FACULTY OF EDUCATION AND ARTS
SCHOOL OF EDUCATION, QUEENSLAND
McAuley (BANYO)
SEMESTER 1, 2015
EDFD 452/462/472: Transition to the Profession

UNIT OUTLINE

Credit points: 10

Prerequisites / incompatibles:
It is your responsibility as a student to ensure that you have the prerequisites for a particular unit. You may not enrol in this unit if you have previously passed, or are currently enrolled in, any unit identified as incompatible with this unit. If you do not meet these requirements, then you must see your Course Coordinator.

Position in course map:

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit code</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor or Education (EC &amp; P) and Primary</td>
<td>EDFD 452/462</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Teaching/Arts (Secondary)</td>
<td>EDFD 472</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable or completion within 4 years. The full Program Map for your course is available here: https://students.acu.edu.au/__data/assets/pdf_file/0010/678754/CEG_2015_-_BEDECP_Brisbane_continuing_pre-2015.pdf

Lecturer in Charge: Jillian Fox
Office location: GC.24
Email: jillian.fox@acu.edu.au
Telephone: (07) 3623 7841

Contact me: In three ways:

1. **My Office Email** (on the LEO site)
2. **Email** – jillian.fox@acu.edu.au
3. **Book a meeting time**: My office consultation times are:
   - Monday 10am – 12noon
   - Thursday 10am – 12noon

Please email to book a time!
If you think your question is of relevance to the student cohort, please post your question in the ‘My Office’ forum. That way my answer will benefit everyone (or another student can answer if they know). If your question is more personal or not relevant to others, use my ACU email but please type EDFD 452 or 462 or 472 so that I can locate your email easily. I will reply to within two working days.

Description: This unit examines the concepts and practices of the profession including systems, structures, legislation and teacher standards that impact on teaching practice; current political and sociocultural trends in education that shape pre-service teachers’ understandings and preparedness as they transition into the teaching profession. This unit critically investigates professional practice, roles and responsibilities, professional partnerships, and concepts of accountability in teachers’ work. A range of curriculum perspective will be explored including, literacy, numeracy, ICT, indigenous and intercultural understanding. Students will consolidate evidence of their professional work practice in a substantive body of work and develop a critical investigation of their practice as a teacher.

Mode/attendance pattern: On campus

Each week there are 2 x 2hr whole group sessions and no tutorials. Most sessions feature guest speakers with specific lectures organised for some cohorts, e.g.: Secondary only, EC only. The nature of the guest speaker program means that some topics may change at short notice.

Some certificates are offered in this unit. To be eligible for a certificate you must attend all relevant lectures.

Failure to attend sessions minimises your opportunity to effectively engage with the content and purpose of this unit. This may have an effect on your capacity to meet the outcomes required to pass the unit. All advice about assessment is provided in lectures.

Duration: A teaching semester of nine weeks (four hours per week).

You should anticipate undertaking at least 150 hours of study for this unit, including session attendance, associated readings, and assessment preparation.

LEARNING OUTCOMES

The Bachelor of Education (Early Childhood & Primary), Bachelor of Education (Primary) and Bachelor of Education (Secondary) is a professional program that requires development of particular attributes for accreditation purposes. On successful completion of this unit, students should be able to:

<table>
<thead>
<tr>
<th>ACU Unit Outcomes for ADFD452</th>
<th>QCT Standards</th>
<th>APST</th>
<th>ACU Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. articulate their critical understanding of the various school systems in which they may choose to seek employment</td>
<td>S10: K 1,2,4,9</td>
<td>1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.7, 4.5, 5.3, 6.2, 7.2, 7.3, 7.4</td>
<td>GA2, GA5</td>
</tr>
<tr>
<td>2. develop a broad and critical understanding of curriculum, informed by critical pedagogy, and relate this to current educational developments in curriculum and school organization</td>
<td>S5: K1</td>
<td>1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.2, 3.3, 3.4, 7.2</td>
<td>GA5</td>
</tr>
</tbody>
</table>

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### ACU Graduate Attributes

Each unit in your course contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at [http://www.acu.edu.au/204356](http://www.acu.edu.au/204356). All Australian universities have their expected Graduate Attributes – ACU’s Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes. On successful completion of this unit, students should have progressed in the development of the following ACU graduate attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA4</td>
<td>think critically and reflectively</td>
</tr>
<tr>
<td>GA5</td>
<td>demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession</td>
</tr>
<tr>
<td>GA7</td>
<td>work both autonomously and collaboratively</td>
</tr>
<tr>
<td>GA8</td>
<td>locate, organise, analyse, synthesise and evaluate information</td>
</tr>
<tr>
<td>GA9</td>
<td>demonstrate effective communication in oral and written English language and visual media</td>
</tr>
<tr>
<td>GA10</td>
<td>utilise information and communication and other relevant technologies effectively</td>
</tr>
</tbody>
</table>

