EDFE12044 *Professional Practice 3 - The Catholic School Placement*
Term 1 - 2019

Profile information current as at 21/05/2024 05:05 pm

All details in this unit profile for EDFE12044 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 3 (Catholic School Placement), you will prepare for and complete an assessable professional experience placement in a Catholic school as a required component of your acceptance into the Catholic Education strand of your course. You will participate in tutorials, practical workshops and your school placement which comprises a two-week contextual block from the commencement of the school year, 10 single day visits and a 15-day continuous block. Your learning in this unit is designed around two integrated modules. In the first module, you will enhance your ability to design, adapt, implement and assess teaching sequences that cater for the diverse needs of learners in mainstream classrooms. You will develop knowledge of the purposes of using assessment for learning and practices for interpreting student data that inform differentiation practices. In addition, you will learn and apply teaching practices for setting learning goals, modifying lessons plans and learning sequences, adapting pedagogical approaches and using feedback techniques that are responsive to students' learning needs. In the second module of this unit, you will build your knowledge and understanding of the particular strategies, rituals, traditions and resources that characterise the Christian belief practices of Catholic school communities. You will use this knowledge to reflect on the responsibilities of teachers within the Catholic schooling system and the nature of partnerships with parents / carers and the school community in supporting engagement and participation in the important personal and communal faith rituals of the Catholic tradition.

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

Students must have successfully completed EDFE12042 or EDFE11039 or equivalent to enrol in this unit.
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 1 - 2019

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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. **Practical Assessment**
Weighting: Pass/Fail
3. **Professional Practice Placement**
Weighting: Pass/Fail
4. **Portfolio**
Weighting: Pass/Fail
5. **Report**
Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluation - student feedback

Feedback

Assessment was practical and highly appropriate for practice in Catholic schools

Recommendation

Retain current assessment

Unit Learning Outcomes

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

1. Use assessment strategies to monitor and make judgments on student achievement and modify strategies and resources to promote learning
2. Select and apply teaching methods that effectively scaffold learning for students of varying ability levels and needs
3. Write explicit learning goals and task-specific standards for the purpose of analysing work samples and assessment data to provide timely feedback on progress and design interventions to address specific learning issues
4. Investigate theological, liturgical, pastoral and practical principles underpinning Christian belief systems and teachings, communal rituals and classroom prayer practices characteristic of Catholic school communities
5. Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education
6. Reflect critically on all aspects of professional learning and practice using professional knowledge, feedback, self-evaluation and evidence for Australian Professional Standards for Teachers
7. Evidence successful completion of the National Literacy and Numeracy Test for Initial Teacher Education.

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

2.1 Content and teaching strategies of the teaching area

2.2 Content selection and organisation

2.3 Curriculum, assessment and reporting

2.5 Literacy and numeracy strategies

2.6 Information and Communication Technology (ICT)

3.1 Establish challenging learning goals

3.2 Plan, structure and sequence learning programs

3.3 Use teaching strategies

3.4 Select and use resources

3.5 Use effective classroom communication

3.6 Evaluate and improve teaching programs

3.7 Engage parents/carers in the educative process

4.1 Support student participation

4.2 Manage classroom activities

4.4 Maintain student safety

4.5 Use ICT safely, responsibly and ethically

5.1 Assess student learning

5.2 Provide feedback to students on their learning

5.3 Make consistent and comparable judgements

5.4 Interpret student data

5.5 Report on student achievement

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

6.4 Apply professional learning and improve student learning

7.1 Meet professional ethics and responsibilities

7.2 Comply with legislative, administrative and organisational requirements

7.3 Engage with the parents/carers

7.4 Engage with professional teaching networks and broader communities

Outcomes combine these standards with the knowledge and understanding required to be eligible for accreditation to teach in a Catholic school.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 0%				•	•		
2 - Practical Assessment - 0%				•	•		
3 - Professional Practice Placement - 0%	•	•	•		•	•	
4 - Portfolio - 0%					•	•	
5 - Report - 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							

