EDFE13032 *Professional Practice 3 (Primary/ECE) - Managing the Differentiated Classroom*
Term 1 - 2017

Profile information current as at 17/05/2024 04:47 pm

All details in this unit profile for EDFE13032 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, you will participate in tutorials, practical workshops and an assessable classroom placement. The placement comprises of both contextual and assessable components that include a two week block at the beginning of the school year, 10 single day visits and a 15-day continuous block to enhance your ability to design, adapt and implement teaching sequences that cater for the diverse needs of learners in mainstream classrooms. You will develop understanding of the use of assessment for learning as integral to informed curriculum decision-making and differentiation practices. You will apply this knowledge in classroom contexts to modify lesson plans and learning sequences in all curriculum learning areas in response to class profiling data that accurately records the strengths, needs and preferred learning styles of individuals and groups. Alongside of this, you will develop formative and summative assessment strategies for monitoring student learning and achieving alignment between curriculum, pedagogy and assessment. During this placement you will practise the use of a range of teaching strategies including questioning techniques and the provision of timely descriptive feedback to build effective relationships with learners and improve student outcomes.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
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 either EDFE12042 or EDFE11039.
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 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- 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: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Portfolio**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

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 Course evaluation

Feedback

The number of observations and reflections during the three week block component became onerous and detracted from the teaching tasks required.

Recommendation

Review the required tasks of the three week block.

Action

The tasks were reviewed and consolidated.

Feedback from Course evaluation

Feedback

The course is well structured and the content relevant.

Recommendation

Keep the current structure of the course, but continue to ensure that the content and resources are up to date and relevant.

Action

The unit maintained its structure and resources were updated as required.

Feedback from Course evaluation

Feedback

The first assessment task, although useful and relevant, was a paired task which made its completion difficult.

Recommendation

Review the first assessment task so that it can be completed individually.

Action

The first assessment task was changed to be an individual task.

Unit Learning Outcomes

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

1. Formulate assessment activities for the purpose of monitoring student achievement. Formulate assessment activities for the purpose of monitoring student achievement.
2. Apply strategies that modify learning sequences, pedagogy, content and assessment in response to individual and class profiling data.
3. Appraise the content of a proposed learning sequence to plan activities that overcome possible difficulties or make links to the prior knowledge of students with varying abilities.
4. Select teaching methods with an appropriate level of teacher control and student responsibility to scaffold learning for students and groups of varying ability levels.
5. Write explicit learning goals and task-specific standards for the purpose of explicit instruction and making consistent judgments on the quality of students' work.
6. Analyse work samples and assessment information to support the delivery of feedback and design interventions to address specific learning issues.
7. Participate in collegial partnerships to improve practice and formulate responsive approaches to identified learning needs.
8. Critically reflect on professional learning using feedback, self-evaluation and the Australian Professional Standards for Teachers.

Successful completion of the unit Professional Practice 3 – Managing the Differentiated Classroom provides opportunities for students to demonstrate aspects of Australian Professional Standards for Teachers at a stage appropriate for a pre-service teacher in the third year of a four year initial teacher education course. Specific assessment indicators that align the tasks and activities completed during the Professional Practice 3 placement with the standards can be found in the Information and Reporting Booklet for this placement. Artefacts, in particular those that demonstrate the ability to differentiate the curriculum for students with a range of abilities and the use of effective assessment practices during the placement, can be added to the e-portfolio as evidence of progress towards demonstrating the standards at Graduate career stage.

Professional Practice 3 demonstrates the following Australian Professional Standards for Teachers: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1,6.2, 6.3, 6.4, 7.1, 7.4

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	8
1 - Written Assessment - 50%	●	●					●	
2 - Professional Practice Placement - 0%	●	●	●	●	●	●	●	
3 - Portfolio - 50%								●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Communication					●	●	●	

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
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 - 50%		•	•	•			•	•		
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
3 - Portfolio - 50%			•			•				

Textbooks and Resources

Textbooks
EDFE13032

Prescribed

Teaching and Learning: Building Effective Pedagogies
Edition: 1st (2014)
Authors: Jennifer Howell
Oxford University Press
South Melbourne , Victoria , Australia
ISBN: 9780195529067
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Angelina Ambrosetti Unit Coordinator
a.ambrosetti@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

