



# EDFE13033 Professional Practice 3 (Secondary) - Engagement with Others

## Term 3 - 2018

Profile information current as at 11/05/2024 09:15 pm

All details in this unit profile for EDFE13033 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 this unit, you will engage with the school community and key stakeholders in education in a productive way to achieve optimal personal, social and academic outcomes during a twenty five day placement in a secondary school. You will examine and critique theory and skills for effective communication, negotiation, and conflict resolution as applicable to learning environments and teacher-student interactions. The ethical tensions that arise in learning environments and ways of dealing with these dilemmas is also covered. The unit also involves focused observation of learning environments, design and implementation of pedagogical strategies, and evaluation of learning outcomes. Pre-service teachers analyse the nexus between teacher pedagogy and teacher-student dialogue in order to engage students in thinking that involves extension, refinement and meaningful use of knowledge. You will be required to apply knowledge learnt in discipline courses to design and implement learning experiences cognisant of student prior knowledge. To be eligible to pass this unit you will also need to supply evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). You must pass all assessment tasks to pass this unit.

### 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:- EDFE12043 Only students enrolled in CC13 are permitted to enrol in this unit Students must have completed all Discipline Teaching Area units within each of their two selected Minors.

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 - 2018

- Distance

### 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 Evaluation

**Feedback**

The practical placement - being able to see the start of a year and how to set up foundations for the teaching year.

**Recommendation**

Maintain location of placement within the school calendar at the beginning of the year.

#### Feedback from Student Evaluation

**Feedback**

The lectures were engaging. The content felt like it flowed well, and made sense.

**Recommendation**

Maintain the delivery of content for this unit.

## Unit Learning Outcomes

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

1. Apply effective communication skills to engage with key stakeholders in the school community
2. Design and implement learning experiences for individuals and groups that are engaging and challenging
3. Assess and report constructively on student learning
4. Reflect critically on professional practice to develop a personal philosophy of teaching and learning
5. Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection
6. 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
- 4.3 Manage challenging behaviour
- 4.5 Use ICT safely, responsibly and ethically
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

## 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

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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
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

**There are no required textbooks.**

### 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

**Emma Killion** Unit Coordinator  
[e.killion@cqu.edu.au](mailto:e.killion@cqu.edu.au)

## Schedule

### Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Teachers as Professionals		

### Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 - Philosophical, ethical and legal underpinnings of ethical decision-making		

### Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 - Conflict and interpersonal communication		

### Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - Negotiation and conflict resolution		

### Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Building Relationships to enhance collaboration with parents and the broader community		

### Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Preparing for Professional Experience: Teaching in Senior Secondary		<b>Engagement with Others Reflective Statement</b> Due: Week 5 Friday (14 Dec 2018) 11:59 pm AEST

## Term Specific Information

Important note about the structure of this unit.

**PLEASE NOTE:** The content of this unit is delivered in intensive mode over 6 weeks.

Each of these weeks is comprised of intensive study that is equivalent to the amount of work usually covered over a two-week period. That is, 12 weeks of topics are delivered over 6 weeks.

Due to all of the content being delivered within 6 weeks, it is important that you keep up and realise that you should double the usual time allocated to a unit during this period.

## Assessment Tasks

### 1 Engagement with Others Reflective Statement

#### Assessment Type

Written Assessment

#### Task Description

Standard 7 of the Australian Professional Standards for Teachers identifies four Focus Areas that need to be demonstrated when engaging professionally with colleagues, parents/carers and the community:

**APST 7.1 Meet professional ethics and responsibilities - Understand and apply key principles described in codes of ethics and conduct for the teaching profession**

**APST 7.2 Comply with legislative, administrative and organisational requirements - Understand the relevant legislative, administrative and organisational policies and processes required for teachers**

according to school stage

**APST 7.3 Engage with the parents/carers - Understand strategies for working effectively, sensitively and confidentially with parents/carers**

**APST 7.4 Engage with professional teaching networks and broader communities - Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice**

Your task is to prepare a 2000 word (maximum) reflective statement (500 words per Focus Area listed above) about what you perceive to be the key skills you require to enact and demonstrate this standard.

For each component of this Standard, complete the following:

- Create a professional reflective statement about what you believe the standard means to your professional practice.
- Identify a number of key examples of how you have addressed this so far in your professional practice within your pre-service teacher education degree. If you have not been able to do so, outline what you believe to be your key barriers to this demonstration.
- Outline how your teaching practice to date has achieved impact on student learning and achievement. That is, how do these examples you have provided, evidence how you have demonstrated impact on student learning?

### Assessment Due Date

Week 5 Friday (14 Dec 2018) 11:59 pm AEST

### Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task

### Weighting

Pass/Fail

### Minimum mark or grade

Pass - this task must be passed in order to be eligible to proceed in this unit and complete the block placement

### Assessment Criteria

- Understand and apply key principles described in codes of ethics and conduct for the teaching profession (APST 7.1)
- Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage (APST 7.2)
- Understand strategies for working effectively, sensitively and confidentially with parents/carers (APST 7.3)
- Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice (APST 7.4)
- Professional levels of personal literacy

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Apply effective communication skills to engage with key stakeholders in the school community
- Reflect critically on professional practice to develop a personal philosophy of teaching and learning
- Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection

### Graduate Attributes

- Communication
- Problem Solving
- Problem Solving
- Critical Thinking
- Ethical practice

## 2 Professional Experience

### Assessment Type

Professional Practice Placement



**Task Description**

Undertake a supervised professional experience placement in a secondary school setting and complete all tasks outlined in the Professional Practice 3 (Secondary) Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.

