



EDFE12044 Professional Practice 3 - The Catholic School Placement

Term 1 - 2020

Profile information current as at 14/12/2025 04:55 am

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 - 2020

- 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

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

Assessment items

Recommendation

Retain current assessment focus

Feedback from Student evaluations

Feedback

Placement requirements

Recommendation

Expected attendance at on-campus tutorials for the placement preparation will be emphasised on the moodle site.

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.

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.

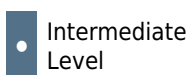
Alignment of Learning Outcomes, Assessment and Graduate Attributes



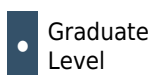
N/A
Level



Introductory
Level



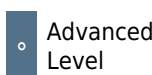
Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

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

Both paper and eBook copies can be purchased from 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)

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 - 09 Mar 2020

| 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 - 16 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|---|---|--|
| Placement Developing whole class profiles: Catering for your learners | Set text: Howell, J. (2014). Chapter 9 - Understanding your students (pp. 273-313). | Professional Practice 3 |
| Religion What is prayer? | Leonard, R. (2013). Why bother praying? Prayer, liturgy and sacraments website (online). | Contextual Day |
| Week 3 - 23 Mar 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Placement Linking differentiation and assessment for learning | Set text: Howell, J. (2014). Chapter 13 - Assessment and reporting (pp. 425 - 453). | Professional Practice 3 |
| Religion Forms of Christian prayer | Rolheiser, R: Groaning beyond words: Our deeper way of praying. Catechism of the Catholic Church (online). | Contextual Day |
| Week 4 - 30 Mar 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Placement Managing the differentiated classroom: Developing your communication skills | Set text: Howell, J. (2014). Chapter 10 - Becoming an effective communicator (pp. 314 - 353). | Professional Practice 3 |
| Religion Defining features of Catholic schools | The Charter for the Catholic Education Office (online). | Contextual Day |
| Week 5 - 06 Apr 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Placement Assessment types and formats | Brady, L. & Kennedy, K. (2012). Principles of Assessment for Learning. | |
| Religion The defining features of Catholic schools - Goals | Defining features of Catholic schools (online). Faller, P. Self and sunshine. | |
| Vacation Week - 13 Apr 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 6 - 20 Apr 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Placement Assessment: Interpreting and using student data | Griffin. (2014). Interpreting data to evaluate progress. | Professional Practice 3 |
| Religion Sacramentality | | Contextual Day |
| | | Inquiry and Reflection on prayer practices in Catholic schools Due: Week 6 Friday (24 Apr 2020) 11:45 pm AEST |
| Week 7 - 27 Apr 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Placement Effective pedagogy: An overview | Set text: Howell, J. (2014). Chapter 2 - Developing effective pedagogies (pp. 40-81). | Professional Practice 3 |
| Religion Theological, practical and pastoral principles | Gleeson, B. (2004). Symbols and sacraments: Their human foundations | Contextual Day |
| Week 8 - 04 May 2020 | | |
| 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 - 11 May 2020**Module/Topic****Placement**

Teaching methods and strategies:
Explicit Instruction

Religion

Sacraments of initiation: Eucharist

Chapter

Archer & Hughes. (2011).
The foundations of explicit instruction.

Whelan, M. A responsible body: The Eucharistic community.

Events and Submissions/Topic

Professional Practice 3
Assessable Day

Week 10 - 18 May 2020**Module/Topic****Placement**

Teaching methods and strategies:
Examining a range

Religion

Sacraments (cont'd)

Chapter**Events and Submissions/Topic**

Professional Practice 3
Assessable Day

Week 11 - 25 May 2020**Module/Topic****Placement**

Teaching methods and strategies:
Choosing effective strategies for learning

Chapter**Events and Submissions/Topic**

Professional Practice 3
Assessable Day
Design of an Information Resource
Due: Week 11 Friday (29 May 2020)
11:45 pm AEST

Week 12 - 01 Jun 2020**Module/Topic**

Course review and preparation for three week block

Chapter**Events and Submissions/Topic**

Professional Practice 3
Assessable Day

Review/Exam Week - 08 Jun 2020**Module/Topic****Chapter****Events and Submissions/Topic**

Commencement of 3 week assessable block placement

Exam Week - 15 Jun 2020**Module/Topic****Chapter****Events and Submissions/Topic**

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.

(a) 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)

(b) 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 (24 Apr 2020) 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, information booklet 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 written reflection of approximately 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 (29 May 2020) 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

Critical reflection on strategies for working sensitively and professionally with parents and carers and the broader school community in Catholic Education

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 experience 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 2020 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 placement will be completed by the Supervising Teacher using the electronic report. The electronic report uses the same standards and descriptors as the sample report included in the Professional Practice 3 Information and Guidelines Booklet.

A full description for finalising the reporting process for your placement will be provided on the moodle site in the task description for Assessment Task 3.

Assessment Due Date

This assessment task is due on completion of the three-week assessable block as per the approved Professional Practice calendar..

Return Date to Students

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

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Assessment criteria are outlined in detail in the Professional 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

No submission method provided.

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 show 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) 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 with 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 annotated samples of student work.

Assessment Due Date

This assessment task is due one week after the completion of the assessable block component of the placement.

Return Date to Students

Feedback on this 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

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

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