EDFE13034 *Internship - Engagement with Catholic School Communities*
Term 2 - 2017

Profile information current as at 18/05/2024 02:35 pm

All details in this unit profile for EDFE13034 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, Interns in Catholic school settings participate in all aspects of teaching, learning and engagement with the school community during a sustained period of professional practice. You will take an active role in all aspects of the professional work of teachers while enhancing your religious literacy and understanding of both the knowledge components of the Catholic religion and its living components (or "practice") within broader Catholic communities. In your role as an intern, you will collect evidence of your understanding of, and engagement with, the people, places, resources and language of Religious Education in contemporary Catholic school settings. You will develop a personal professional philosophy that expresses an understanding of your role in Catholic schools as places of learning and your responsibilities for engagement with faith communities that value and practice social justice principles as a way of expressing and living out Christian beliefs. The internship is designed as a guided partnership between you (the intern) and a mentor teacher. This placement supports your transition from pre-service teacher to an autonomous, collaborative, reflective educator who can consistently demonstrate the knowledge, skills and dispositions described in the Australian Professional Standards for Teachers (Graduate Career Stage) and a secure understanding of the roles and responsibilities of teachers in the Catholic Education system.

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

Students enrol in this unit concurrently with EDFE14021 to complete the block placements over a continuous 10 week period.
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 2 - 2017

- 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](#).

Unit Learning Outcomes

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

1. Interpret and evaluate local documents and different approaches to teaching religion in contemporary Catholic schools.
2. Engage in the teacher's professional role to reflect on the relationships, roles and responsibilities of various stakeholders in defining the nature and purpose of religious education in Catholic schools.
3. Participate in professional teams to contribute to effective teaching, positive learning environments and improved student outcomes.
4. Reflect on practice to validate a personal professional philosophy of teaching and identify goals for ongoing professional learning.
5. Produce evidence demonstrating impact of teaching practice on student learning outcomes in the form of an e-portfolio that addresses all focus areas of the Standards.

Learning outcomes explicitly align with Australian Professional Standards for Teachers (Graduate level) and the knowledge base required for accreditation to teach in a Catholic school.

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%	●	●		●	
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
1 - Communication	●	●	●	●	●
2 - Problem Solving		●	●		●
3 - Critical Thinking	●	●	●	●	●
4 - Information Literacy	●				
5 - Team Work		●	●		
6 - Information Technology Competence					●

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

Kerry Aprile Unit Coordinator
k.aprile@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Catholic School Identity Topic 2: Catholic pedagogy - witness, specialist, moderator Topic 3: Enhancing Catholic School Identity Project • Post critical belief scale • The Melbourne scale • The Victoria scale • Recontextualisation		Please note that teaching for this course is delivered through an intensive and through scheduled zoom sessions arranged at Catholic school sites in the Rockhampton Diocese. Topics listed in Week 1 will be introduced in the intensive and revisited during sessions throughout the Internship period arranged by the lecturer for this unit.

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Written Assessment Due: Week 10 Friday (22 Sept 2017) 11:45 am AEST **Professional Practice Placement** Due: Week 10 Friday (22 Sept 2017) 11:45 pm AEST **ePortfolio** Due: Week 10 Friday (22 Sept 2017) 11:45 pm AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit is delivered through an Intensive mode according to the schedule provided by the unit coordinator. Additional sessions will be conducted on-site at host Catholic schools in the Rockhamtpon Diocese. These sessions will be delivered via zoom by the unit lecturer and participation will be arranged through negotiation with supervising teachers / mentors of Interns in the Catholic Education strand.

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
Part A: **Throughout the period of the Internship**, collect artefacts or evidence that show your understanding of the nature of Catholic schools as particular places of learning. You may include photographs, observation notes on liturgies, school / community practices or other relevant experiences, records of interviews or discussions with key staff involved in religious education (e.g. the APRE), extracts from school mission statements, etc.
The final portfolio should be organised into a format suitable for submission in electronic form. (Please note that further details about the portfolio will be provided during the intensive for this unit and zoom sessions scheduled throughout the Internship period as arranged with key personnel at the school site.)
The selection of artefacts in your portfolio should identify the role and responsibilities of different people who are involved in effective religious education in Catholic schools and that characterise the purpose of Catholic education in Rockhampton Diocese as outlined in the Diocesan Learning Framework. These artefacts should show knowledge of local documents related to teaching religion as well as visible evidence (e.g. images, icons, school mission statements, etc) of the ways in which the nature and purpose of religious education is **enacted** at your school site.
Part B: Using your experience of working as an Intern in a contemporary Catholic school, write a critical reflection that encompasses a personal professional philosophy on your role as a teacher within the Catholic Education system. The reflection must refer to the artefacts you have collected in your portfolio of evidence and respond to the question posed by Maurice Ryan (1997, p.2) in Foundations of religious education in Catholic schools: "Is the (Catholic) school meant to be a place of nurture for people in the Christian faith, or is it meant to teach an understanding of Christianity in particular and religion in general?" This reflection should be no more than 750 words.

Assessment Due Date
Week 10 Friday (22 Sept 2017) 11:45 am AEST
The written assessment is due one week after completion of the Internship. The Week 10 date provided is consistent with the scheduled date for completion on the 2017 Professional Practice Calendar

Return Date to Students

Feedback on this task will be returned to students following moderation and in line with the university policy on certification of grades.

Weighting
Pass/Fail

Assessment Criteria
Understanding of teachers' professional roles in achieving the purposes of Catholic education
Knowledge of human, physical and information resources and networks that support teachers' professional learning and contribute to improved teaching practice and engagement with Catholic school communities
Critical reflection on the ethical, institutional, collegial and community responsibilities of teachers in the Catholic schooling system

Referencing Style

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

Submission
Online

Submission Instructions
Upload the portfolio and reflection through the link for Assessment Task 1 on the unit moodle site no later than one week after completion of the Internship..

