



EDFE13034 *Internship - Engagement with Catholic School Communities*

Term 2 - 2020

Profile information current as at 28/04/2024 01:49 am

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 the Catholic Education strand demonstrate engagement with the school community as a beginning professional. You will take an active role in 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 an induction into the profession that 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 so that a context is created for the completion of the practical assessment.

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 - 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. **Practical Assessment**

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 evaluations

Feedback

A review of requirements prior to the start of the internship would be beneficial

Recommendation

An additional zoom session will be scheduled in the week prior to the internship.

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 - Practical Assessment - 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					•

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 - Practical Assessment - 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)
- iTunesU

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

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

Schedule

Week 1 - 13 Jul 2020

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. Topics listed here are covered in the intensive schedule provided to students by the unit coordinator.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 19 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Collection of evidence and critical reflection

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 defining features of Catholic schools. The evidence you select should demonstrate your knowledge of Church and local documents related to teaching religion as well as highlight the ways in which the nature and purpose of religious education as outlined in the Teaching and Learning Framework (Rockhampton Diocese) 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).

Write a brief annotation of no more than 25 words for each piece of evidence you have selected that explains how it contributes to your understanding of the roles and responsibilities of teachers in Catholic schools.

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 Teaching and 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.

Annotations should be no more than 25 words for each piece of evidence included.

The reflection should be 1000 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 period.

Return Date to Students

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

Weighting

Pass/Fail

Minimum mark or grade

Pass

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

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 Internship

Assessment Type

Practical Assessment

Task Description

Please note: This task description includes an alternative to the internship placement. **This option is available ONLY in the event of school closures or the inability of a school in a student's region or state to support the placement as a direct result of COVID-19 restrictions.**

Internship Placement for Professional Practice 5

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.

Alternative Practical Assessment (To be completed in the event of school closures and/or a school's inability to support a placement)

You will create a 20-minute oral presentation that showcases **the 3 components below (parts 1, 2 and 3)**. You will present to a panel of Education academics over Zoom at a time negotiated with the unit coordinator. Additionally, there will be 10 minutes of questions posed to you by the panel based on your

research topic.

Part 1: Research of a current issue

You will be allocated **one** of the following issues that is currently impacting the schooling environment as the focus for research:

- Health and wellbeing
- Learner engagement in an online environment
- Working with parents and carers

Specific details about the focus and requirements of your research will be provided on the moodle site for this unit.

Part 2: You as a teacher: Reflective practice

Based on the research you have undertaken for part 1, reflect specifically on your own knowledge, skills and abilities in this area. Use the following questions to guide your reflection:

- What knowledge and skills are needed to ensure effective practice in the classroom?
- How does this relate to teaching and learning cycle?
- What professional development (both formal and informal) could you undertake to build and/or further your capabilities in this?

Part 3: You as a teacher: Practical enactment

As a beginning teacher in a changed world, classrooms will not just be a physical space, but will include online platforms and virtual spaces. Thus, the roles you undertake as a teacher and the way that you operate will incorporate different types of classroom environments. Focusing on the research undertaken for part 1, make links to the graduate career stage of the Australian Professional Standards for Teachers through an analysis of your final placement (PP4) and respond to the following questions:

- How can you practically apply your knowledge and skills in both a traditional face to face classroom and an online learning environment? What would your approach to teaching and supporting your learners look like, sound like and feel like?
- What will change in your current practice due to your increase in knowledge and how will ensure that you are both flexible and innovative?
- How you will communicate with students, parents and other school personnel?

Assessment Due Date

A copy of the self-reflective statement and reporting documents should be uploaded no later than one week after completion of the Internship. For students completing the alternative task, the presentation is due at a date to be negotiated by the unit coordinator.

Return Date to Students

Copies of signed Internship reports will be returned to students as feedback files through the link for Assessment Task 2 on this moodle site. Feedback on the alternative placement task will be provided following moderation by the panel for the presentation..

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Assessment criteria are outlined in detail in the Internship Information and Guidelines booklet.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload copies of all reporting forms and the self-reflective statement or all required documentation for the alternative assessment 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 areas 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 3 Moodle link.

Assessment Due Date

The eportfolio is due one week after completion of the internship

Return Date to Students

Feedback will be provided following submission of the portfolio.

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All students should upload access details for viewing the eportfolio in 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

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