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 - Practical Assessment - 0%	•	•	•				•			
3 - Professional Practice Placement - 0%	•	•	•		•	•	•	•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
4 - Portfolio - 0%	•		•	•		•		•		
5 - Report - 0%	•	•	•	•						

Textbooks and Resources

Textbooks
EDFE12044

Prescribed

Teaching and Learning : Building Effective Pedagogies
(2014)
Authors: Howell, J
Oxford University Press Australia and New Zealand
South Melbourne , Victoria , Australia
ISBN: 9780195529067
Binding: Paperback

Additional Textbook Information
Copies can be purchased at the CQUniversity 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)

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

Kerry Aprile Unit Coordinator
k.aprile@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Setting the scene: What is differentiation?	Hayes, D. (2013). Young people and school.	
Religion Exploring the territory: The Context, the language and the people.	Tomlinson & Eidson, (2003). A brief primer on differentiation	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Developing whole class profiles: Catering for your learners **Religion** What is prayer?	**Set text: Howell, J. (2014).** Chapter 9 - Understanding your students (pp. 273-313). Leonard, R. (2013). Why bother praying? Prayer, liturgy and sacraments website (online).	Professional Practice 3 Contextual Day

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Linking differentiation and assessment for learning **Religion** Forms of Christian prayer	**Set text: Howell, J. (2014).** Chapter 13 - Assessment and reporting (pp. 425 - 453). Rolheiser, R: Groaning beyond words: Our deeper way of praying. Catechism of the Catholic Church (online).	Professional Practice 3 Contextual Day

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Managing the differentiated classroom: Developing your communication skills **Religion** Defining features of Catholic schools	**Set text: Howell, J. (2014).** Chapter 10 - Becoming an effective communicator (pp. 314 - 353). The Charter for the Catholic Education Office (online).	Professional Practice 3 Contextual Day

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Assessment types and formats **Religion** The defining features of Catholic schools - Goals	Brady, L. & Kennedy, K. (2012). Principles of Assessment for Learning. Defining features of Catholic schools (online). Faller, P. Self and sunshine.	

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Assessment: Interpreting and using student data **Religion** Sacramentality	Griffin. (2014). Interpreting data to evaluate progress.	Professional Practice 3 Contextual Day **Inquiry and reflection on prayer practices in Catholic schools** Due: Week 6 Friday (26 Apr 2019) 11:45 pm AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Effective pedagogy: An overview **Religion** Theological, practical and pastoral principles	**Set text: Howell, J. (2014).** Chapter 2 - Developing effective pedagogies (pp. 40-81). Gleeson, B. (2004). Symbols and sacraments: Their human foundations	Professional Practice 3 Contextual Day

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Planning for learning: Incorporating differentiation **Religion** Sacraments of initiation: Baptism and Confirmation	**Set text: Howell, J. (2014).** Chapter 12 - Planning for effective learning and teaching (pp. 394 - 423). Hammond & Gibbons. (2001). What is scaffolding? Just, F.: The seven sacraments. Turner, P (2006) Baptising well.	Professional Practice 3 Assessable Day

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Teaching methods and strategies: Explicit Instruction **Religion** Sacraments of initiation: Eucharist	Archer & Hughes. (2011). The foundations of explicit instruction. Whelan, M. A responsible body: The Eucharistic community.	Professional Practice 3 Assessable Day

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Teaching methods and strategies: Examining a range **Religion** Sacraments (cont'd)		Professional Practice 3 Assessable Day

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Teaching methods and strategies: Choosing effective strategies for learning		Professional Practice 3 Assessable Day **Design of an information resource** Due: Week 11 Friday (31 May 2019) 11:45 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Course review and preparation for three week block		Professional Practice 3 Assessable Day

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Commencement of 3 week assessable block placement

Assessment Tasks

1 Inquiry and reflection on prayer practices in Catholic schools

Assessment Type
Written Assessment

Task Description
The Teaching and Learning Framework for the Catholic Diocese of Rockhampton refers to the following six defining features of Catholic schools within the Rockhampton Diocese:

- Give witness to the message of Jesus and the mission of the Church
- Have a clear Catholic identity.
- Be communities of care.
- Offer a relevant and holistic curriculum of quality teaching and learning.

