EDFE14020 *Professional Practice Specialisation*
Term 1 - 2024

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

Effective instruction requires the application of professional knowledge about learning theory, curriculum content and the teaching strategies of a specific discipline or learning area. In this capstone unit, you will apply content knowledge and pedagogical content knowledge to design teaching and learning experiences that develop general capabilities underpinning the curriculum framework and have a positive impact on students' understanding of key curriculum concepts in an area of specialisation from your course of study. You will create resources that illustrate exemplary practice in classroom and remote learning contexts and share these resources in a community of practice that replicates the collaborative processes that underpin continuous improvement in the teaching profession. Through a process of self-evaluation and reflection on your experiences in this unit and across your course of study, you will highlight your professional strengths and illustrate your preparedness for employment as a graduate teacher through the creation of a portfolio that supports the employment application process.

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 EDFE14021 in the same term of study as this unit 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 1 - 2024

- Online

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: 50%
2. **Portfolio**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

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 Unit Coordinator

Feedback
Resolve technical issue relating to assessment submission through Echo360.

Recommendation
Investigate alternative technologies for student uploads.

Unit Learning Outcomes

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

1. Analyse curriculum to plan lessons and learning sequences that reflect the content, substance and structure of a learning area or discipline
2. Design teaching and learning resources using knowledge of learning theory, content knowledge and pedagogical content knowledge for a specialised curriculum learning area
3. Apply communication skills that support understanding of curriculum concepts for students with a diverse range of characteristics and abilities
4. Participate in evaluation and feedback processes to improve teaching practice and student learning outcomes
5. Distinguish professional skills and capacities that enhance employability for a career in teaching.

This unit meets the requirements of the updated Program Standards for Accreditation of initial teacher education courses in Australia. The practical assessment task and the eportfolio task provide opportunities for students to collect evidence of the achievement of all focus areas of the Australian Professional Standards for Teachers (Graduate Level).

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 - Practical Assessment - 50%	●	●	●	●	
2 - Portfolio - 50%					●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	●	●	●	●	●
2 - Problem Solving	●	●			

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy					•
5 - Team Work	•			•	
6 - Information Technology Competence	•	•			
7 - Cross Cultural Competence	•	•			
8 - Ethical practice	•				
9 - Social Innovation			•		
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Practical Assessment - 50%	•	•	•	•	•	•	•	•	•	
2 - Portfolio - 50%	•	•	•			•	•	•		

Teaching Contacts

Alytia Brown Unit Coordinator
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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to PP Specialisation - Demonstrating content knowledge and pedagogical content knowledge and highly effective teaching practice		Zoom session: Monday 9am (Qld time)

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Specialisation task - Planning for highly effective classroom practice Connecting with learners in class and remote learning contexts		Zoom session: Monday 9am (Qld time)

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Specialisation task - Planning a professional development session Feedback and evaluating teaching practice		Zoom session: Monday 9am (Qld time)

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment task 2: Portfolio for employment: Identifying and addressing selection criteria		Zoom session: Monday 9am (Qld time)

Week 5 - 02 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom session: Tuesday 9am (Qld time)
Assessment task 2: The interview process		**Specialisation Task - Professional Resource Package** Due: Week 5 Wednesday (3 Apr 2024) 11:45 pm AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Portfolio Due: Week 10 Monday (13 May 2024) 10:45 pm AEST

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Specialisation Task - Professional Resource Package

Assessment Type
Practical Assessment

Task Description
You will create a Professional Resource Package modelling highly effective teaching practice that draws on the content knowledge and pedagogical content knowledge that you have developed in your area of specialisation. This package could be used by teachers in classroom contexts or parents/carers who are supporting students in remote learning contexts.

