



EDFE20034 Professional Praxis 1: Understanding learning contexts

Term 1 - 2022

Profile information current as at 26/04/2024 07:30 pm

All details in this unit profile for EDFE20034 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

The stages of development, characteristics and backgrounds of children and young people have a significant impact on their participation and learning in early years settings and P-12 schools. In this unit, you will deepen your understanding of the teacher's role in responding to the diverse range of student learning needs through engagement with two distinct modules designed to encourage critical reflection on teaching practices that have a positive impact on student learning. In the first module, you will research and analyse socio-cultural definitions of literacy that recognise the multiple modes in which literacy practices are performed in the contemporary world and the multiple perspectives that affect learners' comprehension of, and communication through language as a result of their social and cultural backgrounds. You will apply this knowledge to an analysis of curriculum documents and construct a series of vignettes that illustrate and justify teaching approaches and learning activities that make the language and literacy demands of the curriculum accessible for all students. In the second module, you will be introduced to the Australian Professional Standards as a framework for describing quality teaching practice in the 21st century. You will also participate in a wider field experience to record observations and critically reflect on the ways in which learners' linguistic, cultural, religious and socioeconomic backgrounds and physical, social and intellectual stages of development affect their learning and engagement and influence teachers' curriculum decision-making.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-Requisite EDCU20036 Literacy: Learning to Read (CC45 & CM43 only)

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 - 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 Postgraduate 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: 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 Student evaluations

Feedback

Coursework was practical and clearly linked to placement requirements

Recommendation

Maintain links between learning resources and practical application

Unit Learning Outcomes

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

1. Analyse contemporary theories and definitions of literacy to explain the impact of learners' cultural and linguistic backgrounds, stages of development and characteristics on language learning and use
2. Design learning activities that use resources and a range of verbal and non-verbal communication strategies to support students' engagement and literacy development
3. Recommend and justify approaches to teaching literacy and language use that cater for the needs of students from a diverse range of linguistic, cultural and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander students
4. Document observations of learners, learning and teaching to identify strategies that support the inclusive participation and engagement of learners with diverse characteristics, abilities and stages of development
5. Propose approaches to building relationships with external professionals, community representatives and parents and carers to support the educative process and promote student participation, engagement and learning in educational settings
6. Use the Australian Professional Standards for Teachers and codes of ethics and conduct for the teaching profession to evaluate professional learning needs and identify sources of professional learning that improve teaching practice and responsiveness to the needs of diverse groups of students.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.1 Physical, social and intellectual development and characteristics of students**1.2 Understand how students learn****1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds****1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities****2.1 Content and teaching strategies of the teaching area****2.5 Literacy and Numeracy strategies****3.3 Use teaching strategies****3.4 Select and use resources****3.5 Use effective classroom communication****3.7 Engage parents/carers in the educative process****4.1 Support student participation****6.1 Identify and plan professional learning needs****6.2 Engage in professional learning and improve practice****6.4 Apply professional learning and improve student learning****7.3 Engage with the parents/carers****7.4 Engage with professional teaching networks and broader communities**

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 - Written Assessment - 50%	•	•	•			
2 - Portfolio - 50%				•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○	○	○
2 - Communication	○	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○		○	○	○
4 - Research						
5 - Self-management			○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○	○
7 - Leadership						
8 - Aboriginal and Torres Strait Islander Cultures						

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

Kerry Aprile Unit Coordinator

k.aprile@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary definitions of literacy Understandings of literacy as social practice and the implications for teaching and learning	Readings available on Moodle for Topic 1	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Literacy in the Australian Curriculum Supporting the development of literacy as a General Capability in the classroom	Australian Curriculum website	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Literacy diversity: Understanding discourse and the impact of cultural and linguistic background on literacy learning at school	Readings on Moodle Topic 3	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Literacy teaching and learning - drawing on literacy frameworks and evidence-based practice	Readings on moodle for Topic 4	

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Strategies that support literacy learning and development The importance of modelling and classroom talk	Readings on moodle for Topic 5	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Standards, policy and codes of ethics and conduct for the teaching profession - What is the teacher's role?

Australian Professional Standards for Teachers
 Council of Australian Governments (Education Council). (2019). *Alice Springs (Mparntwe) Education Declaration*.
 Code of Ethics for Teachers
 Department of Education (Queensland Government). (2021) *Advancing education: An action plan for education in Queensland*.
 Corrigan, D. (2016). What is the role of a teacher. *The Conversation* (September 13)

Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the Moodle tile labelled "Wider Field Experience in Early Childhood"

Teaching and learning Literacy and Language Due: Week 6 Friday (22 Apr 2022) 11:45 pm AEST

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Understanding contexts for learning Theories for learning and their application in context	Readings on moodle for Topic 7	Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the Moodle tile labelled "Wider Field Experience in Early Childhood"