- Be open and accessible to all who seek (our) values.
- Be characterised by inclusive partnerships within a community of faith.

During your day visits, record observations and specific examples of classroom and school practices that show how these six defining features are expressed in your placement site through prayer.
The evidence you collect should cover **at least one** example for **each** of the identified features. (Maximum length for this section: 500 words)

Using selected information from your observations and your knowledge of spirituality and Christian prayer gained from unit readings, tutorials and the teaching resources provided in the Religion Curriculum for the Rockhampton Diocese, **describe** and **explain** the role of prayer in Catholic schools. **Reflect** on the responsibilities that teachers in the Catholic system have for modelling, teaching and building learners' understandings of various expressions of prayer. (Length: 750 words)

Assessment Due Date
Week 6 Friday (26 Apr 2019) 11:45 pm AEST

Return Date to Students

Feedback on this assessment task will be provided following moderation and in sufficient time to inform the submission of Assessment Task 2 for the unit.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Knowledge and understanding of the role of prayer in Catholic schools
Critical application, interpretation and synthesis of understanding of the responsibilities of teachers in the Catholic system in relation to expressions of prayer
Independent research and accurate use of relevant sources to support analysis and reflection
Use of accurate academic conventions and written expression

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Investigate theological, liturgical, pastoral and practical principles underpinning Christian belief systems and teachings, communal rituals and classroom prayer practices characteristic of Catholic school communities
- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education

Graduate Attributes

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

2 Design of an information resource

Assessment Type
Practical Assessment

Task Description
Using unit materials, resources from the Rockhampton Diocese Religion Curriculum, and information from your school site, **create** a resource that would be suitable for an information session for adults (e.g. parents and carers, colleagues, etc) on **one** of the sacraments that comprise **Christian rituals of initiation.**

Your resource can be **created in a form of your choice,** such as a web page, PowerPoint presentation with notes

pages, a video, brochure or article but should consider the needs of an audience involved in preparing school-aged students for participation in the ritual (e.g. parents and carers, colleagues, etc). The resource should clearly **explain** and **illustrate** your understanding of the interrelationship between the origins of the ritual, its underpinning theology and structure, and contemporary pastoral and practical issues related to the preparation of students for participation in the sacrament. (Note that **word limits do not apply to this section** of the assessment task due to the variety of modes suitable for creation of the resource.)

The resource should be **accompanied by a brief reflection of no more than 250 words** on the understandings you have gained through the design process about strategies for working effectively, sensitively and professionally with parents and carers and broader school communities in Catholic Education.

Assessment Due Date
Week 11 Friday (31 May 2019) 11:45 pm AEST

Return Date to Students

Feedback on this final assessment task for the Religion module of the unit will be provided following moderation and in line with university policy on certification of grades.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Knowledge and understanding of historical, theological and ritual dimensions of a Sacrament of initiation in the Catholic Church
Analysis and synthesis of concepts and issues related to the selected Sacrament
Consideration of audience and communication methods in the design of the resource
Evidence of independent research from reliable sources

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Investigate theological, liturgical, pastoral and practical principles underpinning Christian belief systems and teachings, communal rituals and classroom prayer practices characteristic of Catholic school communities
- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

3 Placement

Assessment Type
Professional Practice Placement

Task Description
You are required to undertake a 35 day supervised placement in a school setting as detailed below.
During your placement, you will complete all tasks outlined in the Professional Practice 3 Information and Guidelines Booklet. These tasks include the development of a class profile to be used for modifying lessons and learning sequences (units of work) to cater for the identified needs of all learners in the class group and the design and application of assessment strategies for monitoring student learning and making judgements on the quality of learners' work. Application of your curriculum, pedagogical and technological knowledge across a range of learning areas will also be key features of the professional practice block where you will be expected to engage in observation, team teaching and some continuous teaching as the placement progresses.

