EDFE13033 *Professional Practice 3 (Secondary) - Engagement with Others*
Term 3 - 2020

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. 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 - 2020

- Mixed Mode

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
There needs to be more explicit links made between unit content and placement requirements.

Recommendation
To make explicit and to reinforce the link between unit content and placement requirements.

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.

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

| — 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**
1 - Written Assessment - 0%	●			●	●

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Professional Practice Placement - 0%	●	●	●	●	●
3 - Portfolio - 0%				●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

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 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Emma Killion Unit Coordinator
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Schedule

Week 1 - 09 Nov 2020

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

Week 2 - 16 Nov 2020

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

Week 3 - 23 Nov 2020

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

Week 4 - 30 Nov 2020

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

Non-Teaching Week - 07 Dec 2020

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

Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Preparing for Professional Experience: Teaching in Senior Secondary		**Engagement with Others Reflective Statement** Due: Week 5 Friday (18 Dec 2020) 11:45 pm AEST

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The content for this Term 3 unit is delivered in intensive mode over the first 6 weeks of the Term. This is to ensure all content is delivered prior to Christmas closure to allow students some 'downtime' prior to the commencement of the placement for Professional Practice 3 and the commencement of university Term 1 2021.

To allow this to happen, the on-line Zoom sessions to be conducted over 6 weeks straight with a class occurring in 'non-teaching week' - That is, Week 1 - Week 4, Non-Teaching Week & Week 5. Each of these weeks is comprised of intensive study that is the equivalent to the amount of work usually covered over a two-week period. That is, twelve weeks of topics are delivered over six weeks.

Due to all of the content being delivered within six weeks, it is important that you keep up and realise that you should double the usual time allocation 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 (18 Dec 2020) 11:45 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 7th Edition (APA 7th 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
- 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 made available to the student once signed by the Supervising Teacher and University 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 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
This report is completed online via SONIA online.

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

5th March 2021

Return Date to Students

Feedback on this 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 7th Edition (APA 7th 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

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