### Australian Professional Standards for Teachers

The Professional Standards are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The Standards also underpin registration decisions at different career junctures. For teacher registration purposes in Queensland, the ‘Graduate’ Standards are the benchmark for those completing initial teacher
education programs and applying for provisional registration. You can view the complete set of standards here: http://www.aitsl.edu.au/australian-professional-standards-for-teachers

On successful completion of this unit, students should have developed their ability to:

1. know students and how they learn (Standard One)
2. know the content and how to teach it (Standard Two)
3. plan for and implement effective teaching and learning (Standard Three)
4. create and maintain supportive and safe learning environments (Standard Four)
5. assess, provide feedback and report on student learning (Standard Five)
6. engage in professional learning (Standard Six)
7. engage professionally with colleagues, parents/carers and the community (Standard Seven).

CONTENT

Topics will include:

Module 1: The contexts of the profession and preparing for employment

As part of this module students will explore the nature and context of the education systems in which the student aspires to be employed by researching and critiquing the underlying ethos of particular system and contexts, the professional ethics required of teachers working within specific systems, and the relevant historical, socio-political, philosophical, ethical and theological values of those systems.

Students will engage in the following tasks:

- Begin to develop and collate materials for a digital portfolio that presents information to demonstrate a culture of evidence of professional practice. This portfolio will contain evidence, strategically selected, to demonstrate they have met the Queensland College of Teachers Professional Standards. It will be a dynamic and functional professional portfolio that is responsive to systems and contexts to which students, as prospective teachers, are oriented. (The development of this portfolio will continue in Module 2.)
- Articulate a critical understanding of education systems and settings relevant to their planned teaching career goals e.g. Catholic/Lutheran/Independent/Government/Prior to school.

Module 2: Reflecting on curriculum and pedagogical understandings and perspectives

This module requires students to engage in critical reflection on their current understandings of contemporary curriculum and pedagogical approaches, including policy influences on curriculum and recent curriculum reform. Students will relate this study to notions of education, critical pedagogy and social justice, and select appropriate practices for the respective contexts in which they hope to be employed.

In developing and articulating their philosophy of teaching statements students will draw on and respond to their understandings and knowledge of a range of curriculum and pedagogical issues, policies and documents that they have engaged with across their course. For example:

- OECD - Education at a Glance 2010: OECD Indicators;
- UNESCO Task Force on Education for the Twenty-first Century;
- Melbourne Declaration on Educational Goals for Young Australians - National goals of schooling in Australia (Melbourne 2008);
- ACARA National Curriculum;
- Early years National Quality Framework (including Early Years Learning Framework) and Qld Towards Q2 strategy (including Kindergarten Learning Guideline);
- National Assessment Program Literacy and Numeracy (NAPLAN),
- Qld Government Education and Training Reforms for the Future (ETRF) (including introduction of Preparatory Year in Qld schools),
- Processes of moderation for consistency of teacher judgment (CTJ);
- Student profiling & reporting student achievement;
- Professional Standards for Queensland Teachers (QCT),
- Codes of ethics ( e.g. QCT Code of Ethics, ECA Code of Ethics)
- Curriculum documents and pedagogical approaches e.g. QSA Essential Learnings and Standards; equivalent documents in other states and sectors.
• Catering for diversity in curriculum planning and programming:
• ICT in the school
• Specialisations in education (HPE; LOTE; Music etc)
• Support procedures and strategies within schools e.g. Support a reader; Support a writer programs; remedial programs.
• Developing and maintaining partnerships with parents, caregivers and families.

Module 3: Teacher professional identity and issues facing beginning teachers
This module will introduce students to a range of issues that they will face as beginning teachers. Students will engage in reflection on learning derived across their course and identify on-going learning needs as career long learners. Students will participate in analysis and critique of notions of professional identity, teacher development and their role in engaging with contemporary curriculum debates. This will include engagement with presentations throughout the semester.

Module 4: Personal professional identity:
This module weaves through the previous modules encouraging students' analysis and critique of notions of professional identity, legal contexts of teachers' work, teacher development and professional standards, and 'schools for the future', exploring metaphors, such as 'transition' to the first year experience. Students are required to reflect on learnings and professional practice for incorporation into the final editing and refinement of the digital portfolio. This portfolio will contain the final, fine-tuned version of the preservice teachers’ vision for teaching initiated in Module 1.

QUALITY ASSURANCE AND STUDENT FEEDBACK
This unit has been evaluated through the ‘Student Evaluation of Unit’ (SEU) online surveys. This unit has been revised based on student feedback and additional lectures for students seeking employment in secondary contexts and increasing the options to cater for educators working within various education contexts have been added for 2015.