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

Part 1: Preparation of a Professional Resource Package
Select a specialisation and grade of your choice:
Part 1 (a)
· Create a learning sequence (approximately 5 lessons) 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 written overview of the learning sequence that explains the curriculum intent, proposed teaching and learning, and assessment.
· Select a concept from the learning sequence that is challenging for students to learn. Within the written overview identify where in the learning sequence the challenging concept would be introduced to support students to complete a meaningful task.
· Create a video resource (no more than 6 minutes in length**), targeted at students**, that could be played in a classroom or online learning environments to support students' understanding and application of the challenging concept for meaningful purposes.
· You need to consider how to make the learning accessible to students from a wide range of abilities and backgrounds.
Part 1 (b)
· Identify and select a lesson from the learning sequence you have created in Part 1 (a).
· Create a lesson plan and associated resources to demonstrate how you would teach the selected lesson.

· Use your lesson plan to write a script 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.

What to submit for Part 1:

· The lesson sequence.

· A brief written overview of the learning sequence.

· Video file of challenging/difficult concept

· Lesson plan

· All resources that are part of the lesson plan

· Script

Part 2: Explaining how to use the Professional Resource Package.

Create a Professional Development PowerPoint Presentation with notes pages or voiceover that explains how teachers can use the Professional Resource Package you have created in Part 1 a & b. The presentation 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 PowerPoint presentation (please also submit the sound file if using voice over).

Part 3: Evaluation of Part 1 & 2.

You will create an evaluation sheet seeking feedback on specific aspects of your resources. 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.

You will work with a **teaching colleague** or **peer** for the purposes of evaluation and feedback on the Professional Resource Package you created in **Part 1 (a) & (b) & Part 2.**

What to submit for Part 3:

Copy of a completed evaluation sheet you received from a peer (which includes the questions you posed for seeking feedback on your resources/presentation).

Part 4: Reflection on the feedback received in Part 3.

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: The written reflection and a reference page.

Assessment Due Date

Week 5 Wednesday (3 Apr 2024) 11:45 pm AEST

Return Date to Students

Marked tasks will be returned once moderation processes have occurred.

Weighting
50%

Assessment Criteria
Alignment between planning, teaching and learning and curriculum intent
Evidence of content knowledge and pedagogical content knowledge in an area of curriculum specialisation
Explanation and justification of planning and teaching decisions
Critical reflection on the impact of teaching practice on student learning

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Analyse curriculum to plan lessons and learning sequences that reflect the content, substance and structure of a learning area or discipline
- Design teaching and learning resources using knowledge of learning theory, content knowledge and pedagogical content knowledge for a specialised curriculum learning area
- Apply communication skills that support understanding of curriculum concepts for students with a diverse range of characteristics and abilities
- Participate in evaluation and feedback processes to improve teaching practice and student learning outcomes

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Portfolio

Assessment Type
Portfolio

Task Description

To complete this task, you will source an advertisement for a teaching position and construct a portfolio of evidence to support your application for the position. The portfolio will include the following artefacts:

1. A cover letter that outlines your experience and suitability for the advertised position
2. A curriculum vitae of no more than two pages in length that summarises your knowledge, skills and experiences relevant to the advertised position
3. Carefully selected examples of evidence of your practice that support your application and the claims made in the cover letter/ CV
4. An audio file that records your responses to the following interview questions:

o What experience have you had with communicating with parents and carers? What strategies would you use to involve parents/carers in the educative process for students in your class?

o What strategies have you found to be effective in managing challenging behaviour and how would you establish these strategies in your classroom?

o What experience have you had in working as part of a professional team in a school setting? How would you make a positive contribution to the work of a teaching team in your teaching area or preferred curriculum learning area?

Assessment Due Date
Week 10 Monday (13 May 2024) 10:45 pm AEST

Return Date to Students

Tasks will be returned once moderation has occurred.

Weighting
50%

Assessment Criteria
Ability to identify professional strengths and employability skills
Selection of evidence that illustrates professional knowledge, skills and engagement
Explanation of teaching practices that enhance student engagement and learning outcomes
Clarity of written and oral communication

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Distinguish professional skills and capacities that enhance employability for a career in teaching.

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