



EDFE20037 Professional Praxis 4: Transition to Teaching

Term 1 - 2021

Profile information current as at 26/05/2022 09:36 pm

All details in this unit profile for EDFE20037 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 fourth and final in-school placement for Master of Teaching pre-service teachers. In this unit you will build both theoretical and practical knowledge to consolidate your understanding and application of your ability to plan and teach effectively, manage effectively, assess and record learning and display dispositions of appropriate professional conduct. You will complete 5 contextual day visits prior to completing a 20 day continuous block placement 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. 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. To be eligible to enrol in this unit, students must have successfully completed all other units in the course, except the units in the final capstone Term which are completed alongside this final placement 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 EDFE20036 Professional Praxis 3: Enacting Learning and Teaching To be eligible to enrol in this unit, students must have successfully completed all other units in the course, except the units in the final capstone term which are completed alongside or before this final placement unit. 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.

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 - 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. **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 Evaluation

Feedback

The tutorials were interesting and supportive and provided appropriate scaffolding for the placement and the GPTA.

Recommendation

Continue to offer tutorials with a focus on scaffolding the GTPA and the placement.

Unit Learning Outcomes

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

1. Plan for and implement effective learning and teaching experiences using appropriate content knowledge and links to curriculum, as well as teaching strategies and resources to teach the content at graduate career stage
2. Create and maintain a supportive and safe learning environment at graduate career stage
3. Assess, record, provide feedback and report on student learning at graduate career stage
4. Apply the relevant ethical and legislative requirements and applicable codes of ethics to teaching practice at graduate career stage
5. Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection.

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.

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

Vacation Week - 22 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Work on GTPA

Vacation Week - 29 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		GTPA Due: Monday 28 June 2021 11:59 pm AEST

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Introduction and structure of the Unit• Placement requirements• The Graduate Teacher Performance Assessment requirements		Single Day Visit 1 (As negotiated with your school - 5 days to be completed between Professional Praxis 3 and Professional Praxis 4) On-line Zoom class 1

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
GTPA Practice 1 - Planning using data		On-line Zoom class 2

Week 3 - 22 Mar 2021

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

Single Day Visit 2

(As negotiated with your school - 5 days to be completed between Professional Praxis 3 and Professional Praxis 4)

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
GTPA Practice 2 - Teaching and learning		On-line Zoom class 3

Week 5 - 05 Apr 2021

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

Non-Teaching Week - 12 Apr 2021

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

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Single Day Visit 3 (As negotiated with your school - 5 days to be completed between Professional Praxis 3 and Professional Praxis 4)

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
GTPA Practice 3 - Assessing, feedback and professional judgement		On-line Zoom class 4

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Single Day Visit 4 (As negotiated with your school - 5 days to be completed between Professional Praxis 3 and Professional Praxis 4)

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
GTPA Practice 4 - Reflecting and teaching as planned and enacted GTPA Practice 5 - Appraising impact of teaching		On-line Zoom class 5

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Final preparations for the block placement Preparing for the transition to teaching		Single Day Visit 5 (As negotiated with your school - 5 days to be completed between Professional Praxis 3 and Professional Praxis 4) On-line Zoom class 6

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Block Placement		Week 1 of 20 day (4 week) Placement

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Block Placement		Week 2 of 20 day (4 week) Placement

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Block Placement		Week 3 of 20 day (4 week) Placement

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Block Placement		Week 4 of 20 day (4 week) Placement

Term Specific Information

Please note that personalised student name badges can be ordered and purchased through the CQUniversity bookshop for identification purposes during school placements.

Assessment Tasks

1 In-School Placement

Assessment Type

Professional Practice Placement

Task Description

You will complete a 25 day placement comprised of 5 single day visits and a 4 week block. The placement will be completed in a school under the mentorship of a supervising teacher and comprises 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 scheduled tutorials conducted during the term. Attendance is required at 80% of the scheduled classes. Failure to attend the sessions live (or through accessing the recordings) may result in you being unable to continue onto the block placement component of this unit.