SEU surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete the SEU survey for the unit. You can also provide feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

SCHEDULE

Study schedule
For the most up-to-date information, please check your LEO unit and also note advice from your lecturing and tutoring staff for changes to this schedule.

<table>
<thead>
<tr>
<th>Lecture Week</th>
<th>Starting Date</th>
<th>Session 1 Monday 8-10am IB:15/IB20</th>
<th>Session 2 Wednesday 8-10am IB:15/IB20</th>
</tr>
</thead>
</table>
| Module 1: The contexts of the profession and preparing for employment | 1 | 8-10am
Unit overview and assessment discussion
Presenter: Jillian Fox | 8-10 am
Employment in early childhood settings
Presenters:
- C&K - Trevor Brown
- Gowrie Qld – Jane Bourne
- Goodstart - Simone Payne
- Centacare Child Care Services- Janette Nicol |
<table>
<thead>
<tr>
<th>2</th>
<th>2 March</th>
<th><strong>8-10am</strong> Employment in Brisbane Catholic Education (Primary &amp; Early Childhood only) Working for Catholic Education – Overview Presenter: • Carmel Wallace</th>
<th><strong>8-9 am</strong> Employment in BCE (Secondary only) Working for Catholic Education – Overview Presenter: • Carmel Wallace <strong>9-10am</strong> Employment in Lutheran Education (ALL) Presenters: • Meg Noack and Andrew Jaensch</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9 March</td>
<td><strong>8-10am</strong> Cyber bullying and online safety Presenter: • Presenter TBA</td>
<td><strong>8-10 am</strong> Building your Portfolio Presenter: • Anthony Shearer</td>
</tr>
</tbody>
</table>

**Module 2: Reflecting on curriculum and pedagogical understandings and perspectives**

<table>
<thead>
<tr>
<th>4</th>
<th>16 March</th>
<th><strong>8-9 am</strong> The Relief Teacher: Relief Insight Presenter: • Carmel Kuhr <strong>9-10 am</strong> Teaching in Catholic schools - session to support students in the lead up to their interviews. Presenter: • Dr Jan Grajczonek</th>
<th><strong>8-10am</strong> Employment in Education Queensland Presenter: • <em>The Teach Team</em>, Department of Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>23 March</td>
<td><strong>8-10 am</strong> QCT: Teacher Registration Presenter: • Sue Lauer</td>
<td><strong>8-10am</strong> Surviving the first few weeks Presenter: • Greta Worner (EC&amp;P) – IB.15 Surviving the first few weeks – Secondary Teachers Presenter: • Lindsay Williams – IB.20</td>
</tr>
<tr>
<td>6</td>
<td>30 March (Good Friday)</td>
<td><strong>8-10 am</strong> Teaching in Rural Catholic Schools Reps from Catholic Education:</td>
<td><strong>8-8.15am</strong> Paul Lynch – Catholic Super <strong>8.15-9 am</strong> Assessment and Reporting update</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
<td>Presenter</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 31 March   | Final date to withdraw from a unit via Student Connect with no financial or academic penalty. Treated as non-effective enrolment and will not appear on academic transcript. | - Rockhampton - Trinity Lewis  
- Townsville - TBA  
- Toowoomba - John Borserio  
- Cairns - TBA  | Presenters: TBA  
9-10am  
- PEP Briefing – Carmel Turner (For EC and Primary Students) IB.15  
- PEP Briefing – Michael Chambers (For Secondary Students) IB.20 |
| 7          | AVCC Week – Semester Break (Week Commencing 06 April 2015)              |                                                                          |                                                                           |
| 13 April   | 8-10am Student Protection Program                                        |                                                                          |                                                                           |
|            | Presenter:                                                              |                                                                          |                                                                           |
|            | - Brisbane Catholic Education Sue Diggles                                |                                                                          |                                                                           |
|            | Students MUST attend both sessions to receive their Certificate from BCE |                                                                          |                                                                           |
| 8          | Module 3: Teacher professional identity and issues facing beginning teachers |                                                                          |                                                                           |
| 20 April   | 8-10 am Principal presentation                                           |                                                                          |                                                                           |
|            | Presenter:                                                              |                                                                          |                                                                           |
|            | - John Parkinson                                                        |                                                                          |                                                                           |
| 9          | 8-9am Literacy update                                                   |                                                                          |                                                                           |
|            | Presenter:                                                              |                                                                          |                                                                           |
|            | - Dr Janelle Young                                                      |                                                                          |                                                                           |
| 30 April   | Final date to withdraw from a unit via Student Connect with a Withdrawn (WW) grade recorded on the academic transcript. Financial liability remains and Student Learning Entitlement (if applicable) cannot be re-credited. |                                                                          |                                                                           |
| 9-10am     | Federation of Parents & Friends Associations in Catholic Schools Qld    |                                                                          |                                                                           |
|            | Presenter:                                                              |                                                                          |                                                                           |
|            | - Carmel Nash, Executive Director and John Beaton                      |                                                                          |                                                                           |
|            | 8-9am Unit wrap-up and where to now? Teaching and/or further study      |                                                                          |                                                                           |
|            | Presenter:                                                              |                                                                          |                                                                           |
|            | - Jillian Fox                                                           |                                                                          |                                                                           |
| 30 April   | Final date to withdraw from a unit via Student Connect with a Withdrawn (WW) grade recorded on the academic transcript. Financial liability remains and Student Learning Entitlement (if applicable) cannot be re-credited. |                                                                          |                                                                           |
|            | 8-9am Unions and Professional Associations Expo                         |                                                                          |                                                                           |
|            | Presenter:                                                              |                                                                          |                                                                           |
|            | - QTU  
- QIEU  
- Professional Associations  
- 6Employment agencies  |                                                                          |                                                                           |
| 9-10am     |                                                                        |                                                                          |                                                                           |
ASSESSMENT

