



# EDFE20035 Professional Praxis 2: Supportive Learning Environments

## Term 2 - 2021

Profile information current as at 02/05/2024 05:28 am

All details in this unit profile for EDFE20035 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

This is the second in-school placement for Master of Teaching pre-service teachers. In this unit, you will explore strategies teachers use to create positive, organised classroom environments that support wellbeing, engagement and learning. You will complete a 10 day placement as a 2 week block in a school under the mentorship of a supervising teacher and complete set tasks for this placement as outlined in the Information and Guidelines for the Supervision of Pre-service Teachers booklet. During your in-school placement, you will analyse the impact of different approaches to classroom management on student learning and apply your understanding of motivation, relationship building and engagement to plan proactively for the safety, support, inclusion and self-regulation of all learners during the in-school placement. You will monitor your professional learning through critical reflection and by selecting evidence of your practice that demonstrates focus areas of the Australian Professional Standards for Teachers to continue your Professional ePortfolio. The block placement culminates in the completion of a summative report that measures the standard that has been achieved by you through comparing it against the relevant Australian Professional Standards for Teachers (Graduate Career Stage) for this stage of your development at the end of your second in-school placement. You must pass all assessment tasks to pass this unit.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite EDFE20034 Professional Praxis 1: Learning, Teaching and Planning

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 - 2021

- 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: Pass/Fail

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **Portfolio**

Weighting: Pass/Fail

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluations

**Feedback**

Relevant and engaging content with the focus on behaviour management

**Recommendation**

Maintain current content to ensure there is a focus on behaviour management.

#### Feedback from Student evaluations

**Feedback**

Engaging lecturing style with real life examples provided.

**Recommendation**

Continue to use real-life authentic examples in the classes.

## Unit Learning Outcomes

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

1. Prepare for teaching through effective planning strategies at a developing level
2. Enact teaching through effective teaching practice at a developing level
3. Create safe and supportive learning environments through effective classroom management at a developing level
4. Assess and record learning at a developing level
5. Interpret and apply the key responsibilities of teachers through appropriate professional conduct at a developing level
6. Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

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**

**2.1 Content and teaching strategies of the teaching area**

**2.2 Content selection and organisation**

**2.3 Curriculum, Assessment and Reporting**

**2.5 Literacy and numeracy strategies**

**2.6 Information and Communication Technology (ICT)**

**3.1 Establish challenging learning goals**

**3.2 Plan, structure and sequence learning programs**

**3.3 Use teaching strategies**

**3.4 Select and use resources**

**3.5 Use effective classroom communication**

**3.6 Evaluate and improve teaching programs**

**4.1 Support student participation**

**4.2 Manage classroom activities**

**4.3 Manage challenging behaviour**

**4.4 Maintain student safety**

**4.5 Use ICT safely, responsibly and ethically**

**5.1 Assess student learning**

**5.2 Provide feedback to students on their learning**

**5.4 Interpret student data**

**6.1 Identify and plan professional learning needs**

**6.2 Engage in professional learning and improve practice**

**6.3 Engage with colleagues and improve practice**

**6.4 Apply professional learning and improve student learning**

**7.1 Meet professional ethics and responsibilities**

**7.2 Comply with legislative, administrative and organisational requirements**

## 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	6
<b>1 - Written Assessment - 0%</b>			•			•

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

## 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						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%	○	○	○			○		
2 - Professional Practice Placement - 0%	○	○	○		○	○	○	
3 - Portfolio - 0%	○	○	○		○	○		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Rickie Fisher** Unit Coordinator  
[r.j.fisher@cqu.edu.au](mailto:r.j.fisher@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 Understanding Learners: The importance of Context		

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 Classroom Management: Models of Discipline		

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 Codes, Plans and Guidelines: Key Educational Policies on Behaviour Management		

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 Behaviour Management Essential Skills 1-4: Language of Expectation		

### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 Behaviour Management Essential Skills 5-6: Language of Acknowledgement		

### Break Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 23 Aug 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 Behaviour Management Essential Skills 7-10: Language of Correction		
<b>Week 7 - 30 Aug 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 7 Challenging Behaviours: Being Proactive, not Reactive		
<b>Week 8 - 06 Sep 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 8 Establishing Control: Reward and Punishment		
<b>Week 9 - 13 Sep 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 9 Student-Teacher Relationships: Using Positive Communication to Promote Engagement		
<b>Week 10 - 20 Sep 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 10 Effective Engagement: Using Teaching Strategies to Promote Learning		<b>Response to Scenario</b> Due: Week 10 Friday (24 Sep 2021) 11:59 pm AEST
<b>Week 11 - 27 Sep 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 11 Working with the Whole Class: Instruction and Questioning Techniques		
<b>Week 12 - 04 Oct 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 12 Preparing for the Block Placement		
<b>Review/Exam Week - 11 Oct 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		<b>Professional Practice Placement</b> Week 1 of 10 day (2 week) block placement
<b>Exam Week - 18 Oct 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		<b>Professional Practice Placement</b> Week 2 of 10 day (2 week) block placement <i>Report completed via SoniaOnline</i>
<b>Vacation - 25 Oct 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Vacation - 01 Nov 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Response to Scenario

#### Assessment Type

Written Assessment

#### Task Description

This assessment task builds professional knowledge and understanding of motivation theory and the factors that affect student engagement. Opportunities to demonstrate knowledge of strategies for creating a supportive learning environment through the use of preventive and supportive classroom management are also important features of this task which can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers (Graduate Career Stage).