Learning Outcomes Assessed

- Interpret and evaluate local documents and different approaches to teaching religion in contemporary Catholic schools.
- Engage in the teacher's professional role to reflect on the relationships, roles and responsibilities of various stakeholders in defining the nature and purpose of religious education in Catholic schools.
- Reflect on practice to validate a personal professional philosophy of teaching and identify goals for ongoing professional learning.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Professional Practice Placement

Assessment Type
Professional Practice Placement

Task Description
Task Description
Professional Practice 5 comprises a 5 week (25 day) continuous internship completed under an "Internship Authorisation" issued by the Queensland College of Teachers. Throughout the placement, negotiate with the Supervising Teacher to adopt up to but not exceeding 50% of the teaching load for his/her allocated class and engage in co-planning, team teaching, assisting, observing and other professional experiences for the remaining 50% of the placement.

Self-Reflective Statement
Using the Australian Professional Standards for Teachers (Graduate Career Stage) as a guide for meeting the professional responsibilities of an effective educator, submit evidence of the impact of your practice on student outcomes and the school community in the form of a self reflective statement (maximum 1000 words) to your supervising teacher / mentor in Week 3 of the Internship.
(The statement may integrate self reflection on your role and responsibilities within the Catholic Education system that you are developing for Assessment Task 1 for this unit, but must also include reflection on classroom practice and your professional role by making explicit links to all aspects of Professional Knowledge, Professional practice and professional Engagement as outlined in the Standards.)

Verification of Practice
The supervising teacher / mentor will verify the self-reflective statement using the verification form in the Internship Guidelines booklet by the end of Week 4. An electronic copy of the Verification form will be provided to the Supervising Teacher.
At the end of the Internship, the Supervising Teacher will complete the Internship Statement. An electronic copy of the Internship Statement of Completion will be provided to the Supervising Teacher. Full details of the placement are outlined in the Information and Guidelines Booklet for Professional Practice 5.

Submission of evidence of Completion
Interns are responsible for ensuring that the Self Reflective Statement, the Verification Form and the Internship Statement of Completion are signed by the Supervising Teacher and are uploaded using the link for Assessment Task 2 in the moodle site for this unit.

Assessment Due Date
Week 10 Friday (22 Sept 2017) 11:45 pm AEST
Signed forms shoul;d be uploaded no later than one week after the completion of the Internship.

Return Date to Students

Signed copies of the reporting documentation will be returned to students after finalisation of teh placement.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Assessment criteria are outlined in detail in the Professional Practice 5 Internship Information and Guidelines booklet.

Referencing Style

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

Submission
Online

Submission Instructions
Upload all signed forms through the link for Assessment Task 2 on the moodle site for this unit.

Learning Outcomes Assessed

- Engage in the teacher's professional role to reflect on the relationships, roles and responsibilities of various stakeholders in defining the nature and purpose of religious education in Catholic schools.
- Participate in professional teams to contribute to effective teaching, positive learning environments and improved student outcomes.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

3 ePortfolio

Assessment Type
Portfolio

Task Description
Prepare a final ePortfolio that demonstrates evidence against the Australian Professional Standards for Teachers (Graduate Career Stage). The ePortfolio should address all focus area of the Standards and should be a carefully considered selection of key materials and examples directly related to demonstrating the practical application of the Standards and the impact of your practice on student learning and engagement
The ePortfolio will be created using iTunesU and will be either presented on campus (internal students) or uploaded into the assessment task 2 Moodle link (distance students).

Assessment Due Date
Week 10 Friday (22 Sept 2017) 11:45 pm AEST
Procedures for on campus presentations will be advised by the campus University Coordinator. All students should upload username and access details for veiwing the eportfolio.

Return Date to Students

Feedback will be provided following the submission / presentation of the eportfolio.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Knowledge of the purpose of Standards frameworks for critical reflection on practice and improved outcomes for student learning
Knowledge and understanding of the professional knowledge, professional practice and professional engagement domains of the APST (Graduate level)
Selection of evidence that demonstrates impact of teaching practice on student learning and engagement

Referencing Style

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

Submission
Online

Submission Instructions
Procedures for on campus presentations will be advised by the campus University Coordinator. All students should upload username and access details for veiwing the eportfolio through the link for Assessment Task 3 on the moodle site for this unit.

Learning Outcomes Assessed

- Engage in the teacher's professional role to reflect on the relationships, roles and responsibilities of various stakeholders in defining the nature and purpose of religious education in Catholic schools.
- Produce evidence demonstrating impact of teaching practice on student learning outcomes in the form of an e-portfolio that addresses all focus areas of the Standards.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Report

Assessment Type
Report

Task Description
To receive a final grade of Pass for this unit, you must 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 (PDF) into the assessment upload function on Moodle for this task. This result must indicate that you have demonstrated "Standard Achieved" for both Literacy and Numeracy.

Assessment Due Date

On completion of the Internship and or following receipt of results for LANTITE.

Return Date to Students

A return date is not applicable for this task.

Weighting
Pass/Fail

Minimum mark or grade
Pass (Standard Achieved)

Assessment Criteria
Demonstration of personal and professional literacy and numeracy for teaching.

Referencing Style

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

Submission
Online

Submission Instructions
Upload a copy of your result of LANTITE through the link for Assessment Task 4 on the moodle site for this unit.

Learning Outcomes Assessed

- Produce evidence demonstrating impact of teaching practice on student learning outcomes in the form of an e-portfolio that addresses all focus areas of the Standards.

Graduate Attributes

- Communication
- 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