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Stages of development and characteristics of learners that affect learning	Moodle readings for Topic 8	Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the Moodle tile labelled "Wider Field Experience in Early Childhood"

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Observation of teaching and learning - Linking observations to standards frameworks		Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the Moodle tile labelled "Wider Field Experience in Early Childhood"

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Learning and wellbeing Relationship building and the creation of a supportive learning environment		Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the Moodle tile labelled "Wider Field Experience in Early Childhood"

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reflection - a process for using professional knowledge to understand observation and experience		Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the Moodle tile labelled "Wider Field Experience in Early Childhood"

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Responsive teaching - Using reflection to inform and improve practice and its impact on the learning of students with diverse backgrounds and ability levels		

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 13 Jun 2022

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Teaching and learning Literacy and Language

Assessment Type

Written Assessment

Task Description

This task contains two parts (Part A and Part B). You must complete both parts as detailed below.

Part A: Using your understanding of literacy as a general capability in the Australian Curriculum, construct a series of four vignettes (concise descriptive accounts) of teaching practice that supports students' literacy learning in each of the contexts listed as **Vignette 1-4 below**.

Each of the four vignettes should be no more than 500 words in length and should include examples from the range of learning age groups/stages appropriate to your major in this course (e.g. Early childhood Major - early childhood education and care settings and Prep to Year 2; Primary Major - Primary school classes from Prep to Year 6; or Secondary Major - Junior Secondary classes from Year 7 to Year 10).

- Vignette 1: Teaching new vocabulary or terminology that students will meet in a print-based text to aid their reading and understanding of the text.
- Vignette 2: Teaching students how to map the important events and characters that contribute to the plot development and main theme or message of a narrative text (The text may be an example of a print-based text, film or digital text).
- Vignette 3: Teaching students how to extract meaning from an explanatory text that includes print, diagrams, and images with labels and captions to describe a process.
- Vignette 4: Teaching students how to locate information in a digital text with embedded links.

Each vignette must describe in detail what the teacher does and says (i.e. the verbal and non-verbal communication strategies used) to scaffold learners' abilities to construct or interpret the meaning of the specific text type or mode of language use and participate effectively in the lesson or learning experience. You should also describe or include copies of any resources such as PowerPoint slides, posters, whiteboard content or other materials used to support the learning. Examples that illustrate the expected detail and structure of your vignettes will be provided on the moodle site for this unit.

Part B: Using reference support from unit readings and independent research, write a 1000-word rationale that justifies the teaching approach and design of learning activities and resources illustrated in your vignettes.

Your justification should achieve the following:

1. clearly explain how and why the selected strategies, resources and examples of teacher talk in your vignettes would support the literacy learning of children and young people in the chosen age group with reference to their stage of development and the content, achievement standards and supporting documents for the implementation of the Australian Curriculum: English and/or the National Literacy Learning Progression; and,
2. identify ways in which the recommended teaching practices draw on contemporary definitions of literacy, understandings about how literacy is learned and evidence-based pedagogical frameworks to cater for the literacy and language development of learners with a diverse range of abilities and language learning needs including learners with EAL/D and Aboriginal and Torres Strait Islander backgrounds.

Assessment Due Date

Week 6 Friday (22 Apr 2022) 11:45 pm AEST

Return Date to Students

Assessment tasks will be returned following moderation and in sufficient time to inform Assessment Task 2.

Weighting

50%

Assessment Criteria

- Knowledge and application of evidence-based strategies for teaching literacy and language use
- Understanding of how students learn literacy, the literacy learning progression and the language and literacy demands of curriculum learning areas
- Knowledge of verbal and non-verbal communication strategies including explicit teacher talk and teacher-student interactions that scaffold literacy learning and promote metacognition
- Selection of teaching strategies and resources that enhance the literacy and language learning of students with different abilities and linguistic, cultural and socioeconomic backgrounds
- Use of contemporary definitions of literacy, contemporary theory and curriculum knowledge to justify the teaching approach and use of resources
- Communication demonstrating personal literacy competence.

Referencing Style

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

Submission

Online

Submission Instructions

Upload the completed task through the link for Assessment Task 1 on moodle.

Learning Outcomes Assessed

- Analyse contemporary theories and definitions of literacy to explain the impact of learners' cultural and linguistic backgrounds, stages of development and characteristics on language learning and use
- Design learning activities that use resources and a range of verbal and non-verbal communication strategies to support students' engagement and literacy development
- Recommend and justify approaches to teaching literacy and language use that cater for the needs of students from a diverse range of linguistic, cultural and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander students

2 Wider field experience and portfolio

Assessment Type

Portfolio

Task Description

This task comprises the **construction of a portfolio of observations and reflections** that shows your understanding of the ways in which learners' linguistic, cultural, religious and socioeconomic backgrounds and physical, social and intellectual stages of development affect their learning and engagement in educational settings and influence teachers' curriculum decision-making and professional goal setting.

