



EDFE14021 Professional Practice 4 (Primary/ECE) - Engaged Teaching and Learning Term 2 - 2017

Profile information current as at 28/04/2024 10:03 am

All details in this unit profile for EDFE14021 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

Professional Practice 4 provides you with opportunities for full immersion in all aspects of professional practice and critical reflection during a five-week placement in a classroom environment. You will undertake a 40 day supervised placement in a school setting comprising 15 non-assessable days made up of a two-week block at the beginning of the school year and five familiarisation and planning days completed on a one day per week basis in preparation for the continuous teaching block; and a 25 day continuous block at the beginning of the school term. You will take an active role in self-evaluation processes and actively seek constructive feedback to improve your practice and respond to identified learning needs to improve student outcomes during this placement. You will use the Australian Professional Standards for Teachers (Graduate Career Stage) as the basis for monitoring and documenting their professional learning and practice and for the purpose of setting professional learning 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

Pre-requisite:- Students must have completed all coursework with the exception of EDED14354 and EDFE14020. In addition, this unit has co-requisites. Students must be enrolled in both EDED14354 and EDFE14020 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 2 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

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. **Professional Practice Placement**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

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

1. Perform the role of a professional educator by creating and managing a supportive learning environment and using well-planned lesson sequences and effective teaching strategies to promote student engagement and learning
2. Identify opportunities for students to purposefully and safely use ICTs to access, construct and communicate knowledge beyond the immediate environment
3. Critically reflect on teaching practice, assessment data and information about students to create and implement inclusive learning experiences that cater for the needs of all students
4. Maintain detailed records that monitor student learning outcomes and meet system reporting requirements
5. Seek and apply constructive feedback to improve professional practice and student learning outcomes
6. Reflect on professional standards and codes of ethics and conduct for the profession to determine personal learning goals

Assessment in this unit is consistent with the Professional Experience Reporting Framework in Queensland. Pre-service teachers demonstrate the Australian Professional Standards for Teachers (Graduate Level) during the placement for this unit. Additionally pre-service teachers will complete the written component of the Graduate Teacher Performance Assessment task based on their planning and teaching during the placement, which is explicitly aligned with the Professional Experience Reporting Framework.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | |
|--|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Professional Practice Placement - 0% | • | • | • | • | • | • |
| 2 - Written Assessment - 0% | | | • | | | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
|---------------------------------------|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 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 | 6 |
| 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 - Professional Practice Placement - 0% | • | • | • | • | • | • | • | • | | |
| 2 - Written Assessment - 0% | • | • | • | • | • | • | • | • | | |

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Angelina Ambrosetti Unit Coordinator
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Schedule

Week 1 - 10 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Within the unit we will specifically cover the following topics:

- Professional Practice 4 requirements
- The Graduate Teacher Performance Assessment (GTPA)
- Teacher Registration and Gaining Employment

Professional Practice 4 (25 days)
Week 1

Week 2 - 17 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 2 |

Week 3 - 24 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 3 |

Week 4 - 31 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 4 |

Week 5 - 07 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 5 |

Vacation Week - 14 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | Professional Practice 5 (25 days) Week 1 |

Professional Practice Placement
Due: Vacation Week Monday (14 Aug 2017) 11:45 pm AEST

Week 6 - 21 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 2 |

Week 7 - 28 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 3 |

The Graduate Teacher Performance Assessment (GTPA)
Due: Week 7 Monday (28 Aug 2017) 11:45 pm AEST

Week 8 - 04 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 4 |

Week 9 - 11 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Week 5 |

Week 10 - 18 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Week 11 - 25 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Week 12 - 02 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Review/Exam Week - 09 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 16 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

Professional Practice 4 is the fourth assessable placement and consists of 15 non-assessed contextual days and a 25 day continuous, assessable block placement. Professional Practice 4 is designed to provide final year pre-service teachers with the opportunity to demonstrate the professional knowledge, skills and engagement embedded in the focus areas of the Australian Professional Standards for Teachers at Graduate Career Stage. Pre-service teachers will immerse themselves in the role of a teacher and are expected to build towards continuous teaching by the beginning of week 3. The Professional Practice 4 Information and Guidelines booklet contains a weekly outline of tasks and requirements.