**To complete this task, you will need to access the following two files available in the Assessment Task 1 link in Moodle:**

- **Classroom Management Scenario**
- **A sample School Code of Conduct Exemplar**

#### Part A

Prepare a 1000 word (maximum) written response that answers the questions outlined below based on the scenario.

1. What challenges do you see in the pre-service teacher's classroom management?
2. Why is the learner discussed in the case study considered as "misbehaving"?
3. Identify two or more hypotheses to explain the causes for their behaviour and outline some strategies you could suggest to use to curb this behaviour.
4. Do you agree with the statement "She never has been a very motivated student"? Draw on what you have learnt about motivation, relationships and supportive learning environments to justify your answer.
5. What would you do differently to the pre-service teacher in this scenario to plan the day's learning experience?

#### Part B

In no more than 1000 words (maximum), outline how your proposed changes would:

1. Align with a whole school approach to behaviour and classroom management through referring to the provided Student Code of Conduct exemplar?
2. Influence the behaviour of students in the class?
3. Contribute to the creation of a positive and supportive learning environment that encourages participation of all students?
4. Manage challenging or off-task behaviour that may arise during the session/lesson?
5. Impact on student learning and achievement of the set learning goals for the planned session/lesson?

The response must refer to discipline, behaviour/classroom management theories and other relevant research on strategies for creating a safe, supportive and inclusive classroom environment in order to justify your point of view.

#### Assessment Due Date

Week 10 Friday (24 Sept 2021) 11:59 pm AEST

#### Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

#### Weighting

Pass/Fail

#### Minimum mark or grade

Pass

#### Assessment Criteria

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning
- Knowledge and understanding of practical strategies for classroom organisation and management
- Application of whole school approaches to behaviour and classroom management
- Understanding of the teacher's role in creating a safe, supportive and inclusive learning environment
- Knowledge and understanding of essential skills for classroom management and their impact on student learning



- Professional level of personal literacy and referencing

### Referencing Style

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

### Submission

Online

### Submission Instructions

One Word document to be uploaded via Moodle. No drafts allowed.

### Learning Outcomes Assessed

- Create safe and supportive learning environments through effective classroom management at a developing level
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

## 2 Professional Experience

### Assessment Type

Professional Practice Placement

### Task Description

You will complete a 10 day placement structured as a 2 week block in a school under the mentorship of a supervising teacher and complete set tasks for this placement as outlined in the Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.

The placement will be organised by the relevant WIL Placement Officer within the Professional Experience Office.

During the block placement, pre-service teachers are expected to build on their level of engagement in the day-to-day organisation and management of teaching and learning.

There are weekly tutorials conducted during the term. Engagement is required in 80% of the scheduled classes either live or via the recordings of the sessions. Failure to engage may result in your ability to continue onto the block placement component of this placement.

An up-to-date working portfolio must be maintained throughout the placement to record all planning, teaching, assessment, evaluation and reflection undertaken.

Daily critical reflection will be framed by a series of self-devised questions. As part of your critical reflection, you are to examine the nature of ethical practice in diverse educational settings and identify direct links to the Australian Professional Standards for Teachers (Graduate Career Stage).

At the end of Week 1, you are required to complete the Pre-service Teacher Self-Evaluation and the Literacy and Numeracy Checklist. Students should synthesise any feedback provided to date and the results from the self-evaluation and literacy and numeracy checklist to construct a detailed plan for professional development throughout the remainder of the placement. This plan should be submitted to the supervising teacher for feedback and negotiation of the student's professional learning experiences for the remainder of the placement.

Full details of specific tasks for this placement are outlined in the Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.

### Assessment Due Date

The placement is completed as scheduled on the approved Professional Praxis Calendar.

### Return Date to Students

Feedback on this assessment task will be provided by the supervising teacher on CQUniversity's electronic report. Final signed copies of the report will be available to students via Sonia Online.

### Weighting

Pass/Fail

### Minimum mark or grade

To pass this task, pre-service teachers must receive a Pass grade as indicated on the Summative Report.

## Assessment Criteria

Assessment criteria are outlined in detail in the Professional Praxis 2 Information and Guidelines for the Supervision and Assessment of Pre-Service Teachers booklet.

## Referencing Style

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

## Submission

No submission method provided.

## Submission Instructions

The final summative report will be completed electronically through SoniaOnline not through Moodle.