In order to pass this unit, you are required to submit all assessment items. This unit is based on criteria and standards. Your performance on assessment tasks shows your demonstration of unit outcomes, as described in the standards. As a result of your demonstration of the outcomes in assessment tasks an overall judgment is made about your achievement in this unit. Students who do not meet all outcomes to a satisfactory standard will fail to pass this unit.

The assessment tasks for this unit are designed for you to demonstrate your achievement of each learning outcome.

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Due date</th>
<th>Weighting (%)</th>
<th>Learning outcomes assessed</th>
<th>QCT Stds</th>
<th>APSTs</th>
<th>ACU Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Statement + Teaching Context Analysis</td>
<td>Friday 27th March (Week 5)</td>
<td>50%</td>
<td>1, 2, 3 &amp; 5</td>
<td>S5, S10</td>
<td></td>
<td>GA1, GA2, GA4, GA5, GA9</td>
</tr>
<tr>
<td>Digital Portfolio (including Introduction, Evidence and Critical Reflections)</td>
<td>Thursday 11th May (week 11)</td>
<td>50%</td>
<td>4, 5</td>
<td>S1, S4, S5, S9, S10</td>
<td>1.4, 2.4, 2.6, 4.4, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.3, 7.4</td>
<td>GA10 + GA1, GA2, GA4, GA5, GA9</td>
</tr>
</tbody>
</table>

Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student’s performance on the assessment tasks.

Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student’s performance on the assessment tasks and the LiC’s professional judgement about the student’s demonstration of the learning outcomes. Each assessment task will be graded according to standards High distinction to fail (see Criteria Sheet for each task). The following minimum standards table will be used as an indicator of an overall grade for this subject, with the determination of final grades being based on the professional judgement of the LIC about the extent to which a student has met the learning outcomes of the unit.
<table>
<thead>
<tr>
<th>Overall Grade</th>
<th>Descriptor</th>
<th>Minimum standards for assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>Consistent evidence of comprehensive understanding of the unit content; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and high level of communication and application appropriate to the discipline.</td>
<td>Both assessments receiving high distinction grades.</td>
</tr>
<tr>
<td>DI</td>
<td>Consistent evidence of very high level of understanding of unit content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and highly effective communication.</td>
<td>Both assessments receiving distinction grade or higher</td>
</tr>
<tr>
<td>CR</td>
<td>Evidence of a good level of understanding, knowledge and skill development in relation to unit content; and demonstration of high level of interpretive and analytical ability.</td>
<td>Both assessments receiving credit grade or higher</td>
</tr>
<tr>
<td>PA</td>
<td>Evidence of satisfactory understanding of basic unit content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions.</td>
<td>Both assessments receiving pass grade or higher</td>
</tr>
<tr>
<td>NN</td>
<td>Little or no attainment of learning outcomes, with limited understanding of course content or skill development</td>
<td>Both assessments need to be passed to be successful in this unit</td>
</tr>
</tbody>
</table>
Assessment 1: Philosophy Statement and Teaching Context Analysis

**Purpose:** To articulate (i) a concise individual teaching philosophy (LO5) and (ii) your critical understanding of a school system in which you may choose to seek employment (LO1).

This assessment piece has **two parts** to it. You must **produce both** of the following:

(i) A concise individual teaching philosophy (Basic task instruction as per Learning Outcome 5. Content must address elements of Learning Outcomes 2 and 3 as well.)

(ii) A critical analysis of a teaching context (Basic task instruction as per Learning Outcome 1. Content must address elements of Learning Outcomes 2 and 3 as well.)

