



# EDFE13034 *Internship - Engagement with Catholic School Communities*

## Term 3 - 2018

Profile information current as at 04/05/2024 01:43 pm

All details in this unit profile for EDFE13034 have been officially approved by CQU University 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 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 evaluations

##### **Feedback**

Requirements for assessment were clearly and explicitly outlined

##### **Recommendation**

Maintain current task descriptions and delivery of zoom sessions that unpack and explain assessment requirements

## 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.

Throughout the internship, all focus areas of the Australian Professional Standards for Teachers (Graduate career stage) which are applicable to the specific context, will be demonstrated with evidence. In contexts where specific standards related to students with disability or Aboriginal and Torres Strait Islander backgrounds cannot be demonstrated, assessment for relevant coursework should be added to the ePortfolio as evidence of meeting these standards. In addition, this unit meets the curriculum requirements for accreditation to teach and, to teach religious education in Catholic schools.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### 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		•	•		

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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)
- iTunesU

## 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](mailto:k.aprile@cqu.edu.au)

## Schedule

### Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: What makes us Catholic? • Catholic Identity • Catholic schools and a Catholic way of seeing the world Topic 2: Church documents on Catholic education Topic 3: Engagement with Catholic school communities • Catholic School Identity • What is Catholic school identity • Life on the frontier • Catholic pedagogy - witness, specialist and moderator Topic 4: Enhancing Catholic school identity • Post critical belief scale • The Melbourne scale • The Victoria scale • Recontextualisation		Please note that all topics for this unit include independent study that should be completed prior to the Internship placement.

### Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 7 - 31 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Week 12 - 04 Feb 2019

Module/Topic

Chapter

Events and Submissions/Topic

**Exam Week - 11 Feb 2019**

Module/Topic

Chapter

Events and Submissions/Topic

## Term Specific Information

The Term 3 offering of this unit is available for students whose scheduled final year placements (PP4 and Internship) do not coincide with the published 2018 Professional Practice calendar. In usual circumstances, the placement for this unit will commence following successful completion of the Professional Practice 4 placement which for Term 3 2018 will coincide with the beginning of the 2019 school year.

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

This task contains two parts: Part A and Part B as described below. You must complete both parts of the task.

**Part A:** Throughout the period of your final professional experience placement and Internship, collect evidence that illustrates your understanding of the nature of Catholic schools as particular places of learning. The evidence should identify the roles and responsibilities of the people involved in effective religious education in Catholic schools and include artefacts that illustrate the defining features of Catholic schools.

The evidence you include should demonstrate your knowledge of Church and local documents related to teaching religion and highlight the ways in which the nature and purpose of religious education as outlined in the Rockhampton Diocesan Learning Framework are enacted and made visible at your placement school.

Suitable evidence could include images, photographs of icons, extracts from the school mission statement as well as records of staff meetings, professional development sessions, observation notes from school liturgies and other school / community practices and experiences, or interviews and discussions with key staff involved in the design and delivery of religious education (e.g. the APRE). Your selected artefacts should be organised and presented as a single file (e.g. document in word or pdf format, PowerPoint, or any other suitable electronic format)

#### Part B

Maurice Ryan (1997, p. 2) in "Foundations of Religious Education in Catholic Schools" poses the question: "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?"

Write a critical reflection that explains and evaluates your understanding of the role and responsibilities of teachers in the Catholic Education system. Your reflection should be written to include your emerging personal professional philosophy as a future teacher within this system.

The reflection should answer / respond to the question framed by Ryan and make specific reference to the evidence you have included in Part A and the guidance provided for teachers in the Diocesan Learning Framework and Church documents that shape the identity and purpose of contemporary Catholic schools.

Length: Word limits do not apply to the collection of evidence given the multimodal format. The reflection should be 750 - 800 words in length.

This task provides opportunities for you to demonstrate the following Australian Professional Standards for Teachers at Graduate Level: 6.2, 6.3, 6.4, 7.1, 7.2, 7.3 and 7.4

#### Assessment Due Date

The written assessment is due at the end of Week 3 of the Internship placement..

## Return Date to Students

Feedback on this task will be returned to students following moderation.

### Weighting

Pass/Fail

### Assessment Criteria

Understanding of teachers' professional roles in achieving the purposes of Catholic education (APST 6.4, 7.1)  
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 (APST 6.2, 7.2, 7.3, 7.4)  
Critical reflection on the ethical, institutional, collegial and community responsibilities of teachers in the Catholic schooling system (APST 6.3, 7.1, 7.2, 7.4)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload the collection of evidence and reflection through the link for Assessment Task 1 on the unit moodle site no later than the end of Week 3 of the Internship period of your final year professional experience placements.

### 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 reporting forms for the Self-reflective Statement, Mentor Teacher Feedback (verification of the self-reflective statement) and the Statement of Completion are signed by themselves, mentor teachers and site coordinators as required. Follow the steps below for submission of evidence of completion of the Internship.**

1. Obtain a copy of the reporting documents at the conclusion of the placement. (The report should be signed by the mentor teacher, the pre-service teacher and the site coordinator and should be given to you in electronic form, or as a hard copy.)
2. Upload a copy of all reporting forms including the self-reflective statement to the moodle site using the link for Assessment Task 2. Ensure that the document contains all signatures as listed in step 1 and is scanned as a pdf file. The pdf file should be named using the following format: **SURNAME, First name - Internship Report 2018**. (e.g. SMITH, Tom - Internship Report 2018).
3. Email the university coordinator who was responsible for supervising the placement at your school site to advise that the report has been uploaded to the Moodle site. On receipt of the email the university coordinator will sign the report and return the final copy to you as a feedback file for your records and employment applications.

This task provides opportunities for reflection on all focus areas of the Australian Professional Standards for Teachers (Graduate Level).

### **Assessment Due Date**

Signed forms should be uploaded no later than one week after completion of the Internship.

### **Return Date to Students**

Copies of the reports will be signed by the relevant University Coordinator and returned to students as feedback files through the link for Assessment Task 2 on the moodle site.

### **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 (APST) (Graduate Career Stage).

The ePortfolio should address all focus area of the APST 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. Please note that a single piece of evidence may demonstrate more than one focus area of the APST e.g. a single lesson plan may demonstrate 1.5, 2.1, 3.1, 3.4, etc. Relevant annotations / commentary should clearly show how your chosen examples link to and demonstrate achievement of specific focus area of the APST.

The ePortfolio will be created using iTunesU. You must ensure that the eportfolio is accessible to a marker by checking all boxes required to allow enrolment in your iTunesU course. The access code for your course should be recorded on a word document that includes your name, student number and the unit code and uploaded into the assessment task 2 Moodle link.

This task provides opportunities for consolidating evidence of achievement of all focus areas of the Australian Professional Standards for Teachers (Graduate Level).

### Assessment Due Date

The eportfolio is due one week after completion of the Internship.

### Return Date to Students

Feedback will be provided following the submission 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 (APST 6.1)

Knowledge and understanding of the professional knowledge, professional practice and professional engagement domains of the APST (All focus areas at Graduate level)

Selection of evidence that demonstrates impact of teaching practice on student learning and engagement (APST graduate level standards)

### Referencing Style

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

### Submission

Online

### Submission Instructions

All students should upload access details for viewing the eportfolio on iTunesU to the link for Assessment Task 3 on the unit moodle site.

### 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 task requires you to upload your result file (PDF) into the assessment upload function on Moodle for Assessment Task 4. The results 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 results for 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