



# EDFE13032 Professional Practice 3 (Primary/ECE) - Managing the Differentiated Classroom Term 3 - 2021

Profile information current as at 23/04/2024 04:17 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 a 20-day continuous block to enhance your ability to design, adapt and implement teaching sequences that cater to the diverse needs of learners in mainstream classrooms. You will develop an 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 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 3 - 2021

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

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: Pass/Fail

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **Portfolio**

Weighting: Pass/Fail

### Assessment Grading

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

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Student evaluation

**Feedback**

Unit resources were supportive.

**Recommendation**

Continue to update unit materials as required.

#### Feedback from Student evaluation

**Feedback**

Assessment tasks

**Recommendation**

Provides resources such as a checklist to support the completion of assessment tasks.

## 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.

### 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



## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%	•	•						•
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	
3 - Portfolio - 0%								•

## Alignment of Graduate Attributes to Learning Outcomes

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

## Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Greg Wilkes** Unit Coordinator

[g.wilkes@cqu.edu.au](mailto:g.wilkes@cqu.edu.au)

## Schedule

### Week 1 - 08 Nov 2021

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

### Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Developing whole class profiles: differentiation and knowing your learners	<b>Set text: Howell (2014)</b> Chapter 9 - Understanding your students (pp. 273-313) <b>eReading list</b> Rubie-Davies (2015). Chapter 3: Teacher differential behaviour and student outcomes	

### Week 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Planning to incorporate differentiation into our teaching

**Set text: Howell (2014)**  
Chapter 12 - Planning for effective learning and teaching (pp.394 - 423)  
**eReading list**  
Hammond & Gibbons (2001). What is scaffolding?

#### Week 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
A range of teaching methods and strategies that support differentiation	<b>Set text: Howell (2014)</b> Chapter 2 - Developing effective pedagogies (pp.40-81) <b>eReading list</b> Churchill et al. (2019) - Chapter 8 Pedagogy: The agency that connects teaching with learning	

#### Week 5 - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Explicit direct instruction and differentiation	<b>eReading list</b> Archer & Hughes (2011). Chapter 1: The foundations of explicit instruction Archer & Hughes (2011). Chapter 2: Designing lessons: Skills and strategies	

#### Week 6 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Linking differentiation and assessment for learning	<b>Set text: Howell (2014)</b> Chapter 13 - Assessment and reporting (pp. 425 - 453) <b>eReading list</b> Brady & Kennedy (2012). Principles of assessment for learning	

#### Vacation Week - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Differentiation in the Classroom</b> Due: Week 6 Monday (20 Dec 2021) 11:45 pm AEST

#### Vacation Week - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Assessment types and formats	<b>eReading list</b> Brady & Kennedy (2012). Principles of assessment for learning	

#### Week 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Differentiation through assessment: Interpreting and using data	<b>Set text: Howell (2014)</b> Chapter 12 - Planning for effective learning and teaching (pp.394 - 423) <b>eReading list</b> Timperley (2009). Using assessment data to improve practice Griffin (2014). Interpreting data to evaluate progress	)

#### Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
The art of unit planning	<b>eReading list</b> Churchill et al. (2019) - Chapter 7 Planning for practice: connecting pedagogy, assessment and curriculum	
<b>Week 10 - 24 Jan 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Examining your practice The 4 week bloc requirements	<b>eReading list</b> Marzano & Pickering (2009). Dimension 2: Acquire and Integrate Knowledge PP3 Information and Guidelines Booklet	
<b>Week 11 - 31 Jan 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice 3 Commencement of the 4 week block
<b>Week 12 - 07 Feb 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice 3 Week 2 of 4 week block
<b>Exam Week - 14 Feb 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice 3 Week 3 of 4 week block

## Assessment Tasks

### 1 Differentiation in the Classroom

#### Assessment Type

Written Assessment

#### Task Description

This task has two components.