The placement is scheduled as per the 2019 Professional Practice calendar and consists of:

10 day (2 week) contextual block at the beginning of the school year (continuous)
5 contextual days (completed one day per week throughout the term)
5 assessable days (completed one day per week throughout the term)
15 day (3 week) assessable block at the end of school term two (continuous)

An **up-to-date** hard copy working portfolio **must be maintained** throughout the placement. The working portfolio should document your practice throughout the placement and include **all** observation, planning and teaching tasks, assessment instruments and records, a full class profile and evaluation and reflection on teaching and classroom practice. Refer to the Professional Practice 3 Information and Guidelines Booklet (Table of PP3 tasks and activities) for further detail regarding the records maintained in the working portfolio.

Assessment for the 35 day school placement will be completed by the Supervising Teacher using the format provided in the Professional Practice 3 Information and Guidelines Booklet.
You will be required to **upload a scanned copy of the summative report as a pdf file.** The report must be signed by you, your supervising teacher and site coordinator and uploaded to the submission link for Assessment Task 3 on moodle at the conclusion of the placement. Your **pdf file should be named** using the following format: SURNAME, First name – Name of placement and report and the year (e.g. SMITH, Tom – PP3 Final report 2019.)

Assessment Due Date

This assessment task is due on completion of the three week assessable block

Return Date to Students

Feedback on this assessment task will be provided by the Supervising Teacher using the reporting documents provided in the Information and Guidelines Booklet.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Assessment criteria are outlined in detail in the Professional Practice 3 Information and Guidelines Booklet. Assessment criteria are drawn from the Australian Professional Standards for Teachers (Graduate Career Stage).

Referencing Style

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

Submission
Online

Submission Instructions
The final summative report should be uploaded in A4 size pdf format to the moodle site as assessment task 3. You must ensure that the uploaded report is signed by yourself as the pre-service teacher, the supervising teacher, and the site coordinator for your placement. The university coordinator will sign the report after upload. Your pdf file should be name using the following format: SURNAME, First Name - Name of placement and report Year.

Learning Outcomes Assessed

- Use assessment strategies to monitor and make judgments on student achievement and modify strategies and resources to promote learning
- Select and apply teaching methods that effectively scaffold learning for students of varying ability levels and needs
- Write explicit learning goals and task-specific standards for the purpose of analysing work samples and assessment data to provide timely feedback on progress and design interventions to address specific learning issues
- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education
- Reflect critically on all aspects of professional learning and practice using professional knowledge, feedback, self-evaluation and evidence for Australian Professional Standards for Teachers

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 ePortfolio evidence

Assessment Type
Portfolio

Task Description
You are required to submit evidence of your practice in Professional Practice 3 in the form of an eportfolio. The eportfolio will focus on a specific topic/concept/curriculum descriptor that you planned and taught during the placement and will be presented using the Queensland College of Teachers iTunesU digital portfolio platform.
The evidence should comprise the sections outlined in Parts 1 - 4 below and be accompanied by a 1000 word reflective statement that describes, evaluates and reflects on the decisions underpinning the teaching, planning and assessment cycle you implemented. (See further details and questions to guide the formulation of this statement under the heading "Reflection statement" in this task description.)

Part 1- Data and evidence
Provide samples of profiling data and evidence for **two (2) learners** representative of the range of ability levels in the class group (that is, one learner achieving beyond year level expectations and one learner achieving a standard below year level expectations.) The data and evidence should clearly relate to the focus knowledge and skills for the planned learning sequence and establish the learning needs within the classroom that informed planning and the selection of differentiated teaching strategies.

