



EDFE14020 Professional Practice 5 - The Internship

Term 3 - 2020

Profile information current as at 12/05/2024 03:46 pm

All details in this unit profile for EDFE14020 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 Professional Practice 5 (the Internship), you will consolidate your professional knowledge and skills and demonstrate engagement with the school community as a beginning professional. The internship is designed as a guided partnership which supports your transition from a pre-service teacher into an autonomous, collaborative, reflective educator who demonstrates the knowledge, skills and dispositions described in the Australian Professional Standards for Teachers (Graduate Career Stage). You will take an active role in all aspects of the professional work of teachers and use the standards to evaluate your practice, develop a personal professional philosophy of teaching and identify professional learning needs and goals.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisite:- Students must be enrolled in both EDFE14021 and EDED14354 in the same term of study as this unit.

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. **Practical Assessment**

Weighting: Pass/Fail

2. **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 Staff feedback

Feedback

Due dates of assessment tasks

Recommendation

Due dates of the assessment tasks will be carefully considered.

Unit Learning Outcomes

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

1. Participate in professional teams to contribute to effective teaching, positive learning environments and improved student outcomes
2. Engage in all aspects of the teacher's professional role to demonstrate the Australian Professional Standards for Teachers at graduate level
3. Critically reflect on practice to validate a personal/professional philosophy of teaching and identify goals for ongoing professional learning
4. Produce evidence demonstrating the Australian Professional Standards for Teachers in the form of an e-portfolio.

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 e-portfolio as evidence of meeting these standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 0%	•	•	•	
2 - Portfolio - 0%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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	•	•	•	

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Practical Assessment - 0%	•	•	•	•	•	•	•	•		
2 - 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

Angelina Ambrosetti Unit Coordinator
a.ambrosetti@cqu.edu.au

Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to PP5		Zoom session: Wednesday 4pm (Qld time) • Introduction to PP4/5

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment tasks in depth

Zoom session: Wednesday 4pm (Qld time)

- Assessment task 1: Creating a Professional Development Session

Week 3 - 23 Nov 2020

Module/Topic

Chapter

Events and Submissions/Topic

Assessment tasks in depth

Zoom session: Wednesday 4pm (Qld time)

- Assessment task: 2 The ePortfolio

Week 4 - 30 Nov 2020

Module/Topic

Chapter

Events and Submissions/Topic

No zoom this week

Vacation Week - 07 Dec 2020

Module/Topic

Chapter

Events and Submissions/Topic

No zoom this week

Week 5 - 14 Dec 2020

Module/Topic

Chapter

Events and Submissions/Topic

No zoom this week

Week 6 - 21 Dec 2020

Module/Topic

Chapter

Events and Submissions/Topic

No zoom this week

Practical Assessment Due: Week 6
Monday (21 Dec 2020) 11:45 pm AEST

Vacation Week - 28 Dec 2020

Module/Topic

Chapter

Events and Submissions/Topic

Week 7 - 04 Jan 2021

Module/Topic

Chapter

Events and Submissions/Topic

Week 8 - 11 Jan 2021

Module/Topic

Chapter

Events and Submissions/Topic

Zoom session: Wednesday 4pm (Qld time)

- PP4 - GTPA

Week 9 - 18 Jan 2021

Module/Topic

Chapter

Events and Submissions/Topic

Zoom session: Wednesday 4pm (Qld time)

- PP4 - GTPA

Week 10 - 25 Jan 2021

Module/Topic

Chapter

Events and Submissions/Topic

Zoom session: Wednesday 4pm (Qld time)

- PP4 - GTPA

Week 11 - 01 Feb 2021

Module/Topic

Chapter

Events and Submissions/Topic

Zoom session: Wednesday 4pm (Qld time)
• PP4 - GTPA

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom session: Wednesday 4pm (Qld time) • PP4 - GTPA

Exam Week - 15 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom session: Wednesday 4pm (Qld time) • PP4 - GTPA

Term Specific Information

Changes to this unit include the discontinuation of the Internship. You will instead undertake a 'specialisation' research project that you will submit prior to Christmas.

Assessment Tasks

1 Practical Assessment

Assessment Type

Practical Assessment

Task Description

Due to changes to the program, you will not be undertaking an internship placement, instead, you will be completing the following task based on your specialisation.

To complete this task, you will create a presentation in the form of a Professional Development session for an audience of beginning teachers. The presentation will model highly effective teaching practice that draws on the content knowledge and pedagogical content knowledge that you have developed in your area of specialisation.

The task contains four parts as outlined below. You must complete all parts of the task and submit a copy of the presentation and all required documentation as outlined in each part below for final assessment.

Part 1: Preparation of resources for the Professional Development Session

To prepare for your presentation, you will create resources in the form of one (1) audio file and one (1) video file that illustrate highly effective classroom practice in your area of specialisation and that could be used by teachers in classroom contexts or parents/carers who are supporting students in remote learning contexts.

Steps for creating each of these resources are outlined below:

(a) Create a lesson plan and associated resources to demonstrate how you would teach an aspect of the curriculum in your specialisation at a year level of your choice. Use your lesson plan to write a script and develop an audio file that illustrates how the lesson would be implemented with learners to support their engagement in the planned activities and their achievement of the intended learning goal.

