becoming an Effective Teacher	**Planning for successful classroom learning** Due: Week 8 Friday (10 Sept 2021) 11:45 pm AEST

Week 9 - 13 Sep 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Planning and Teaching • Short term and long term planning	Chapter 7 ' Planning for Practice' (pp.220-236) in Churchill et al. (2013), Teaching: Making a Difference	

Week 10 - 20 Sep 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Planning and Teaching • Teaching strategies for engaging learners • Explaining, questioning and listening	Chapter 5 'Re-engaging the Disengaged Learner' in the set text: Classroom Management: Engaging Students in Learning McDonald 2nd edition (2013) (pp.155-193) McDonald 3rd edition (2019) (pp.135-174)	

Week 11 - 27 Sep 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Critical Reflection • Overcoming the barriers of critical reflection	Chapter 13 ' Reflective Practice' (pp.472 - 475) in Churchill et al. (2013), Teaching: Making a Difference	

Week 12 - 04 Oct 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Professional Goal Setting • Developing your skills and knowledge as a professional	Professional Practice 2 (Primary) Information and Guidelines	Condensed 5 Assessable Professional Practice days commence October 11-15 to be undertaken as a one week block

Professional Practice 2 Placement Primary and Early Childhood. 5 Assessable days condensed - 11 Oct 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		5 Assessable days condensed Three week block to be completed Monday October 18 - Friday November 5

Block Placement Professional Practice 2 Primary and Early Childhood - 18 Oct 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Three week block to be completed
Monday October 18 - Friday November
5
*Assessment 2 - Professional Practice
Placement* -Due on completion of three
week classroom block, Monday, 8
November, 2021 by 11.45pm.
Assessment 3 - Portfolio - Due one
week after the placement, Friday, 12
November, 2021 by 11.45pm.

Assessment Tasks

1 Planning for successful classroom learning

Assessment Type
Written Assessment

Task Description
Part A: Select a class group from the provided classroom profiles. These profiles document the learner's academic levels, learning styles, interests, strengths and weaknesses and their behaviour. There are several scenarios to choose from spanning early childhood and primary classrooms.

In this assessment you will be asked to refer to the school behaviour policy which has also been provided to you on the Moodle site.

Part B: You are to create the following documents:

- a Classroom Management Plan which outlines your philosophy, a set of classroom rules and your preferred preventative, supportive and corrective behaviour management strategies (a template will be provided). As a guide, this document should be 2-3 A4 pages.
- a plan for one whole session of the school day that you might be required to manage and teach in the classroom that matches the classroom profile you selected. The plan may be a morning, middle or afternoon session and should be written upon the daily planning template provided on the unit Moodle site. **Transitions** in, out and within the classroom **are an important focus of this activity**.

As a minimum, your plan must include:

- bringing the learners into the classroom at the start of the day or after a break;
- transitions between at least two scheduled lessons or classroom activities; and
- dismissing the class at the end of the day or for a recess break.

Use the first 4 columns on the template to record time frames, learning goals for each lesson/activity, a **brief** outline of the introduction, body and conclusion of key lessons or activities and resources required. In the final column, record strategies and considerations for classroom management and organisation to create a positive and organised classroom learning environment at each stage of the planned session. As a guide, this document should be 3-4 A4 pages.

Part C: Write a justification of no more than 750 words that:
(a) explains how your selected strategies align with the provided school policy and

classroom rules you created to align with your classroom setting; and

(b) justifies how your selected strategies will achieve each of the following outcomes:

1. Create a positive and supportive learning environment that encourages participation of all students
2. Manage challenging or off-task behaviour that may arise during the session
3. Make specific links to your chosen Class Profile and Classroom Management Plan and include in your assignment submission

You must make specific links to your chosen Class Profile and your Classroom Management Plan and include a copy of your Classroom Management Plan in your assignment submission. Also, ensure that you reference your justification using the unit readings from Moodle.

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text referencing, direct quotations and words contained within tables that are in the body of the assignment.

NOTE: This assessment task provides opportunities for reflection on the Australian Professional Standards for Teachers and teachers' responsibility for creating supportive learning environments. The task provides evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.1, 1.2, 3.1, 3.6, 4.1, 4.2, 4.3 and 6.2.

Assessment Due Date
Week 8 Friday (10 Sept 2021) 11:45 pm AEST
Friday Week 8, 10 September 2021.

Return Date to Students

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

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
1. Knowledge and understanding of strategies for classroom organisation and management that support all learners (APST 1.1, 1.2)
2. Demonstrated ability to plan for challenging learning experiences and reflect on learning success (APST 3.1)
3. Understanding of the teacher's role in creating supportive and inclusive learning environments (APST 4.1, 4.2)
4. Knowledge and understanding of essential skills for classroom management and their impact on student learning (APST 4.3)
5. Personal and academic literacy

Referencing Style

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

Submission
Online

Submission Instructions
Submit your task by uploading into the Task 1 Moodle link

Learning Outcomes Assessed

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning
- Use system and/ or school policies and knowledge of strategies for managing challenging behaviour and creating

safe supportive learning environments to plan proactively for effective classroom management
- Select strategies that facilitate effective classroom interactions, the orderly management of classroom routines and the development of self-regulation

