# EDFE13032 *Professional Practice 3 (Primary/ECE) - Managing the Differentiated Classroom*
## Term 1 - 2019

Profile information current as at 15/05/2024 10:34 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 - 2019

- Bundaberg
- Cairns
- Mackay
- Mixed Mode
- 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: Pass/Fail
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Portfolio**
Weighting: Pass/Fail
4. **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.

## Previous Student Feedback

## Feedback, Recommendations and Responses

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

### Feedback from Student feedback

**Feedback**
The requirements for the placement are clear.

**Recommendation**
Maintain the placement requirements and the way that they are communicated.

### Feedback from Student feedback

**Feedback**
Provide further practical examples of planning and teaching

**Recommendation**
Embed more examples of planning and teaching into the Moodle content and workshops.

# 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
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
9. Evidence successful completion of the 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
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
7.4 Engage with professional teaching networks and broader communities
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities

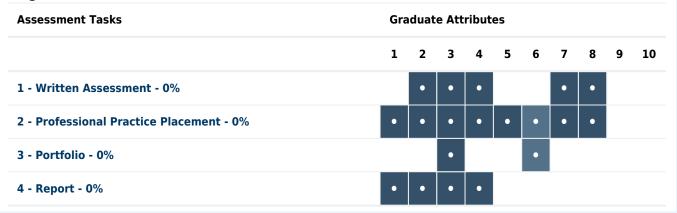# Alignment of Learning Outcomes, Assessment and Graduate Attributes

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 | 9 |
| 1 - Written Assessment - 0% | • | • | | | | | • | | |
| 2 - Professional Practice Placement - 0% | • | • | • | • | • | • | • | | |
| 3 - Portfolio - 0% | | | | | | | | • | |
| 4 - Report - 0% | | | | | | | | | • |

# Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 - Communication | | | | | • | • | • | | • |
| 2 - Problem Solving | • | • | • | • | • | • | • | | • |
| 3 - Critical Thinking | • | • | • | • | • | • | • | • | • |
| 4 - Information Literacy | | | | | | | | | • |
| 5 - Team Work | | | | | | | • | | |
| 6 - Information Technology Competence | | | | | | | | • | |
| 7 - Cross Cultural Competence | | • | • | | | | • | | |
| 8 - Ethical practice | | • | • | • | | • | • | | |
| 9 - Social Innovation | | | | | | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | | | | | |

# Alignment of Assessment Tasks to Graduate Attributes

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

## 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

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

**View textbooks at the CQUniversity Bookshop**

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- iTunes account for your ePortfolio

## Referencing Style

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

## Teaching Contacts

**Angelina Ambrosetti** Unit Coordinator
a.ambrosetti@cqu.edu.au
**Susan Richardson** Unit Coordinator
s.richardson@cqu.edu.au

## Schedule

**Week 1 - 11 Mar 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Setting the scene: what is differentiation? | Haynes (2013) Young people and school (CRO)<br>Tomlinson & Eidson (2003) A brief primer on differentiation (CRO) | |

**Week 2 - 18 Mar 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Developing whole class profiles: differentiation and knowing your learners | *Set text: Howell (2014)*<br>Chapter 9 - Understanding your students (pp. 273-313) | Professional Practice 3 Contextual Day (refer to the school calendar for your particular state) |

## Week 3 - 25 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Linking differentiation and assessment for learning | **Set text: Howell (2014)** Chapter 13 - Assessment and reporting (pp. 425 - 453) | Professional Practice 3 Contextual Day (refer to the school calendar for your particular state) |

## Week 4 - 01 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Developing your communication skills to manage the differentiated classroom | **Set text: Howell (2014)** Chapter 10 - Becoming an effective communicator (pp. 314-353) | Professional Practice 3 Contextual Day (refer to the school calendar for your particular state) |

## Week 5 - 08 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Differentiation through assessment types and formats | Brady & Kennedy (2012) Principles of assessment for learning (CRO) | Professional Practice 3 Contextual Day (refer to the school calendar for your particular state) In Queensland for example, this is a school holiday week. In other states, you might be able to continue with a placement day this week. |

## Vacation Week - 15 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| | | Professional Practice 3 Contextual Day (refer to the school calendar for your particular state) In Queensland for example, this is a school holiday week. In other states, you might be able to continue with a placement day this week. |

## Week 6 - 22 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Differentiation through assessment: interpreting and using student data | Griffin (2014) Interpreting data to evaluate progress (CRO) | Professional Practice 3 Contextual or Assessable Day (refer to the school calendar for your particular state) |

## Week 7 - 29 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Using effective pedagogy to differentiate in the classroom | **Set text: Howell (2014)** Chapter 2 - Developing effective pedagogies (pp.40-81) | Professional Practice 3 Contextual or Assessable Day (refer to the school calendar for your particular state)<br><br>**Digital presentation** Due: Week 7 Friday (3 May 2019) 11:45 pm AEST |

## Week 8 - 06 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Planning to incorporate differentiation into our teaching | **Set text: Howell (2014)** Chapter 12 - Planning for effective learning and teaching (pp.394 - 423) Hammond & Gibbons (2001) What is scaffolding? (CRO | Professional Practice 3 Assessable Day (refer to the school calendar for your particular state) |

## Week 9 - 13 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Explicit instruction and differentiation | Archer & Hughes (2011) The foundations of explicit instruction | Professional Practice 3 Assessable Day (refer to the school calendar for your particular state) |

**Week 10 - 20 May 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| A range of teaching methods and strategies that support differentiation | | Professional Practice 3 Assessable Day (refer to the school calendar for your own particular state) |

**Week 11 - 27 May 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Choosing effective teaching methods and strategies that support differentiation | | Professional Practice 3 Assessable Day (refer to the school calendar for your own particular state) |

**Week 12 - 03 Jun 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Course review and preparation for the 3 week continuous block | | Professional Practice 3 Assessable Day or Commencement of the 3 week block (refer to the school calendar for your own particular state) |

**Review/Exam Week - 10 Jun 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Professional Practice 3 Commencement or continuation of the 3 week block (refer to the school calendar for your particular state) |

**Exam Week - 17 Jun 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Professional Practice 3 Continuation of the 3 week block (refer to the school calendar for your particular state) |

# Assessment Tasks

## 1 Digital presentation

**Assessment Type**
Written Assessment

**Task Description**
You are to create a digital presentation for an audience of educators that outlines specific strategies that could be used in primary school classrooms to promote differentiated learning for learners with a diverse range of abilities, learning styles, needs and cultural differences. As you design your presentation, keep in mind the following three principles:

- Differentiation is essential for meeting the needs of all learners;
- Effective differentiation is based on evidence collected about the learner's learning; and
- Evidence of learner learning is gathered through ongoing assessment.

Firstly, develop a detailed (de-identified) class profile of your current placement class that demonstrates that you "know your learners" and their differing learning needs.  Ensure that you highlight individual learning needs, general learning levels (literacy and numeracy), learning styles, learning support or extension, as well as other information that is deemed pertinent to student learning.

Then, select one of the summative assessment samples from the Queensland Curriculum and Assessment Authority (found on Moodle) that is relevant to your placement class.

Using the summative assessment sample and your class profile as a basis, identify a series of four activities that lead towards the successful completion of the summative task. Within the activities:

a) identify teaching strategies or approaches that could be used by the teacher to differentiate for the range of learners represented in the class profile.

b) identify formative assessment strategies or approaches that provide data that can be used by the teacher to differentiate for the follow on activity (also ensure that your formative assessment strategies themselves can be

differentiated).

Your digital presentation must spend some time discussing what differentiation is and why it is such a vital aspect of what we do as teachers. Ensure that you use appropriate references throughout your presentation and acknowledge your sources of ideas.

Your digital presentation must contain both visual and oral components and can be in the form of a PowerPoint, Prezi, website, movie, etc. You must also include a copy of your class profile (de-identified learners and school) with your submission.

This task addresses aspects fo the following Australian Professional Standards for Teachers: 1.1, 1.2, 1.3, 1.5, 2.1, 3.2, 3.3, 4.1, 5.1.

### Assessment Due Date
Week 7 Friday (3 May 2019) 11:45 pm AEST

### Return Date to Students
Week 10 Friday (24 May 2019)
Feedback via the criteria sheet on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary.

### Weighting
Pass/Fail

### Minimum mark or grade
You must pass this assessment task to proceed to the three week continuous block.

### 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. (APST 1.1, 1.2, 1.3, 1.5)
- Appropriate selection of differentiation strategies that cater for diversity within a classroom (APST 2.1, 3.2, 3.3, 4.1)
- Demonstrated knowledge and understanding of the links between differentiation and assessment for learning. (APST 1.5, 5.1)

### 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
- 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 The 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 to complete the tasks outlined in the Professional Practice 3 Information and Guidelines Booklet.

These tasks include, but are not limited to:

- the development of a class profile which will be used to modify teaching sequences in order to cater for the needs of learners;
- design and implement a range of learning sequences across the curriculum;
- design (where possible) and implement formative and summative assessment tasks to monitor learning;

- interpret assessment data in order to differentiate and cater for learning needs;
- make judgements on the quality of learners' work;
- reflect on practice; and
- observe your supervising teacher (and others) to develop your own pedagogical abilities.

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 continuous teaching as the placement progresses.

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

- a 2 week contextual block at the beginning of the school year (continuous);
- 5 contextual days (completed one day per week throughout school terms one and two);
- 5 assessable days (completed one day per week throughout school term two); and
- a 15 day continuous assessable block at the end of school term two.

An up-to-date hardcopy working portfolio must be maintained throughout the placement and it should include all observations, planning, copies of assessment instruments and records, learner work samples, a full class profile, as well as 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.** Please ensure that you upload a PDF document (no photos or any other file type should be uploaded).


**Assessment Due Date**

Upload a copy of your signed final report immediately after you have completed the three week block placement. Do ensure that you, your supervising teacher and a site coordinator have all signed the document before upload.

**Return Date to Students**

The final report will be signed off by your university coordinator and returned to you via Moodle.

**Weighting**
Pass/Fail

**Minimum mark or grade**
Pass - The report must have a minimum mark of "Meets Expected Level"

**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**
Ensure that your report is signed by you and by your Supervising Teacher, and the Site Coordinator before uploading.

**Learning Outcomes Assessed**

- 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 - written statement and evidence

**Assessment Type**
Portfolio

**Task Description**
This ePortfolio task consists of two parts and focuses on a planned sequence of lessons implemented in the 3 week block.

**Part A - 1000 word statement that:**
a) describes a series of lessons that you have implemented during your 3 week block, and b) critically reflects upon your learning throughout the planning, teaching and assessment cycle.
Use the following questions to formulate your statement (ensure that you use references to justify your reflection):

- How did the data and evidence you collected inform your planning and teaching, particularly in regards to differentiation for learners?
- How did the learner feedback gathered, influence your pedagogical decision making as you were teaching your sequence of lessons?
- How did the on-going formative assessment in each lesson inform your planning and teaching?
- 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?

**Part B - Evidence gathered from your planning and teaching that is presented through a number of artefacts:**
**Artefact 1 -** Provide profiling data and evidence on a specific curriculum descriptor/topic/concept that you taught during your three week block. Provide a sample of data and evidence that pertains to two children within your class that informed your planning and teaching. The two children must show different levels of achievement: above, at or below standard. The data and evidence should clearly establish the learning needs within the classroom and is collected prior to the planning and teaching stages
**Artefact 2 -** Document lesson planning that **teaches** the curriculum descriptor/topic/concept - a minimum of 3-5 lessons using the template provided. Your planning must align to the Australian Curriculum, and each lesson plan must present comprehensive detail that outlines the pedagogy (methods and strategies) being used, as well as the ways in which different student learning needs are being catered for (differentiation). Formative assessment strategies must also be well detailed within the lesson plans
**Artefact 3** - Provide samples of learner feedback (include your 2 learners) from the lesson sequence that were used to inform your ongoing pedagogical decision making. A template is provided to use to gather your learner feedback
**Artefact 4** - Provide annotated exemplars of learner work (of the 2 learners) that informed your planning and teaching for the next lesson
**Artefact 5 -** Provide annotated exemplars of the final assessment task (of your two learners) undertaken at the conclusion of your lesson sequence. It is anticipated that this final assessment will be a smaller task that assesses the curriculum descriptor/topic/concept that you have taught during your lessons.
**Note:** You will use iTunesU to create your ePortfolio. Please access the link and instructions on the Moodle site.

**Assessment Due Date**

One week after the completion of the continuous three week block placement.

**Return Date to Students**

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

**Weighting**
Pass/Fail

**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 knowledge and understanding of how students learn.
- Demonstrated ability to interpret formative assessment data and provide valid and appropriate feedback to learners.
- Demonstrated capacity to use learner feedback when making pedagogical decisions.

**Referencing Style**

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

**Submission**
No submission method provided.

**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

# 4 LANTITE Results

**Assessment Type**
Report

**Task Description**
To pass this unit you will need to supply evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). The LANTITE is a requirement to continue onto Professional Practice 4 and is a national requirement in order to complete and be graduated from your Initial Teacher Education program.
Upload your result file (PDF) into the assessment upload function on Moodle for this task. The results must indicate that you have demonstrated "Standard Achieved" for both Literacy and Numeracy.

**Assessment Due Date**

Upload your results once you have undertaken the LANTITE and have been sent your results by ACER.

**Return Date to Students**

Once all requirements for PP3 are completed a grade for the unit will be assigned.

**Weighting**
Pass/Fail

**Minimum mark or grade**
Pass - Standard Achieved

**Assessment Criteria**
Nil criteria

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Upload results for Literacy and Numeracy tests.

**Learning Outcomes Assessed**

- Evidence successful completion of the 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