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 questions you will devise. 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 2, 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 shared with 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 for this unit.

NB: This placement is the final supervised (assessed) professional experience in the Master of Teaching. As such, the reporting document aligns with the requirements of the **Queensland Professional Experience Reporting**

Framework. CQUniversity committed to implementing the framework through the Professional Experience Partnership Agreement.

At the conclusion of this placement, in consultation with the University Supervisor, schools are requested to complete CQUniversity's electronic version of the **Final Professional Experience Recommendations** report.

Assessment Due Date

As per the approved Professional Praxis Calendar

Return Date to Students

Final signed copies of the summative reporting documentation will be available to students through Sonia Online.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Assessment criteria for this placement align with achievement of the Australian Professional Standards for Teachers (Graduate Career Stage). Details of the standards assessed through participation in the placement can be found in the Professional Praxis 4 Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.

Referencing Style

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

Submission

Online

Submission Instructions

The final summative report will be completed in electronic form and available through Sonia Online for sighting and signing by all parties. The report will not be uploaded through the moodle site.

Learning Outcomes Assessed

- Plan for and implement effective learning and teaching experiences using appropriate content knowledge and links to curriculum, as well as teaching strategies and resources to teach the content at graduate career stage
- Create and maintain a supportive and safe learning environment at graduate career stage
- Assess, record, provide feedback and report on student learning at graduate career stage
- Apply the relevant ethical and legislative requirements and applicable codes of ethics to teaching practice at graduate career stage
- Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection.

Graduate Attributes

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

2 Graduate Teacher Performance Assessment (GTPA)

Assessment Type

Written Assessment

Task Description

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

The GTPA is comprised of the following elements:

- A **coversheet** confirming inclusion of all required submission elements, signed authenticity statement, and optional research permission (**template provided**)
- A **professional experience** context statement that presents characteristics of the school and classroom site where the GTPA was completed (**template provided**)

- The demonstration of competence in five interrelated practices: **Planning, Teaching, Assessing, Reflecting and Appraising**.
- The **profile** of data collection and use (**template provided**)
- Evidence of **moderation** practice (**template provided**)
- The **accompanying evidence** requirements as specified for each practice; and
- A reference list of all materials (curriculum, school documents, policy, theory and research) cited in your submission using APA (7th Edition).

The five components of the written part of the GTPA:

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.

Length of Section 1: 800 - 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.

Length of Section 2: 800 - 1000 words (excluding evidence).

Practice 3: Assessing, feedback and professional judgement

This practice involves reporting on the selection and use of a variety of assessment tools, the provision of feedback to learners, making judgements about student work and engaging in moderation.

Length of Section 3: 800 - 1000 words (excluding evidence).

Practice 4: Reflecting on teaching as planned and enacted

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.

Length of Section 4: 800 - 1000 words (excluding evidence).

Practice 5: Appraising 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.

Length of Section 5: 800 - 1000 words (excluding evidence).

Full details are provided in the **GTPA Preservice Teacher Booklet** available on the Moodle site for this unit.

Assessment Due Date

Monday 28 June 2021 11:59 pm AEST

Return Date to Students

This task will be returned after the moderation process has 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 and form part of the GTPA Criteria Specifications available on the Moodle site for this unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Plan for and implement effective learning and teaching experiences using appropriate content knowledge and links to curriculum, as well as teaching strategies and resources to teach the content at graduate career stage
- Create and maintain a supportive and safe learning environment at graduate career stage
- Assess, record, provide feedback and report on student learning at graduate career stage
- Apply the relevant ethical and legislative requirements and applicable codes of ethics to teaching practice at graduate career stage
- Use the Australian Professional Standards for Teachers to monitor professional learning and improve professional practice in response to feedback, self-evaluation and reflection.

Graduate Attributes

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

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