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

2 Placement

Assessment Type
Professional Practice Placement

Task Description
Undertake a 20 day supervised placement in a primary school setting as detailed below and complete all tasks outlined in the Information and Guidelines Booklet for Professional Practice 2 (Primary). These tasks include the development of a Classroom Management Plan, planning and teaching whole class lessons and working alongside your supervising teacher. You will teach whole class lessons each day during the assessable day visits that build to whole sessions and half days, and at least two full days by the completion of the three-week block. The application of your knowledge about the pervasive nature of literacy and numeracy across the curriculum and the use of ICTs to enhance student learning and engagement will also be key features of the professional practice block.
The placement consists of:

- 5 assessable days (completed in the week prior to the assessable block)
- 15 day assessable block

An up-to-date working portfolio must be maintained throughout the placement. The working portfolio should include a copy of the updated classroom management plan you create for your placement class, the school policy for responsible behaviour, a copy of the classroom rules and written observations of the class routines in place for movement, transitions and organisation of learning activities in addition to records of all observations, planning, evaluation and reflection conducted throughout the placement. See the Information and Guidelines Booklet for further details of the records that must be kept in the working portfolio.
At the end of the first week of the 3 week 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 block.
The final assessment report for the 20-day school placement will be completed by the Supervising Teacher on the final day of the three-week continuous block using the report found in the Professional Practice Information and Guidelines booklet (an electronic copy will be provided to each school).
NOTE: This assessment task provides opportunities for demonstrating aspects of the Australian Professional Standards for Teachers in authentic settings. The task can be used as evidence for 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 6.3, 6.4, 7.1 and 7.2.

Assessment Due Date

On completion of the three week block - Monday, November 8, 2021.

Return Date to Students

Feedback on this assessment will be provided by the Supervising Teacher using the reporting documents for Professional Practice 2.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Assessment criteria are outlined in detail in the Information and Guidelines booklet. Assessment criteria 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
As part of streamlining our processes and to make it easier to complete, the PP2 Final Summative Report (FSR) e-form link will be emailed to the supervising mentor teacher for signing. at the beginning of the final week of the placement. Once signed by the teacher and submitted, it will be forwarded to the Student for review and signing. After being submitted by the Student, the FSR will be forwarded to the CQUniversity staff member for lodgment in Sonia and recording of grades.

Learning Outcomes Assessed

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning
- Use system and/ or school policies and knowledge of strategies for managing challenging behaviour and creating safe supportive learning environments to plan proactively for effective classroom management
- Select strategies that facilitate effective classroom interactions, the orderly management of classroom routines and the development of self-regulation
- Plan and implement lessons and learning sequences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds
- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 E-portfolio - Evaluation of Teaching and Learning

Assessment Type
Portfolio

Task Description
Part A: Select a sequence of lessons (3-4 lessons **NO MORE**) that you have **planned and implemented during your 3-week block** for your Professional Practice 2 placement. Your lessons should preferably be in one learning area and be part of a sequence that scaffolds the knowledge and understanding students are required to demonstrate their learning in a final summative assessment task.
You must include the following artefacts for your portfolio:

- A brief overview of the curriculum content descriptions and summative assessment task that students were expected to complete at the end of the learning sequence
- A copy of at least three lessons from the learning sequence with the evaluation section completed
- A sample of formative assessment tools or strategies that you used to check for student learning and copies of students' responses. Responses may be work samples (2-3), completed worksheets or records of students' responses to questioning used during the lessons.
- At least 3 classroom observations completed by your Supervising Teacher that focus on the implementation of the lesson sequence
- A copy of your revised classroom management plan

Part B: Write an evaluation of your teaching practice based on the artefacts you have selected. You should make explicit links between the evidence of your practice as shown in the chosen artefacts and your engagement with a selection of descriptors from the Australian Professional Standards for Teachers outlined on the Final Summative Report for your Professional Practice placement. Your evaluation should be approximately 1000 words in length and should include reflection on the following questions:

- How did you sequence teaching and learning to scaffold the knowledge and skills students needed to complete the summative assessment task?

- What teaching strategies and resources did you use to enhance students' understanding of the curriculum content? How effective were your choices?
- What formative assessment strategies did you use to check on students' learning progress? How effective were these strategies in providing information you could use to modify your teaching practice and improve the learning of all students in the class group?
- What strategies did you use to ensure that a positive and supportive learning environment was maintained throughout your lessons?

This assessment task is to be submitted no later than one week after the conclusion of your placement for Professional Practice 2. You will submit this task as one curated word document that is uploaded into the task 3 link on Moodle. A template will be provided to assist you in compiling all evidence and templates into one document.

NOTE: This assessment task provides opportunities for reflection on the Australian Professional Standards for Teachers and teachers' responsibility for creating supportive learning environments. The task provides evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 6.1 and 7.1, but also addresses 1.2, 1.5, 3.2, 3.6, 4.1, 5.1 and 6.3.

Assessment Due Date

The ePortfolio is due one week after the completion of the placement - November 12, 2021.

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. Justification of planning decisions and teaching strategies that align with curriculum intent (APST 3.2, 6.1, 6.3)
2. Evaluation of the appropriateness of formative assessment techniques for monitoring student learning (APST 3.6, 5.1)
3. Knowledge and understanding of teaching and classroom management strategies for creating positive and supportive learning environments (APST 4.1, 7.1)
4. Understanding the need to respond to the learning needs of diverse student groups (1.2, 1.5)
5. Reflection on feedback to identify teaching strengths and set professional learning goals (APST 3.6, 6.1)

Referencing Style

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

Submission
Online

Submission Instructions
You will submit this task as one curated word document that is uploaded into the task 3 link on Moodle. A template will be provided to assist you in compiling all evidence and templates into one document.

Learning Outcomes Assessed

- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Ethical practice

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