(b) Select a concept from your area of specialisation that is challenging for students to learn. The concept must be located within a learning sequence that develops knowledge, understanding and skills of a curriculum learning area or general capabilities embedded in curriculum content that students at the selected year level must learn to complete a meaningful summative task. Create a brief overview of the learning sequence that explains where and how the teaching of the concept relates to curriculum intent, proposed teaching and learning, and assessment. Create a resource in the form of a video that could be used to support effective teaching of that concept. The video should be no more than 6 minutes in length and should be designed for the use of teachers in classroom or online learning environments to support students' understanding and application of the concept for meaningful purposes. This means you need to consider how to make the learning accessible to students from a wide range of abilities and backgrounds.

What to submit for Part 1: Copies of all planning documents, scripts (where relevant) and files

or links to the audio and visual resources

Part 2: The presentation component of the Professional Development Session

Create a presentation that explains how teachers can use the resources you have created in Part 1. The presentation may be created in a range of forms (e.g. PowerPoint with notes pages or voiceover, webinar, PreziVideo, iMovie, etc) but must include the following features:

- Explanation of why the learning is important for students in the chosen year level
- Identification of common misconceptions or challenges that present barriers to learning for some students
- Key features of the teaching strategies you have modelled that promote the ways of working in your specialisation and/or have a positive impact on student learning
- Terminology that is important to use to support student understanding and achievement of learning intentions
- Examples of questions that can be used to check for understanding
- Examples of expected student responses to activities included in the audio lesson
- Suggestions for follow-up activities that provide meaningful opportunities for students to apply/practise the knowledge and skills that are the focus of the intended learning

What to submit for Part 2: A copy of the Professional Development presentation. This may be in the form of a word document with a link to a recorded presentation, a video file, or in hard copy form (e.g. PowerPoint with notes pages).

Part 3: Evaluation of the presentation

For this part of the task, you will work as part of a collegial team for the purposes of evaluation and feedback. You will work in groups of 3 and will be responsible for sharing your own presentation and resources as well as providing feedback on the presentations and resources created by your peers.

Specifically, you will create an evaluation sheet seeking feedback on specific aspects of your resources and presentation; for example, the design of the resources, delivery of the content, selection of teaching strategies, fitness for purpose in meeting the needs of an intended audience of teachers, students and parents, etc.

Part 4: Appraisal of the feedback and final reflection

For this part of the task, you will write a brief reflection of no more than 500 words addressing the feedback that you received in Part 3. Your reflection should defend and justify teaching strategies that you believe will have a positive impact on student learning and identify any adjustments or changes you would make to either the presentation or the resources in response to feedback.

What to submit for Part 4: Copies of at least two (2) completed evaluation/feedback sheets and the written reflection

Assessment Due Date

Week 6 Monday (21 Dec 2020) 11:45 pm AEST

Return Date to Students

This task will be returned once moderation has occurred.

Weighting

Pass/Fail

Minimum mark or grade

Pass Non-Graded

Assessment Criteria

Expert content knowledge

Expert pedagogical knowledge which includes all aspects of the planning, teaching and assessment cycle

Critical feedback

Reflection on and appraisal of practice

Referencing Style

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

Submission

Online

Submission Instructions

Upload each component of the task into the task 1 Moodle link.

Learning Outcomes Assessed

- Participate in professional teams to contribute to effective teaching, positive learning environments and improved student outcomes

- Engage in all aspects of the teacher's professional role to demonstrate the Australian Professional Standards for Teachers at graduate level
- Critically 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
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 ePortfolio

Assessment Type

Portfolio

Task Description

Soon to be graduates are required to prepare a final ePortfolio that demonstrates their capabilities of the Australian Professional Standards for Teachers at Graduate Career Stage. The ePortfolio should address all 7 Standards and should be a carefully considered selection of key materials and examples directly related to demonstrating evidence of and understanding the practical application of the Standards. **Your evidence will come from Professional Practice 3 and 4.**

Your ePortfolio should contain 8 sections:

Introduction - This is an introduction about you as a beginning professional. Incorporate such information as who are you, how did you get here and where are you going.....

Standard 1 - Know students and how they learn

Standard 2 - Know the content and how to teach it

Standard 3 - Plan for and implement effective teaching

Standard 4 - Create and maintain supportive and safe learning environments

Standard 5 - Assess and provide feedback and report on student learning

Standard 6 - Engage in professional learning

Standard 7 - Engage professionally with colleagues, parents/carers and the community.

You need to include two quality artifacts (evidence) in your ePortfolio per Standard **(14 in total)** along with an annotation (no more than 100 words per artifact - 1400 words in total) which explains how that artifact shows evidence of your demonstration of the Standard. In your response, consider how these artifacts provide evidence of **how you have made a positive impact on student learning through your approach to teaching and learning.**

Do not upload previous university assignments as an artifact of the Standards. This ePortfolio should demonstrate the practice you have engaged in during your Internship. Also ensure that your artifacts are examples of what you have done during your placement/s, not something that the school or your mentor teacher has done.

The ePortfolio will be created using a secure platform of your choice. To submit your task, create a word document with your name, student number and weblink. If you are using iTunes U, please include the enrolment code.

Assessment Due Date

Your ePortfolio is to be completed and uploaded one week after the completion of the placement.

Return Date to Students

Students will receive the task outcome in a timely manner, once the task is marked and moderated.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

The ePortfolio will be assessed against the Australian Professional Standards for Teachers at Graduate Career Stage.

Referencing Style

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

Submission

Online

Submission Instructions

Students are required to upload their ePortfolio link into the assessment task 2 Moodle link one week after the completion of the placement.

Learning Outcomes Assessed

- Produce evidence demonstrating the Australian Professional Standards for Teachers in the form of an e-portfolio.

Graduate Attributes

- Communication
- Critical Thinking
- 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