Part 2 – Planning and teaching
Provide copies of your lesson planning that shows how you have scaffolded the target knowledge and skills of the chosen topic/concept/curriculum descriptor. The planning should span a minimum of 3-5 lessons and show how the lesson sequence leads to demonstration of learning in an assessment task at the end of the sequence. Your planning must include explicit links to the Australian Curriculum, and each lesson plan must contain considerable detail that outlines the resources, pedagogy (methods and strategies) being used, as well as how different needs are being catered for (differentiation). Formative assessment strategies must also be well detailed within the lesson plans.

Part 3 - Feedback and judgement
Provide annotated exemplars of student work (from the 2 learners) in response to formative assessment embedded throughout the lesson sequence. The exemplars should illustrate the feedback provided to students and show how the information collected informed adjustments to your planning and decisions about strategies that would improve/enhance student learning in subsequent lessons in the sequence.

Part 4 – Final assessment
Provide annotated exemplars of the final assessment task (from your 2 learners) undertaken at the conclusion of your series of lessons. It is anticipated that this final task will assess knowledge, understanding or skills for the concept/topic/curriculum descriptor that you have taught during your lessons.

Reflective Statement

Your reflective statement should **describe** the series of lessons that you have designed and implemented during your placement; and secondly, **evaluate and reflect** upon the impact of your practice on student learning throughout the teaching, planning and assessment cycle. **Use the following questions to guide you in formulating your statement:**

- How did the data and evidence you collected inform your planning and teaching, particularly in regards to differentiation for learners requiring support or extension?
- How did the ongoing formative assessment in each lesson inform modifications to your teaching and planning?
- What differentiation strategies were/were not effective in meeting the needs of your learners? Why were these strategies effective/not effective?
- What outcomes were achieved by the learners? Justify your judgement by referring to your evidence from the ongoing formative assessment and final assessment task.

Assessment Due Date

This assessment task is due one week after the completion of the assessable block on Friday, 6th July at 11.45PM. If

placement dates vary from the schedule outlined on the 2018 Professional Practice calendar, please notify the unit coordinator to negotiate a new due date.

Return Date to Students

Feedback on this assessment task will be provided following moderation.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Demonstrated ability to profile learners and interpret data to develop differentiated teaching and learning.
Demonstrated capacity to plan for and implement teaching and assessment strategies that are responsive to identified learning needs.
Demonstrated ability to design a valid and 'fit for purpose' assessment task that aligns with curriculum, teaching and learning.
Demonstrated knowledge and understanding of how students learn.
Demonstrated ability to interpret formative assessment data to provide appropriate feedback to students on their learning.

Referencing Style

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

Submission
Online

Submission Instructions
You should upload a word document with your iTunesU portfolio code, name and student number. Ensure that you have adjusted the settings on your iTunesU account to allow automatic enrolment in your course for marking purposes.

Learning Outcomes Assessed

- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education
- Reflect critically on all aspects of professional learning and practice using professional knowledge, feedback, self-evaluation and evidence for Australian Professional Standards for Teachers

Graduate Attributes

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

5 Evidence of LANTITE

Assessment Type
Report

Task Description
To receive a final grade for this unit, you are required to supply evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

Evidence should be in the form of your result files from the ACER website (pdf file) indicating "Standard Achieved" for both the Literacy test and the Numeracy test.

Assessment Due Date

On receipt of LANTITE results indicating "Standard Achieved".

Return Date to Students

Weighting
Pass/Fail

Minimum mark or grade
Pass (A result of 'Standard achieved' on both tests)

Assessment Criteria
Personal and professional standards of literacy and numeracy for teaching.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload the LANTITE result files for literacy and for numeracy in pdf format to the link for Assessment Task 5 on the unit moodle site.

Learning Outcomes Assessed

- Evidence successful completion of the National Literacy and Numeracy Test for Initial Teacher Education.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

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