Working Portfolio

Pre-service teachers are required to keep and maintain a Working Portfolio for the duration of Professional Practice 4. The working portfolio will provide evidence of demonstration of the Australian Professional Standards for Teachers at Graduate Career Stage and will document your learning journey.

Queensland Professional Experience Reporting Framework (Recommendations)

Pre-service teachers will be assessed using the Final Professional Experience Reporting Framework by their mentor teacher at the end of the 5 week block. Prior to this, the interim report is to be completed by the mentor teacher at the end of week 3 so as to provide the pre-service teacher with an opportunity to identify strengths and areas for improvement. The interim report should be placed in the working portfolio.

Pre-service teachers are required to upload their final report into the Task 1 assessment link in Moodle.

Assessment Due Date

Vacation Week Monday (14 Aug 2017) 11:45 pm AEST

Return Date to Students

The final professional experience recommendations report will be signed by the university coordinator and returned to the student in due time.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Pre-service teachers will be assessed using the Queensland Professional Experience Reporting Framework. A copy of the criteria can be found in the Professional Practice 4 Information and Reporting Guidelines.

Referencing Style

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

Submission

Online

Submission Instructions

The final professional experience recommendations report will be uploaded into the assessment link by the pre-service teacher. Ensure that the site coordinator, the mentor teacher and you as the pre-service teacher have signed the report.

Learning Outcomes Assessed

- Perform the role of a professional educator by creating and managing a supportive learning environment and

using well-planned lesson sequences and effective teaching strategies to promote student engagement and learning

- Identify opportunities for students to purposefully and safely use ICTs to access, construct and communicate knowledge beyond the immediate environment
- Critically reflect on teaching practice, assessment data and information about students to create and implement inclusive learning experiences that cater for the needs of all students
- Maintain detailed records that monitor student learning outcomes and meet system reporting requirements
- Seek and apply constructive feedback to improve professional practice and student learning outcomes
- Reflect on professional standards and codes of ethics and conduct for the profession to determine personal learning goals

Graduate Attributes

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

2 The Graduate Teacher Performance Assessment (GTPA)

Assessment Type

Written Assessment

Task Description

As part of Professional Practice 4, you will complete the Graduate Teacher Performance Assessment which will provide explicit evidence of the Australian Professional Standards for Teachers. The Graduate Teacher Performance Assessment (GTPA) comprises of the following:

- A context statement which describes the learning site where the GTPA was completed and a summary of the unit of work or learning sequence (the GTPA template is to be used for this statement).
- Four components which present your teaching, learning and assessment practice over the period of the placement with accompanying evidence (outlined below).
- A culminating statement that presents an appraisal and defence of your teaching practice and decision-making, addressing its impact on student learning.
- Table of evidence and data used in the GTPA.
- Reference list that uses APA 6th.

The four components of the written part of the GTPA:

Component 1: Data and evidence - Collecting and interpreting a range of data and evidence to inform your planning and teaching, and establish students' learning needs and current levels of performance. This component will be no more than 1000 words.

Component 2: Planning and Teaching - Aligning curriculum, pedagogy and assessment with a focus on learning. This component will be no more than 1100 words.

Component 3: Feedback and judgement - Providing feedback, assessing and making judgements of student work to inform next steps for teaching and learning. This component will be no more than 1000 words.

Component 4: Standards and moderation - Engage in moderation using achievement standards. This component will be no more than 1000 words.

The Culminating statement - 600 words maximum - will synthesise key insight and evidence drawn from your teaching and completed components 1-4 to present and defend an overall appraisal of the impact of teaching on classroom learning, with specific and detailed reference to initial data and the work samples of the three focus students. Your table of evidence and data will document your initial learner profiling for 3 students, contain samples of formative assessment completed by the learners and the marking undertaken and feedback provided, as well samples of the summative assessment task. The table should also include any documentation that relates to the achievement standard and moderation processes (for example the marking criteria, decision making processes, etc.).

Assessment Due Date

Week 7 Monday (28 Aug 2017) 11:45 pm AEST

Return Date to Students

The GTPA will returned after moderation processes have occurred.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

The assessment criteria is aligned to the Australian Professional Standards for Teachers at Graduate Career Stage.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically reflect on teaching practice, assessment data and information about students to create and implement inclusive learning experiences that cater for the needs of all students

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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