**Task (i): Write a concise Philosophy Statement** in which you **express your values** in terms of:

- relationships with students and colleagues
- issues of knowledge and learning
- an understanding of varying communities and contexts, and
- the manner in which a professional teacher draws these strands together. (LO5)

Be sure to **include statements demonstrating your critical understanding of the following elements of other Learning Outcomes, too:**

Curriculum; critical pedagogy; the role of critical reflection in evaluating curriculum and pedagogy (quality pedagogy); student development; sensitivity to community and individual student issues. (LOs 2 & 3)

**[Task (ii): Select a teaching context** which you identify as a possible place of future employment. Write a critically reflective analysis of the various components of this context, with particular emphasis on those components listed in Learning Outcomes 2 and 3. Provide relevant links to key educational literature, as appropriate.**

**The components of the teaching context to be analysed** may include, but are not limited to, the following aspects:

- An overview of the educational system within which this particular system is located, including the relevant historical, socio-political, philosophical, ethical and theological values of the broader system and how these align with global and national educational goals/values.
- Curriculum framework of the particular system and how this relates to current educational developments in curriculum and school organization (LO2)
- The system’s curriculum evaluation/renewal processes (incl. role of critical reflection) (LO3)
- The system’s articulated understanding of “quality pedagogy”- and pedagogical expectations of teachers working in that system, including approaches to planning, assessment and assessment moderation - and safe, responsible, ethical use of ICT (LO3)
- The approaches to understanding and supporting student development and learning in the particular chosen context – ways in which the context responds to student socio-cultural diversity and various learning needs (i.e. its sensitivity to community and individual student issues, including strategies for supporting student behaviours) (LO3)
- Approaches to teacher resourcing and ongoing professional learning
- Engagement with students, families, colleagues, employers and communities
- Expectations of professional and ethical behavior (Codes of Ethics and Conduct)

**Due date:** Friday 27th March (Week 5)  
**Weighting:** 50%  
**Length and/or format:** 2000 words total  
**Learning outcomes assessed:** 1, 2, 3 & 5  
**How to submit:** Submit to the Turnitin box on LEO. Students should respond to the advice provided from Turnitin report, about originality, and if needed change the assignment or be prepared to justify the report. Advice about Turnitin will be provided in the first lecture.  
**Return of assignment:** Assignment advice will be posted via LEO  
**Assessment criteria:** See Appendix.
Assessment 2: Digital Portfolio

Purpose: To demonstrate through evidence that (Graduate) Australian Professional Standards for Teachers have been met during your teacher education course.

Each student is expected to develop a professional digital portfolio that expresses their understanding of the system to which they are oriented and their beliefs and professional competencies. The digital portfolio is expected to present a maximum of three artefacts that accurately represents the student’s individual teaching philosophy. The artefacts must be presented in a manner that illustrate the student’s professional values in terms of their developing relationships with students and colleagues, a deepening familiarity of the issues of knowledge and learning, a growing understanding of varying communities and contexts and that clearly demonstrate the manner in which a professional teacher would draw these strands together. The relevant Australian Professional Standards for Teachers (Standards) should be clearly cited.

Your digital Portfolio must include the following:

1) An Introduction or summary statement no longer than ONE PAGE that provides:
   a) A working hyperlink to your digital portfolio, and
   b) a rationale for the ONE (1) artefact (piece of evidence) within your digital portfolio that you believe best represents you as a graduate teacher.

2) THREE (3) artefacts (pieces of evidence) that together demonstrate all seven AITSL Australian Professional Standards for Teaching. Of these, only ONE (1) artefact may be of an individual lesson or integrated unit plan you have developed during your course.

Your Digital portfolio must:

- clearly articulate your perspectives on three Domains of Teaching: Professional Knowledge, Professional Practice, and Professional Engagement
- identifies support networks you would draw on to effectively support your career long learning.

Due date: Thursday 11th May (Week 11)

Weighting: 50%

Length and/or format: 2000 words (Words in evidence documents are not counted in this.

Learning outcomes assessed: 4 and 5

How to submit: This assignment is to be submitted in two formats:

- in hard copy to the assignment box at the School of Education (coversheet, submission to the standards, professional learning plan. There is no need to submit hard copies of your annotated samples. These will be viewed online);
- via LEO. Post a link to your efolio in the assignment; or
- in a format negotiated with the LIC.

Please note, folios submitted in formats not approved by the LIC may not be marked, and will need to be resubmitted in an appropriate format. This may result in a penalty for late submission

Return of assignment: Feedback on assignments will be provided via LEO.

Assessment criteria: See Appendix
Referencing
This unit requires you to use the American Psychological Association (APA) referencing system.
See the ‘Academic referencing’ page from the Office of Student Success (http://students.acu.edu.au/372091) for more details.
Helpful information on referencing electronic sources may be found at the official APA site.
Link to the library’s APA Referencing. Explore the site as necessary.