The placement is structured as:

- Attendance at the Student Free Days at the beginning of the school year
- 5 week (25 day) continuous block commencing at the beginning of the school year

The placement will be organised and supervised by the relevant University Professional Practice staff member on each campus.

During the block placement, pre-service teachers are expected to build on their level of engagement in the day-to-day organisation and management of teaching and learning.

There are weekly on-line tutorials conducted during weeks 1 – 5 including the vacation week. Attendance is required at 80% of the scheduled classes. Failure to attend may result in the discontinuation onto the block placement component of this unit.

An up-to-date working portfolio must be maintained throughout the placement to record all planning, teaching, assessment, evaluation and reflection undertaken.

Daily critical reflection will be framed by a series of self-devised questions that examine the nature of ethical practice in diverse educational settings and that identify direct links to the Australian Professional Standards for Teachers (Graduate Career Stage).

Assessment for this task will be completed by supervising teachers using the formats for reporting included in the Professional Practice 3 (Secondary) Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.

Full details of specific tasks for this placement are outlined in the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.

Pre-service teachers are responsible for uploading a copy of the Final Summative Report for the placement in the assessment link on the Moodle site for Professional Practice 3 (Secondary). The reports will be accessed by the relevant University Coordinator and reviewed and signed prior to awarding the final grade for the unit after grading the ePortfolio (Assessment Task 3).

**Assessment Due Date**

As per the approved Professional Practice Calendar

**Return Date to Students**

The Final Summative Report will be returned to the student once signed by the University Professional Practice Coordinator

**Weighting**

Pass/Fail

**Minimum mark or grade**

To pass this task, pre-service teachers must receive a satisfactory rating on the Final Summative Report

**Assessment Criteria**

As per the Professional Practice 3 (Secondary) Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Pre-service teachers are responsible for uploading a copy of the Final Summative Report for the placement in the assessment link on the Moodle site for Professional Practice 3 (Secondary)

**Learning Outcomes Assessed**

- Apply effective communication skills to engage with key stakeholders in the school community
- Design and implement learning experiences for individuals and groups that are engaging and challenging
- Assess and report constructively on student learning
- Reflect critically on professional practice to develop a personal philosophy of teaching and learning
- Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection

## Graduate Attributes

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

## 3 ePortfolio

### Assessment Type

Portfolio

### Task Description

This task will further develop the ePortfolio you have developed through PP1 and PP2 in iTunesU.

Select evidence from tasks completed during this professional experience (Professional Practice 3) that align with Standard 7 of the Australian Professional Standards for Teachers:

**APST 7.1 Meet professional ethics and responsibilities - Understand and apply key principles described in codes of ethics and conduct for the teaching profession**

**APST 7.2 Comply with legislative, administrative and organisational requirements - Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage**

**APST 7.3 Engage with the parents/carers - Understand strategies for working effectively, sensitively and confidentially with parents/carers**

**APST 7.4 Engage with professional teaching networks and broader communities - Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice**

Your task is to add at least one quality artefact to your ePortfolio per focus area listed above and provide a short statement (no more than 100 words) which shows how the chosen artefacts illustrate your role and responsibility as a teacher in engaging professionally with colleagues, parents/carers and the community.

You may draw on your reflective statement for Assessment Task 1 for this unit to discuss how you have now demonstrated evidence of meeting this Standard during your professional experience. Your statement must include evidence of how these artefacts provide evidence of how you have demonstrated impact on student learning.

### Assessment Due Date

Within one week of the completion of the block placement

### Return Date to Students

Feedback on this final assessment task will be provided following moderation and prior to the date of certification of grades for the term

### Weighting

Pass/Fail

### Minimum mark or grade

Pass

### Assessment Criteria

- Ability to select and organise evidence with explicit links to the professional standards
- Professional levels of personal literacy
- Ability to upload and organise information in the ePortfolio

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Upload the Enrolment Code for the portfolio through the link on the Moodle site for Assessment Task 3.

### Learning Outcomes Assessed

- Reflect critically on professional practice to develop a personal philosophy of teaching and learning

- Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

## **4 LANTITE**

#### **Assessment Type**

Report

#### **Task Description**

To pass this unit you will also need to supply evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

This will require you to upload your result file/s (PDF) into the assessment upload function on Moodle for this task. This result must indicate that you have demonstrated "Standard Achieved" for both the Literacy and Numeracy tests.

#### **Assessment Due Date**

Within one week of the completion of the block placement.

#### **Return Date to Students**

Not applicable.

#### **Weighting**

Pass/Fail

#### **Minimum mark or grade**

Pass

#### **Assessment Criteria**

No assessment criteria.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Upload your result file (PDF) into the assessment task 4 link on Moodle.

#### **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
- Ethical practice

## Academic Integrity Statement

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

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

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

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

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

### What is a breach of academic integrity?

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

### Why is academic integrity important?

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

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

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



#### Seek Help

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



#### Produce Original Work

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