EDFE14021 *Professional Practice 4 - Engaged Teaching and Learning*
Term 2 - 2022

Profile information current as at 30/04/2024 07:46 pm

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 your final supervised professional experience. You will undertake 30 days professional experience comprising five one day visits to prepare you for the continuous five week (25 day) teaching block in a classroom environment. Embedded in this unit is the Graduate Teacher Performance Assessment (GTPA), a culminating authentic assessment designed to enable you to demonstrate achievement of the professional standards and provide confirmation of your readiness for classroom practice. Your response to this task will be a reflection of your teaching practice including the elements of teaching, planning, assessing and reflecting through demonstrating your ability to use data to improve learning and teaching by aligning curriculum, pedagogy and assessment taking into consideration school contexts and learner diversity. The block placement culminates in the completion of the Final Professional Experience Recommendation form through measuring the standard that has been achieved by you through comparing it against the Australian Professional Standards for Teachers (Graduate Career Stage). Achieving the Graduate Career Stage illustrates your readiness to enter the workplace. You must pass all assessment tasks to pass this unit.

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-requisites:- Students must have completed all coursework with the exception of EDED14354 and EDFE14020. Pre-requisite: Students must successfully complete both the Literacy and Numeracy components of the Literacy and Numeracy Tests for Initial Teacher Education (LANTITE) to be eligible for PP4. 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. For students in the Catholic Education strand, co-requisite units include EDCU13021 and EDFE13034.
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 - 2022

- 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. **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.

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 feedback

Feedback
Organisation of the unit materials

Recommendation
Continue with the same organisation of the unit materials for the GTPA and placement requirements.

Feedback from Student feedback

Feedback
Breakdown of the assessment tasks

Recommendation
Continue to break down each assessment task into manageable chunks.

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 Career Stage) 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		•		•		
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 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 11 Jul 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
1. Introduction to PP4 2. The Graduate Teacher Performance Assessment task (GTPA)		**Zoom session:** Tuesday 2-4pm **Day visit 1** - negotiate this day with your supervising teacher
Week 2 - 18 Jul 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
• PP4 Requirements in detail • Graduate Teacher Performance Assessment - Practice 1		**Zoom session:** Tuesday 2-4pm **Day visit 2** - negotiate this day with your supervising teacher
Week 3 - 25 Jul 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
1. Graduate Teacher Performance Assessment - Practice 2 2. Graduate Teacher Performance Assessment - Practice 3		**Zoom session:** Tuesday 2-4pm **Day visit 3** - negotiate this day with your supervising teacher
Week 4 - 01 Aug 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
1. Graduate Teacher Performance Assessment - Practice 4 2. Graduate Teacher Performance Assessment - Practice 5		**Zoom session:** Tuesday 2-4pm **Day visit 4** - negotiate this day with your supervising teacher
Week 5 - 08 Aug 2022		

Module/Topic	Chapter	Events and Submissions/Topic
1. Review of the GTPA 2. Review of the requirements of PP4 block		**Zoom session:** Tuesday 2-4pm **Day visit 5** - negotiate this day with your supervising teacher

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Week 1 of 5 week block **Zoom Drop in session:** Tuesday 4:00-5:30pm

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Week 2 of 5 week block **Zoom Drop in session:** Tuesday 4:00-5:30pm

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Week 3 of 5 week block **Zoom Drop in session:** Tuesday 4:00-5:30pm The interim report should be completed at the end of week 3.

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Week 4 of 5 week block **Zoom Drop in session:** Tuesday 4:00-5:30pm

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Week 5 of 5 week block **Zoom Drop in session:** Tuesday 4:00-5:30pm

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
1. Placement Debrief 2. Writing up your GTPA		**Zoom session:** Tuesday 2-4pm Ensure you upload a copy of your attendance record into the Task 1 link in Moodle as part of the placement requirements. **Professional Practice Placement** Due: Week 10 Friday (23 Sept 2022) 11:45 pm AEST

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
1. Writing up your GTPA		**Zoom session:** Tuesday 2-4pm

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		The Graduate Teacher Performance Assessment (GTPA) Due: Week 12 Monday (3 Oct 2022) 11:45 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Graduate Teacher Performance Assessment - Practice 5		

Term Specific Information

If you have lost your name tag and lanyard, please order a student badge from the CQU Bookshop - https://bookshop.cqu.edu.au/badges.asp

Assessment Tasks

1 Professional Practice Placement

Assessment Type
Professional Practice Placement

Task Description
Professional Practice 4 is the fourth and final assessable placement and consists of 30 days: 5 single day visits plus a 25 day continuous block. 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. Further information can be found on the PP4 Moodle site.