ACU POLICIES AND REGULATIONS
It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, which is available from the website at http://www.acu.edu.au/142401.
The Unit Outline Resources page (http://students.acu.edu.au/241467) contains several important links as a starting point.

Assessment Policy and Procedures
You must read the Assessment Policy and Assessment Procedures in the University Handbook: they include rules on deadlines; penalties for late submission; extensions; and special consideration (http://students.acu.edu.au/429796). If you have any queries on Assessment Policy, please see your Lecturer in Charge.
Grading Descriptors for the unit are detailed in section 7 of the Academic Regulations (available at http://students.acu.edu.au/430029).

Attendance and participation
The Bachelor of Education (EC & P, Primary and Secondary) has been accredited by Australian Institute for Teaching and School Leadership (AITSL) and the Queensland College of Teachers on the basis that the students undertaking this course develop the necessary professional skills and attributes necessary to function effectively as a graduate teacher.
To best meet the learning outcomes of this unit, and to support your ongoing development towards being an effective graduate teacher, students are advised to be proactive in their learning, access the information provided on the unit’s LEO site, attend scheduled lectures and actively participate in the unit.

Applying for an Extension for an Assignment
A student for whom personal circumstances affect their performance may be eligible to apply for special consideration or extensions for assessments. Applications must demonstrate exceptional circumstances and be supported by documentary evidence of the medical, compassionate or extenuating circumstances on which the application is based.
For example, a student may apply to the Lecturer-in-Charge for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form (EX) prior to the due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension.
See section 3 of the 2013 Assessment Procedures.

Late Submission of Assignments
Assessment tasks submitted after the due or extended date will incur, for each whole or part of a calendar day that the work is overdue, a 5% penalty of the maximum marks available for that assessment task up to a maximum of 15%. Assessment tasks received more than three calendar days after the due or extended date will not be allocated a mark.
See section 2 of the 2013 Assessment Procedures.

If you have any queries on Assessment Policy, please see your Lecturer in Charge.

**Academic integrity**

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available at [http://students.acu.edu.au/343665](http://students.acu.edu.au/343665). Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course.

**Turnitin**

The ‘Turnitin’ application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students’ written work.


For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission, and the Turnitin Originality Report.

**STUDENT SUPPORT**

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the Office of Student Success.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Equity and Disability** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
- **Indigenous Units** on each campus provide information and support for students.


**BLUE CARD REQUIREMENTS FOR WORKING WITH CHILDREN**

All students enrolled in an Education degree and entering a classroom/school must have a valid “Blue Card” in accordance with The Commission for Children and Young People Act (2000). Pre-service teachers should apply for a Blue Card on Form ‘S’ from the [Commission for Children and Young People](http://students.acu.edu.au/49758).
Students are strongly advised to apply for their Blue Card as soon as they have been accepted into their Education course. Completed application forms together with identification documentation are to be submitted to the Faculty of Education, Queensland office. There is no fee involved and applications can take up to 8 weeks to be processed by the Commission for Children and Young People and Child Guidance.

It is the students’ responsibility to ensure they have a “Blue Card” that is current. Students without a current Blue Card are prohibited from entering classrooms.

Students who already hold a current Blue Card, must complete an ‘Authorisation’ form and submit it to the Faculty of Education, Queensland Office (Room GC.02) to be processed.

**ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS**

The LEO page for this unit contains further readings/ discussion forums.


In addition, for this unit you will be required to use the following technologies: ePortfolio

**TEXTS AND REFERENCES:**


**Journals:**

A range of journals on Catholic education and curriculum available in library and on-line for students to access. Some examples are listed below and students should also access further resources via the library website.

- Journal of Catholic school studies.
  


- Journal of curriculum and pedagogy [electronic resource].

- National report on schooling in Australia
  

- European Early Childhood Research Journal
  
  [http://www.informaworld.com/smpp/title~content=t776628938~db=all](http://www.informaworld.com/smpp/title~content=t776628938~db=all)
Websites:
Queensland Studies Authority www.qsa.qld.edu.au
National Curriculum http://www.australiancurriculum.edu.au/Home
Year 1 Learning Statements http://www.qsa.qld.edu.au/p-9/7447.html
P-9 Literacy and Numeracy Indicators http://www.qsa.qld.edu.au/p-9/9321.html
Scope and Sequence guides http://www.qsa.qld.edu.au/p-9/7296.html
P-9 Student Assessment http://www.qsa.qld.edu.au/approach/10195.html
Office of Early Childhood Education and Child Care (Commonwealth)
Queensland College of Teachers https://www.qct.edu.au/index.html
Brisbane Catholic Education http://www.bne.catholic.edu.au/Pages/default.aspx
Queensland Catholic Education (employment opportunities)