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

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Developing whole class profiles: Catering for your learners	**Set text: Howell, J. (2014)** Chapter 9 - Understanding your students (pp. 273-313)	Professional Practice 3 Contextual Day

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Linking differentiation and assessment for learning	**Set text: Howell, J. (2014)** Chapter 13 - Assessment and reporting (pp.425 - 453)	Professional Practice 3 Contextual Day

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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 Contextual Day

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment types and formats	Brady, L. & Kennedy, K. (2012). Principles of Assessment for Learning	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment: Interpreting and using student data	Griffin (2014) Interpreting data to evaluate progress	Professional Practice 3 Contextual Day **Digital Presentation** Due: Week 6 Monday (17 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

	Set text: **Howell, J. (2014)**	
Effective pedagogy: An overview	Chapter 2 - Developing effective pedagogies (pp. 40-81)	Professional Practice 3 Contextual Day

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning for learning: Incorporating differentiation	Set text: **Howell, J. (2014)** Chapter 12 - Planning for effective learning and teaching (pp. 394 - 423) Hammond & Gibbons (2001) What is scaffolding?	Professional Practice 3 Assessable Day

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods and strategies: Explicit instruction	Archer & Hughes (2011) The foundations of explicit instruction	Professional Practice 3 Assessable Day

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods and strategies: Examining a range		Professional Practice 3 Assessable Day

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods and strategies: Choosing effective strategies for learning		Professional Practice 3 Assessable Day

Week 12 - 29 May 2017

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

Review/Exam Week - 05 Jun 2017

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

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Digital Presentation

Assessment Type
Written Assessment

Task Description
You are to create a digital presentation for an audience of your peers that demonstrates and models specific strategies that could be used in primary school classrooms to promote learning for learners with a diverse range of abilities and backgrounds. As you design your task, keep in mind the following three principles:
• Differentiation is essential for meeting the needs of all learners
• Effective differentiation is based on evidence of learner learning
• Evidence of learner learning is gathered through ongoing assessment
Therefore, your digital presentation should include a focus on how teachers can design or use assessment for learning as the basis for differentiating instruction to meet the specific needs of learners across the full range of abilities.
Firstly, develop a class profile of your current placement class highlighting the differing needs of your learners. Ensure that you highlight individual learning needs, general learning levels (literacy and numeracy), learning styles, learning support, as well as other information that is deemed pertinent. Secondly, select one of the identified assessment samples from the Queensland Curriculum and Assessment Authority (found on Moodle). Using the summative

assessment sample and your class profile as a basis, present a series of at least four (4) strategies that could be used to differentiate teaching and differentiate formative assessment based on the curriculum content of the chosen assessment sample.

Your digital presentation must contain both visual and oral components and can be in the form of a PowerPoint, Prezi, movie, website, etc. Ensure that you use appropriate references throughout your presentation and acknowledge your sources of ideas. You must also include a copy of your class profile (with learners de-identified) with your submission.

Assessment Due Date
Week 6 Monday (17 Apr 2017) 11:45 pm AEST

Return Date to Students

Feedback on this assessment response will be provided once the moderation process has occurred.

Weighting
50%

Minimum mark or grade
Pass

Assessment Criteria

- Demonstrated knowledge and understanding of differentiation for teaching and assessing in order to cater for a wide range of diversity within a classroom.
- Appropriate selection of differentiation strategies that cater for diversity within a classroom.
- Demonstrated knowledge and understanding of the links between differentiation and assessment for learning.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Formulate assessment activities for the purpose of monitoring student achievement. Formulate assessment activities for the purpose of monitoring student achievement.
- Apply strategies that modify learning sequences, pedagogy, content and assessment in response to individual and class profiling data.
- Participate in collegial partnerships to improve practice and formulate responsive approaches to identified learning needs.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 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 and 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 teaching sequences to cater for the needs of all learners in the class group and assessment materials for monitoring 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 2017 Professional Practice calendar and consists of:

- 2 week contextual block at the beginning of the school year block (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 assessable block at the end of school term two (continuous)

An up-to-date hardcopy working portfolio must be maintained throughout the placement and include all observation, planning, assessment instruments and records, a full class profile and evaluation and reflection conducted throughout the placement. Refer to the Professional Practice 3 Information and Guidelines Booklet for further detail regarding 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. However, you as the pre-service teacher, are responsible for uploading a signed copy of the final Professional Practice Report into the Moodle task 2 submission link.