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 the demonstration of the Australian Professional Standards for Teachers at the Graduate Career Stage and will document your learning journey.

Queensland Professional Experience Reporting Framework (QPERF)
Pre-service teachers will be assessed using the Queensland 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 and a copy provided to your university supervisor.

You are required to upload your attendance record into the task 1 Moodle link as further evidence of completing all 30 placement days.

The QPERF will be completed electronically by the supervising teacher and will be electronically signed by the pre-service teacher and university supervisor. This will occur through an email link sent from 'WIL-EDUARTS@cqu.edu.au'

Assessment Due Date
Week 10 Friday (23 Sept 2022) 11:45 pm AEST
The final report will be completed via electronic means and should be completed immediately after the placement concludes.

Return Date to Students

The final summative report will be finalised by your university supervisor and will then be available for download via the Sonia placement system.

Weighting
Pass/Fail

Minimum mark or grade
Pass Non-Graded

Assessment Criteria
Pre-service teachers will be assessed using the Queensland Professional Experience Reporting Framework (QPERF). A copy of the criteria (The Standards) can be found in the Professional Practice 4 Information and Reporting Guidelines.

Referencing Style

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

Submission
Online

Submission Instructions
You are required to upload a copy of your completed attendance record into the task 1 link in Moodle.

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 (at graduate level). The Graduate Teacher Performance Assessment (GTPA) submission includes:

1. The cover sheet confirming the inclusion of all required submission elements signed authenticity statement, and optional research permission (template provided);
2. The professional experience context statement that presents characteristics of the school and classroom site where the GTPA was completed (template provided);
3. The demonstration of competence in five interrelated practices: planning, teaching, assessing, reflecting and appraising (5000 words);
4. The profile of data collection and use (template provided);
5. Evidence of moderation processes (template provided);
6. A reference list of all materials (curriculum, school documents, policy, theory, and research) cited in your submission using APA (7th edition).

The submission must show demonstrated connection of theory and practice and discerning use of evidence that is illustrative of your practice. The evidence is to be integrated into your submission.
The demonstration of competence in five interrelated practices: planning, teaching, assessing, reflecting, and appraising (5000 words) is as follows:
Practice 1: Planning using data
This practice involves collecting and interpreting a range of data and evidence to inform your planning and teaching in order to establish students' learning needs and current levels of performance, desired levels of performance and strategies to progress learning. It will also demonstrate the alignment of curriculum, assessment, and pedagogy. This component will be no more than 1000 words, excluding evidence.
Practice 2: Teaching and learning
This practice involves the implementation and reporting on a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning, provide differentiation, teach general

capabilities including literacy and numeracy, as well as your ability to make ongoing adjustments to teaching based on ongoing student data gathering and analysis. This component will be no more than 1000 words, excluding evidence.

Practice 3: Assessing, feedback and professional judgment

This practice involves reporting on the selection and use of a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion. The practice also involves providing feedback to learners to inform student self-assessment and goal setting, making judgments about student work and engaging in moderation. This component will be no more than 1000 words, excluding evidence.

Practice 4: Reflecting on teaching

This practice involves describing and analysing initial and ongoing data choices, identifying and describing differences between planned and enacted teaching, discussing the monitoring of student progress and the modification of teaching and assessment strategies, and identifying and justifying future teaching and assessment practices. This component will be no more than 1000 words, excluding evidence.

Practice 5: Appraising the impact of teaching

In this practice, you will appraise the impact of your teaching through the use of two scenarios that connect theory, enacted practice and the curated body of evidence, and you will examine and discuss teaching decisions. This component will be no more than 1000 words, excluding evidence.

Ensure that you access the 2022 GTPA Preservice Teacher Booklet for further detail about this assessment task.

Assessment Due Date

Week 12 Monday (3 Oct 2022) 11:45 pm AEST
Your GTPA must be handed in as one document with your evidence embedded within each practice.

Return Date to Students

The GTPA will be returned once it has been marked and moderated.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

The assessment criteria for this task are aligned to the Australian Professional Standards for Teachers at the Graduate Career Stage. Please see the alignment table in the GTPA Pre-service Teacher Guidelines.

Referencing Style

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

Submission

Online

Submission Instructions

Ensure that your GTPA submission is submitted as one document and that your evidence is embedded within each practice. Submissions with appendices will not be marked.

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
- 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