## APPENDIX 1 Criteria Marking Sheet - Assessment Item 1

### Name: 

### Due Date: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD</th>
<th>DI</th>
<th>CR</th>
<th>PA</th>
<th>NN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present a concise individual teaching philosophy that expresses your values, in terms of relationships with students and colleagues, issues of knowledge and learning, and an understanding of varying communities and contexts. Discuss the manner in which a professional teacher draws these strands together.</td>
<td>Consistent evidence of comprehensive understanding of all the required elements of the philosophy statement. Substantial insight shown in expressing values comprehensively. A very high level of application appropriate to the discipline is demonstrated in the discussion of how a professional teacher synthesises the many strands of the profession to develop a philosophy of teaching</td>
<td>Consistent evidence of a high level of under-standing of most of the required elements of the philosophy statement. Some insight shown in expressing values in a fairly detailed yet concise manner. A high level of application appropriate to the discipline is demonstrated in the discussion.</td>
<td>Evidence of a good level of understanding in relation to most of the required elements of the philosophy statement and a satisfactory understanding of other elements. Adequate application appropriate to the discipline is demonstrated in the discussion.</td>
<td>Evidence of a satisfactory level of understanding in relation to most of the required elements of the philosophy statement and a basic understanding of other elements. Adequate application appropriate to the discipline is demonstrated in the discussion.</td>
<td>Little evidence of a satisfactory level of understanding in relation to the required elements of the philosophy statement. Virtually no application appropriate to the discipline is demonstrated.</td>
</tr>
<tr>
<td>Write a critically reflective analysis of a teaching context. Examine a range of key components of this context and articulate why those elements are important (in terms of meeting Graduate level APSTs)</td>
<td>Clearly and comprehensively examines and critically analyses a range of relevant key components of the chosen teaching context. Justifies very well the importance of each key element as something the graduate teacher needs to understand.</td>
<td>Substantially examines and analyses a range of key components of the chosen teaching context. Justifies well the importance of each key element for the graduate teacher.</td>
<td>Clearly examines some key components of the chosen teaching context and analyses some of these quite well. Justifies well the importance of most of the key elements.</td>
<td>Provides basic discussion about some components of the chosen teaching context and analyses these satisfactorily.</td>
<td>Very limited discussion about components of the chosen teaching context. Little or no analysis. Provides limited or no justification of the key elements.</td>
</tr>
<tr>
<td>Demonstrate effective communication in written English language and visual media</td>
<td>Advanced level of professional written communication and use of visual media. Information is highly organised. Professional use of vocabulary, grammar, spelling and referencing.</td>
<td>High level of professional written communication and use of visual media. Information is clearly and cohesively organised. Professional use of grammar, spelling and referencing.</td>
<td>Effective level of professional written communication and use of visual media. Information is generally clearly and cohesively organised. Acceptable use of grammar, spelling and referencing.</td>
<td>Fair level of written communication and use of visual media. Information is generally well organised. Some occurrences of inappropriate grammar, spelling or referencing.</td>
<td>Poor and unprofessional written communication and/or use of visual media. Information is not effectively organised. Many errors in grammar and spelling and/or referencing.</td>
</tr>
</tbody>
</table>
### APPENDIX 2 Criteria Marking Sheet - Assessment Item 2 Digital Portfolio