## Learning Outcomes Assessed

- Prepare for teaching through effective planning strategies at a developing level
- Enact teaching through effective teaching practice at a developing level
- Create safe and supportive learning environments through effective classroom management at a developing level
- Assess and record learning at a developing level
- Interpret and apply the key responsibilities of teachers through appropriate professional conduct at a developing level
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 3 ePortfolio

### Assessment Type

Portfolio

### Task Description

After Professional Praxis 1, you selected evidence from tasks completed during the placement that align with the Australian Professional Standards for Teachers (Graduate Career Stage).

After Professional Praxis 2, you will also provide evidence with a particular focus on two Standards plus responding to more Guiding Self-Reflective Impact Questions.

This task is structured in two parts:

Part A: Evidence and Annotation (1000 words)

### **Standard 4 - Create and maintain supportive and safe learning environments.**

You are to source evidence of this Standard by addressing each of the Focus Areas below:

- 4.1 Support student participation - Identify strategies to support inclusive student participation and engagement in classroom activities.
- 4.2 Manage classroom activities - Demonstrate the capacity to organise classroom activities and provide clear directions.
- 4.3 Manage challenging behaviour - Demonstrate knowledge of practical approaches to manage challenging behaviour.
- 4.4 Maintain student safety - Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
- 4.5 Use ICT safely, responsibly and ethically - Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

You need to provide one (1) artefact per Focus Area above and include a brief (100 word) annotation per artefact which explains how the Focus Area has been demonstrated through this artefact.

### *Standard 6 - Engage in professional learning*

- 6.1 - Identify and plan professional learning needs - Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

This Focus Area requires you to demonstrate an understanding of the role of the Australian Professional Standards for

Teachers in identifying your professional learning needs. You will need to write a brief (no more than 500 words) statement that reflects your professional growth during Professional Praxis 2 with a particular focus on Standard 4 considering:

- How have you used the Australian Professional Standards for Teachers to identify your professional learning needs during this placement?
- Which areas of Standard 4 do you consider to be your strengths?
- Which areas of Standard 4 do you consider being your challenges and how are you going to address these?

#### Part B: Guiding Self-Reflective Impact Questions (1000 words)

To place a specific focus on how you demonstrate a positive impact on student learning, you must answer a series of Guiding self-reflective impact questions as part of your ePortfolio to assist in providing evidence you have enacted on this particular placement. Your response to these questions should not exceed 1000 words. A copy of the Guiding self-reflective impact questions file is available **in the Assessment Task 3 link in Moodle**

The questions focus explicitly on a direct reference in the tasks completed on this placement to the positive impact you have had on student learning that was enacted on this placement and serves as a record of your positive impact on student learning.

Each Professional Praxis placement builds on each other, as does the evidence (artefacts) collected and the narrative which builds your knowledge, understanding and demonstration of your positive impact on student learning through the ePortfolio.

Central to the narrative that is developed are the Guiding self-reflective impact questions. Each Professional Praxis unit has a set of questions that link to the intent and focus of the professional experience placement. You are to use these questions to frame your narrative for the evidence collected in the ePortfolio and provide an account of your positive impact on student learning.

The design of these focus questions has been backward mapped from the requirements of the Graduate Teacher Performance Assessment (GTPA) task (embedded within Professional Praxis 4) to ensure you have an understanding where and how you have demonstrated your positive impact.

As illustrated in the Guiding self-reflective impact questions table, each Professional Praxis unit has a set of questions. *The first set of questions (Question 1 - 6) were responded to in Professional Praxis 1.* Then in Professional Praxis 2, the set of questions specific to this placement (Questions 7 - 13) are to be responded to. The same process will then occur for Professional Praxis 3 where all 20 questions should be consulted in the construction of the final narrative (with a specific focus on Questions 14 - 20).

***This task is to be presented as one Word document with the artefacts embedded within the document (i.e. no appendices or additional files are to be uploaded).***

A template has been provided for this task on the Moodle site within the Assessment upload function.

#### Assessment Due Date

Friday (5 Nov 2021) 11:59 pm AEST

#### Return Date to Students

Feedback on the final assessment task will be provided following moderation and in accordance with university policy on certification of grades.

#### Weighting

Pass/Fail

#### Minimum mark or grade

Pass

#### Assessment Criteria

- Part A: Ability to select and organise evidence with explicit links to the professional standards
- Part A: Knowledge and understanding of the relationship between learning goals, teaching, learning and assessment
- Part A: Ability to engage in on-going professional renewal
- Part B: Statement on the positive impact of student learning
- Personal and academic literacy

#### Referencing Style

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

#### Submission

Online

**Submission Instructions**

One Word document to be uploaded via Moodle. No drafts allowed.

**Learning Outcomes Assessed**

- Prepare for teaching through effective planning strategies at a developing level
- Enact teaching through effective teaching practice at a developing level
- Create safe and supportive learning environments through effective classroom management at a developing level
- Assess and record learning at a developing level
- Interpret and apply the key responsibilities of teachers through appropriate professional conduct at a developing level
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

## 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