

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# EDFE13032 Professional Practice 3 (Primary/ECE) - Managing the Differentiated Classroom Term 1 - 2022

Profile information current as at 02/05/2024 06:31 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 1 - 2022

No offerings for EDFE13032

### 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

### 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

Information for Textbooks is not yet available.

The textbooks have not yet been finalised.

### IT Resources

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

## Referencing Style

Information for Referencing Style has not been released yet.

This unit profile has not yet been finalised.

## Teaching Contacts

Information for Teaching Contacts has not been released yet.

This unit profile has not yet been finalised.

## Assessment Tasks

Information for Assessment Tasks has not been released yet.

This unit profile has not yet been finalised.

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.