Assessment Due Date

On completion of the three week block.

Return Date to Students

Feedback on this assessment task will be provided by the Supervising Teacher using the reporting documents 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 level).

Referencing Style

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

Submission
Online

Submission Instructions
The final summative report will be uploaded as assessment task 2. The pre-service teacher must ensure that the uploaded report is signed by you as the pre-service teacher, the supervising teacher, and the site coordinator. The university coordinator will sign the report when it is uploaded.

Learning Outcomes Assessed

- Formulate assessment activities for the purpose of monitoring student achievement. Formulate assessment activities for the purpose of monitoring student achievement.
- Apply strategies that modify learning sequences, pedagogy, content and assessment in response to individual and class profiling data.
- Appraise the content of a proposed learning sequence to plan activities that overcome possible difficulties or make links to the prior knowledge of students with varying abilities.
- Select teaching methods with an appropriate level of teacher control and student responsibility to scaffold learning for students and groups of varying ability levels.
- Write explicit learning goals and task-specific standards for the purpose of explicit instruction and making consistent judgments on the quality of students' work.
- Analyse work samples and assessment information to support the delivery of feedback and design interventions to address specific learning issues.
- Participate in collegial partnerships to improve practice and formulate responsive approaches to identified learning needs.

Graduate Attributes

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

3 ePortfolio

Assessment Type
Portfolio

Task Description
You are required to submit a 1000 word statement that, firstly describes a series of lessons that you have designed and implemented during your 3 week block, and secondly, reflects upon your 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?
- How did the ongoing formative assessment in each lesson inform your teaching and planning?
- What differentiation strategies were/were not effective in meeting the needs of your learners? Why were these 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.

Along with your 1000 word statement, you will need to submit the following 4 parts as evidence of your experience.

Part 1- Data and evidence
Provide profiling data and evidence on a specific topic/concept/curriculum descriptor that you taught during your 3 week block. Provide a sample of data and evidence that pertains to 2 children within your class (exceeding expectations achiever and below expectations achiever) that informed your planning and teaching. The data and evidence should clearly establish the learning needs within the classroom and is collected and collated prior to the planning and teaching stages.

Part 2 – Planning and teaching
Provide your lesson planning that **teaches** the topic/concept/curriculum descriptor for a minimum of 3 – 5 lessons. Your planning must align to the Australian Curriculum, and each lesson plan must contain considerable detail that outlines the 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 (of the 2 learners) that inform your planning and thinking for the next lesson.

Part 4 – Final assessment
Provide annotated exemplars of the final assessment task (of your 2 learners) undertaken at the conclusion of your series of lessons. It is anticipated that this final assessment task will be a smaller task that assesses the concept/topic/curriculum descriptor that you have taught during your lessons.

Please note: You will use the Queensland College of Teachers iTunes U digital portfolio platform for this ePortfolio task. A link to and instructions about the digital portfolio platform can be found on the Moodle site.

Assessment Due Date

One week after the completion of the block placement - Friday June 30 by 11:45pm. If your block does not finish on the scheduled date, please contact the course coordinator for a new due date.

Return Date to Students

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

Weighting
50%

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 learners' learning needs.
· Demonstrated ability to design a 'fit for purpose' assessment task that is valid and appropriate.
· Demonstrated knowledge and understanding of how students learn.
· Demonstrated ability to interpret formative assessment data and provide valid and appropriate feedback to learners.

Referencing Style

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

Submission
Online

Submission Instructions
Ensure that you upload a word document with your iTunes U portfolio code, your name and your student number.

Learning Outcomes Assessed

- Critically reflect on professional learning using feedback, self-evaluation and the Australian Professional Standards for Teachers.

Graduate Attributes

- Critical Thinking
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem