

**FACULTY OF EDUCATION AND ARTS  
SCHOOL OF EDUCATION  
SEMESTER 1, 2018**

**EDFD548: EFFECTIVE TEACHING AND PROFESSIONAL PRACTICE  
UNIT OUTLINE**

**Credit points:** 10

**Prerequisites / incompatibles:** Nil

**Position in course map:**

Course	Unit code	Year	Semester
MTCHS	EDFD548	1	1

*N.B. Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable nor completion within the minimum time.*

**Description:**

This unit is designed to provide pre-service teachers with a comprehensive understanding of theories and practices that underpin teaching and learning environments. Pre-service teachers will develop a critical approach to teaching and learning through engaging with research, scholarship and school-based professional experience that links theory and practice. They will critically address the complexities of teachers' roles and practice, communication and interpersonal skills, classroom management strategies, planning processes and diverse teaching and assessment strategies to support the needs of diverse learners. Pre-service teachers will describe, analyse and reflect upon current pedagogical approaches through engagement in web enhanced environments, tutorials and assessment activities.

Pre-service teachers will engage in critical reflection upon their developing professional selves as confident and effective teachers, aligned with the Australian Professional Standards for Teachers at Graduate level.

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**Mode/attendance pattern:**

This unit will involve a 2hr lecture and a 2hr tutorial each week for 9 weeks.

The lecture is timetabled for Tuesday at 10am in room 231.G.01-02-03.

The tutorial is timetabled for Tuesday at 12noon in room 236.G.02

The Faculty of Education and Arts is committed to preparing graduates who are workforce ready. Readiness for the practical demands of classroom teaching involves the capacity to apply theoretical knowledge. The ability to apply knowledge is reflected in the Australian Qualifications Framework requirements at Graduate level (<http://www.aqf.edu.au/aqf/in-detail/aqf-levels/>).

This unit is an important part of your development as a teacher. Thus full engagement in this unit is strongly advised.

**Duration:**

This unit runs over a 9 week-semester (see schedule on page 7 & 8). You should anticipate 36 hours of directed study (e.g., lectures & tutorials). It is expected that you will also engage in significant amounts of self-directed learning in this unit (110+ hrs). For example, this time could include engagement through reading, summarising, reviewing lecture and tutorial work, critical reflection, contributing to online discussions/wikis and forums in LEO and assignment/exam preparation.

The table on the next page provides some guidelines for the distribution of your time in this unit.

Task	Details	Hours
Orientation	Initial reading of unit outline and exploration of the Leo site	2
Weekly lectures	2 hrs x 9 weeks	18
Weekly tutorials	2 hrs x 9 weeks	18
Weekly tasks and readings etc	Average of 2.5 hours per week x 9 weeks	22
Assignment 1	Construct a sequence of learning activities	30
Assignment 2	Reflective journal	20
Assignment 3	Exam and study	20
Hurdle Task	Classroom management scenario	15
Hurdle Task	ePortfolio	5
<b>Total unit hours</b>		<b>150</b>

## **LEARNING OUTCOMES**

This unit contributes to a professional program that requires development of particular attributes that were established during the program's internal approval and external accreditation processes.

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

1. articulate a comprehensive understanding of the complexities of the teacher's role and the implications for practice, including: Professional Standards; policies and processes; codes of ethics and conduct; legal and professional responsibilities; and the broader contexts of schooling (GA5, GA10; APST 6.1, 7.1, 7.2)
2. demonstrate a critical understanding of a range of effective verbal and non-verbal communication and interpersonal skills and strategies to support learner engagement, including classroom organisation, to be employed during teaching episodes (GA5; APST 3.5, 4.1, 4.2, 4.3)
3. critically examine the nexus between theories and practices of classroom teaching and learning (GA4, GA5)
4. critically analyse and develop appropriate teaching strategies for differentiating curriculum and teaching, to identify the strengths and meet the needs of diverse learners and to support inclusive student engagement in learning (GA1, GA4, GA5; APST 1.3, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3)
5. plan and evaluate learning, teaching, assessment and feedback strategies, with reference to multiple sources of evidence (GA5, GA8; APST 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.6, 5.1, 5.2)
6. critically analyse and responsibly create ICT based learning activities and resources, taking into account safety and ethics (GA10; APST 2.6, 3.4, 4.5).
7. critically analyse, synthesise and develop a range of classroom management strategies to be applied during teaching that are responsive to student well-being and safety (GA1, GA5, GA8; APST 4.3, 4.4).

## **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, 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, you should have developed your ability to:

- 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
- 2.2 Organise content into an effective learning and teaching sequence.
- 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

- 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
- 3.3 Include a range of teaching strategies in teaching.
- 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning
- 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
- 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
  - 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
  - 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.
  - 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
  - 4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
  - 4.5 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.
- 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.2 Demonstrate understanding of the purpose of providing timely and appropriate feedback to students about their learning.
- 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- 7.2 Understand the relevant legislative, administrative and organisational policies required for teachers according to school stage.

## **GRADUATE ATTRIBUTES**

Each unit in your program 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>. 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 Graduate Attributes.