**Part A** requires you to create an infographic about differentiation in the classroom. The targeted audience of your infographic are teachers and pre-service teachers.

As you design your infographic, keep in mind the following three principles:

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

Ensure that you are not just reiterating information found in texts but instead are contextualising the information for an early childhood classroom, lower, middle or upper primary classroom. Include a slogan as well as an example of what differentiation looks like in the classroom of your chosen context.

**Part B** requires you to develop your philosophy about differentiation in the classroom. Refer to your beliefs about teaching and learning, and how children learn. Include links to learning theories and academic literature and identify how you will approach differentiation in your classroom. (750 words maximum)

This task addresses aspects of 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 6 Monday (20 Dec 2021) 11:45 pm AEST

#### Return Date to Students

Week 9 Monday (17 Jan 2022)

Your task will be returned once moderation has occurred.



**Weighting**

Pass/Fail

**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. (APST 1.2 and 1.5)

Appropriate selection of a differentiation example that demonstrates how to cater for diversity within a classroom (APST 3.3, and 4.1)

Justification of infographic through the development of a teaching philosophy that reflects teaching, learning and assessment theories (APST 1.1, 5.1)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload a word document that contains your Infographic and the written component.

**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 Professional Practice Placement

**Assessment Type**

Professional Practice Placement

**Task Description**

You are required to undertake a 20 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. Please see the Professional Practice calendar for the schedule of the placement.

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 judgments 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.

An up-to-date hardcopy working portfolio must be maintained throughout the placement and 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.

This task addresses aspects of 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,

## Assessment Due Date

Your final report will be completed by your supervising teacher via an online form once the placement is completed.. Please upload a copy of your attendance record.

## Return Date to Students

You will be able to access your final report via the Sonia placement system.

## Weighting

Pass/Fail

## Minimum mark or grade

Pass

## Assessment Criteria

You will be assessed using the Australian Professional Standards for Teachers. Your supervising teacher will complete the final report. A copy of the report can be found in the Information and Guidelines Booklet.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Please upload a copy of your attendance record into the assessment task 2 link.

## 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 Professional Practice Statement and Evidence

### Assessment Type

Portfolio

### Task Description

This Portfolio task consists of two parts and focuses on a planned sequence of lessons implemented in the 4 week block.

#### Part A - 1000 word statement that:

**a)** describes a series of lessons that you have implemented during your 4 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 respect to differentiation for learners?
- 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 feedback did you provide to the learners in your lessons and in what modes did this occur?
- 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 four 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 feedback that you have provided to your learners to improve their learning.

**Artefact 4** - Provide annotated exemplars of learner work (of the two learners) that informed your planning and teaching for the next lesson (formative assessment).

**Artefact 5** - Provide annotated exemplars of the final assessment task (of your two learners) undertaken at the conclusion of your lesson sequence (summative assessment). 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.

You will submit this task as one curated document. Ensure that you have a cover page and table of contents.

This task addresses aspects of the following Australian Professional Standards for Teachers: 1.2, 1.5, 2.1, 3.1, 3.3, 3.4 4.1, 5.1, 5.2, 5.4.

**Assessment Due Date**

Your Portfolio is due 1 week after your 4 week block concludes. Please see the Moodle site for the due date.

**Return Date to Students**

Feedback on the task will be provided via the criteria sheet following moderation.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass - You must pass this task to pass the unit overall.

**Assessment Criteria**

Demonstrated ability to profile learners and interpret data to develop differentiated teaching and learning. (APST 1,5, 5.2, 5.4)

Demonstrated capacity to plan for and implement teaching and assessment strategies that are responsive to learners' learning needs. (APST 2.1, 3.1, 3.2, 3.4, 5.1)

Demonstrated knowledge and understanding of how students learn. (APST 1.2)

Demonstrated ability to interpret formative assessment data and provide valid and appropriate feedback to learners. (APST 5.2, 5.4)

**Referencing Style**

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

**Submission**

Online

**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