Context for collating the portfolio

As the basis for constructing your portfolio, **you will undertake a wider field experience** to observe learners and the process of learning in authentic settings. **The structure of the field experience is dependent on your selected course** in the Master of Teaching (Early Childhood, Primary or Secondary) as detailed below:

Master of Teaching (Early Childhood): You will complete **10 days** in an early childhood education and care setting with a specific focus on children from birth to 35 months of age.

Note: Observations for students in the Early Childhood course are collected while attending an early childhood education and care setting for full days of work experience.

Master of Teaching (Primary) and Master of Teaching (Secondary): You will identify a range of contexts for focused observation of learners and learning that comprises a minimum of **10 distinct observations**. The contexts may include formal school settings which include classroom visits, volunteering to hear children read, supporting school sport, etc as well as other suitable observational settings that help you understand the cognitive, physical, social and emotional needs of learners such as after school care, coaching, training or tutoring contexts, sporting clubs or community groups and organisations, private lessons in music, dance, art and drama, etc.

Note: Observations for students in the Primary and Secondary course are focused episodes that may occur over a variety of time periods and do not require attendance in the context for a full day.

Selection and organisation of the wider field experience

You can organise your own location/sites for participating in the wider field experience and construct a schedule for attendance that can be completed progressively throughout the delivery of this unit; but, you must submit a signed and dated record of attendance at the chosen site/s as part of your final portfolio to verify your participation and completion of the required number of days/visits.

What to include in the portfolio:

1. **A signed and dated copy of a record of attendance** at the field experience site or sites. *Note: A template for recording your attendance will be provided on the unit moodle site.*
2. **A series of observations** of learners, learning and teaching practice that informs your understanding of ways in which teachers respond to the diverse characteristics and stages of development of learners to support learner engagement and active participation in learning experiences. Your portfolio should contain a minimum of 10 observations.
 - Each observation should be descriptive, objective and concise (no more than 200 words in length) and must be accompanied by an annotation of approximately 25 words that shows how the observation links to a specific focus area of the Australian Professional Standards for Teachers (Graduate Level).
3. **A critical reflection of 1500 words in length** that responds to each of the questions listed below:
 - In what ways did your engagement in the wider field experience and selection of suitable practices to observe contribute to your understanding of the professional knowledge, professional practice and professional engagement used to describe quality teaching and the professional work of teachers in the Australian Professional Standards for Teachers (Graduate Level) and codes of ethics and conduct for the teaching profession?
 - What did you see, hear and experience that helped you understand more about the impact of learners' characteristics and backgrounds on their participation, engagement and learning in educational settings? How do reflections align with the aims and goals of policy documents you have encountered in this unit?
 - What knowledge have you gained from your field experience that would help you to respond positively to and cater for the needs of learners whose cultural, linguistic and socioeconomic backgrounds and experiences seem to ill equip them for participation in learning in formal educational settings?
 - What strategies could you incorporate into your daily practice to help all learners feel a sense of connection and belonging that would support their engagement, motivation and learning at school or in early childhood education and care settings?
 - What strategies could help you build relationships with parents/carers, external professionals and community representatives to foster the creation of safe and supportive learning environments for all learners?

Your reflection should **demonstrate evaluative thinking** that makes explicit reference to the observations you have recorded and authoritative research about how students learn and the characteristics and circumstances that affect learning and engagement. Your response to the framework of reflective questions must also identify implications for your own professional learning and goal setting with reference to the Australian Professional Standards for Teachers and codes of ethics and conduct for the teaching profession in preparation for demonstrating high quality teaching practice that is responsive to learners' development and backgrounds and has a positive impact on their learning outcomes.

Assessment Due Date

Review/Exam Week Monday (6 June 2022) 11:45 pm AEST

Return Date to Students

Assessment will be returned following moderation in accordance with university policy.

Weighting

50%

Assessment Criteria

- Selection of observations that facilitate understanding of learners, learning and the impact of stages of development, learner characteristics and backgrounds on the teaching and learning process
- Use of Standards and codes of ethics and conduct for teachers to identify professional knowledge and learning needs

- Knowledge of appropriate sources of professional learning for teachers and understanding of the rationale for continued professional learning to improve practice and student learning and engagement
- Critical reflection on strategies for engaging sensitively and confidentially with parents and carers, external professionals and community representatives to support the educative process, learner engagement and teachers' professional knowledge
- Communication demonstrating personal literacy competence.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Document observations of learners, learning and teaching to identify strategies that support the inclusive participation and engagement of learners with diverse characteristics, abilities and stages of development
- Propose approaches to building relationships with external professionals, community representatives and parents and carers to support the educative process and promote student participation, engagement and learning in educational settings
- Use the Australian Professional Standards for Teachers and codes of ethics and conduct for the teaching profession to evaluate professional learning needs and identify sources of professional learning that improve teaching practice and responsiveness to the needs of diverse groups of students.

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