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD</th>
<th>DI</th>
<th>CR</th>
<th>PA</th>
<th>NN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using ICT, plans and constructs a professional digital portfolio in which evidence of having met the required Professional Standards for Teachers (Graduate) 1-7 is provided</td>
<td>Clearly and comprehensively presents a very well-planned, succinct digital portfolio. The specified Focus Area Descriptors are clearly and comprehensively demonstrated through outstanding evidence selected.</td>
<td>Clearly presents a well-planned, succinct digital portfolio. The specified Focus Area Descriptors are demonstrated to a high level through effective pieces of evidence selected.</td>
<td>Presents a reasonably well planned digital portfolio. The specified Focus Area Descriptors are mostly demonstrated satisfactorily through the basic pieces of evidence selected.</td>
<td>Some elements of the digital portfolio are well planned and constructed. Most of the specified Focus Area Descriptors are demonstrated through satisfactory pieces of evidence selected. Some omissions.</td>
<td>Lack of planning or structure evident in the digital portfolio. Very limited demonstration of the specified Focus Area Descriptors.</td>
</tr>
<tr>
<td>Presents a critical reflection on ways in which evidence provided demonstrates achievement of the focus areas within the Professional Standards for Teachers 1-7.</td>
<td>Presents thoughtful, comprehensive and critically reflective statements addressing all the specified key elements of the Professional Standards with substantial originality and insight.</td>
<td>Presents highly effective statements addressing a wide range of the specified key elements of the Professional Standards in a critically reflective manner.</td>
<td>Presents effective statements addressing most of the specified key elements of the Professional Standards.</td>
<td>Presents limited effective statements addressing minimal elements of the Professional Standards.</td>
<td>Does not present reflective statements addressing elements of Professional Standards.</td>
</tr>
<tr>
<td>Identifies skills, attributes and strategies required to demonstrate capacity as a teacher.</td>
<td>Clearly and comprehensively identifies and explores skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Identifies and explores skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Lists skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Lists a limited range of skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Does not identify any skills, strategies and attributes needed to enhance capacity as a teacher.</td>
</tr>
<tr>
<td>Demonstrate effective communication in written English language and visual media</td>
<td>Advanced level of professional written communication and use of visual media. Information is highly organised. Professional use of vocabulary, grammar, spelling and referencing.</td>
<td>High level of professional written communication and use of visual media. Information is clearly and cohesively organised. Professional use of grammar, spelling and referencing.</td>
<td>Effective level of professional written communication and use of visual media. Information is generally clearly and cohesively organised. Acceptable use of grammar, spelling and referencing.</td>
<td>Fair level of written communication and use of visual media. Information is generally well organised. Some occurrences of inappropriate grammar, spelling or referencing.</td>
<td>Poor and unprofessional written communication and/or use of visual media. Information is not effectively organised. Many errors in grammar and spelling and/or referencing.</td>
</tr>
<tr>
<td>Identify skills attributes and strategies you feel you need to continue to enhance, in order to demonstrate your capacity as a teacher.</td>
<td>Clearly and comprehensively identifies and explores skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Identifies and explores skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Lists skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Lists a limited range of skills, strategies and attributes needed to enhance capacity as a teacher.</td>
<td>Does not identify any skills, strategies and attributes needed to enhance capacity as a teacher.</td>
</tr>
</tbody>
</table>
Appendix 3

Possible exemplars of work that may be used as evidence for QCT Professional Standards 1 – 10

Remember, that in your Professional Presentation Portfolio, it is recommended that you have between five and seven pieces of evidence to demonstrate attainment of the ten QCT Professional Standards. Remember whoever reviews your portfolio when you apply for a job will have only limited time to do so and will be assessing your capacity to be efficient, strategic and succinct.

**Standard One** is very significant and to evidence that you have met its requirement, you would need to “demonstrate your experience in planning and implementing learning experiences relevant to school education” (QCT Guidelines)

**Possible evidence, and these are exemplars/suggestions only & not prescriptive**....

- A detailed instructional plan (unit of work), possibly including:
  - Samples of learners' work emanating from the sequence of learning,
  - A document showing how the learning sequence was planned.
  - Learning resources developed and used by you in delivering the learning sequence,
  - Your reflection on the implementation of the unit
- Extracts from your PEP reflective journal, if you kept one,
- Learning materials modified for use with learners with special needs,
- Processes or instruments used to gather information on learners,
- Observation notes of your teaching by a supervising teacher or school/centre administrator.

To meet **Standards Two – Eight**, you would need to “demonstrate your awareness and experience in addressing contemporary pedagogical issues” (QCT Guidelines).

**Possible evidence, and these are exemplars/suggestions only & not prescriptive**....

- An adapted lesson to accommodate students with special needs,
- Explanation of a behaviour management strategy you implemented successfully,
- Reflection on an assessment piece that you developed & administered to learners,
- Description of a “disastrous lesson” that you taught & what you learned from that experience,
- Explanation of any class excursion that you had a part in planning & conducting,
- Filmclip of you teaching part of a lesson & your analysis of this micro-teaching event,
• Comments on your ideal learning environment & how you would go about establishing that,
• Reflection on how ICT is best integrated into teaching and learning environments,
• A concise, reflective and evidence-based account of a focused learning episode involving an individual learner or a small group of learners,
• Analysis of a specific learning activity or segment of teaching, instruction, coaching, mentoring or training,
• Some excerpts from students’ work illustrating how the learners engaged with higher order thinking,
• Examples of learner feedback on their learning and your teaching,
• A statement explaining your views on the role of parents/caregivers in their children’s education, in partnership with the school/learning community,
• Attendance and participation in Parent/Teacher meeting and interviews,

Your evidence of Standards Nine & Ten would require that you “demonstrate your commitment to working in professional teams and engaging in reflective practice and professional renewal” (QCT Guidelines).

Possible evidence, and these are exemplars/suggestions only & not prescriptive….

• Involvement in professional development activities,
• Written reflection on professional practice,
• Involvement in professional team activities,
• Involvement in school/centre promotional activities,
• Personal organisation and planning documentation,
• Work undertaken in teams and with para-professional staff,
• A reference from a supervising teacher on your capacity to work effectively as part of a staff team,
• Statement of your understanding of your responsibilities in relation to matters of child protection, duty of care, workplace health and safety, mandatory reporting, etc.
• Your interpretation of the ethical standards and code of conduct incumbent on you as a teacher