On successful completion of this unit, you should have developed your ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA4 think critically and reflectively
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA8 locate, organise, analyse, synthesise and evaluate information
- GA10 utilise information and communication and other relevant technologies effectively

## **CONTENT**

Topics will include:

- The complexities of the teacher's role and the implications for practice, including: Australian Professional Standards for teachers; organisational policies and processes; principles and codes of ethics and conduct; legal and professional responsibilities including Duty of Care, Child Protection and Mandatory reporting
- An overview of the National and State curriculum and key learning areas
- Examination of the theories and practices underpinning the complexities of teacher performance in the classroom, school and other social contexts
- Communication and interpersonal skills in the classroom, school, and other education contexts, including providing clear directions
- Theories and practices of lesson planning procedures and how these impact on classroom teaching and learning
- Interpreting the syllabus: linkages between outcomes, teaching/learning strategies and key assessment tasks
- Evaluative processes to enhance teaching and learning in order to build reflective practice based on a range of sources of evidence
- Approaches to assessment, a range of assessment strategies and the role of feedback in learning and assessment
- A range of teaching strategies that support inclusive student participation and engagement in learning, including:
  - Questioning and discussion processes
  - Direct Instruction
  - Explanations and Demonstrations
  - Group investigations
  - Structured inquiry
  - Inductive Thinking
  - Concept-attainment
  - Problem solving
  - Role play
  - Advanced organisers
- Differentiation of content, teaching and assessment strategies to engage diverse learners, including:
  - learners from diverse cultural and linguistic backgrounds
  - learners across the full range of abilities
  - EAL/D learners and
  - learners from Aboriginal and Torres Strait Islander backgrounds
- Strategies for organising classroom activities
- Theories and practices of classroom management, with particular emphasis on preventative measures and maintaining positive classroom environments for teaching and learning
- Basic ICT applications and ICT based resources to enhance teaching and learning
- The Australian Professional Standards for Teachers: Graduate - their purpose, structure and role in identifying professional learning needs
- Creating a Digital Portfolio of Professional Practice – for evidence of self-auditing to identify strengths and areas for development.

## **QUALITY ASSURANCE AND STUDENT FEEDBACK**

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys.

For 2018, additional material on differentiated teaching strategies has been included.

SELT 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 your SELT survey for this unit. You can also provide constructive feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

## SCHEDULE

Week	Starting	Lecture	Tutorial
1	26 Feb	<b>Introduction to unit &amp; overview of assessment</b> <b>Foundations of effective teaching 1</b> <ul style="list-style-type: none"> <li>Defining good teaching</li> </ul> <p><i>Reading:</i> Killen Ch 2, p 23-41.</p>	<b>Foundations of effective teaching 2</b> <ul style="list-style-type: none"> <li>Australian professional standards for teachers</li> <li>Reflective practice</li> </ul> <p><i>Reading:</i> Killen Ch 5, p 111-129</p>
2	5 Mar	<b>Planning for effective teaching 1</b> <ul style="list-style-type: none"> <li>Personal &amp; professional planning</li> <li>Unit plans and lesson plans</li> <li>Learning goals and success criteria</li> <li>Curriculum links</li> </ul> <p><i>Reading:</i> Marzano Ch 1, p 9-28.</p> <p><i>Reading:</i> Marzano Ch 10, p 174-190.</p> <p><i>Reading:</i> Killen Ch 4.</p>	<b>Planning for effective teaching 2</b> <ul style="list-style-type: none"> <li>Lesson planning continued</li> <li>Blooms taxonomy</li> </ul> <p><i>Reading:</i> See online resources in LEO.</p>
3	12 Mar	<b>Supporting engagement 1</b> <i>What will I do to engage students?</i> <ul style="list-style-type: none"> <li>Attitudes and perceptions in the classroom</li> <li>Establishing a learning environment</li> <li>Effective classroom communication</li> <li>Questioning techniques</li> </ul> <p><i>Reading:</i> Marzano Ch 5, p 98-116.</p> <p><i>Reading:</i> Marzano Ch 8, p 149-161</p>	<b>Teaching strategies 1</b> <i>What will I do to help students effectively interact with new knowledge?</i> <ul style="list-style-type: none"> <li>Teaching declarative/procedural knowledge</li> <li>Graphic organizers</li> <li>Concept mapping</li> </ul> <b>Classroom management 1</b> <i>What will I do to establish or maintain classroom rules and procedures?</i> <ul style="list-style-type: none"> <li>Responsibilities and Procedures (Wong)</li> <li>The behaviour modification model (Skinner)</li> </ul> <p><i>Reading:</i> Marzano Ch 6, p117-130</p>
4	19 Mar	<b>Teaching strategies 2</b> <ul style="list-style-type: none"> <li>Discussion as a teaching strategy</li> <li>Group work as a teaching strategy</li> <li>Teaching literacy and numeracy</li> </ul> <p><i>Reading:</i> Marzano Ch 2, p29-57.</p>	<b>Teaching strategies 3</b> <ul style="list-style-type: none"> <li>Teaching with ICT's</li> <li>Games &amp; inconsequential competition</li> </ul> <p><i>Reading:</i> See online resources in LEO.</p> <b>Classroom management 2</b> <ul style="list-style-type: none"> <li>Assertive discipline (Canter)</li> <li>Democratic discipline (Dreikurs)</li> </ul>
5	26 Mar <i>Good Friday Public Holiday 30/3/18</i>	<b>Supporting engagement 2</b> <ul style="list-style-type: none"> <li>Differentiation</li> </ul> <p><i>Reading:</i> See online resources in LEO.</p>	<b>Planning for effective teaching 3</b> <ul style="list-style-type: none"> <li>Lesson planning revisited</li> </ul> <b>Classroom management 3</b> <ul style="list-style-type: none"> <li>The Responsible Thinking Process (Ford)</li> <li>Positive Behaviour Leadership model (Rogers)</li> </ul> <p style="color: red;"><b>Submit Task 1, 10pm Wednesday Mar 28</b></p>
	2 Apr	<b>Mid semester break</b>	
6	9 Apr	<b>Supporting engagement 3</b> <ul style="list-style-type: none"> <li>Giving feedback</li> <li>Dealing with conflict and parents</li> </ul> <p><i>Reading:</i> See online resources in LEO.</p>	Classroom management presentations 1 <p style="color: red;"><b>Hurdle task – student presentations</b></p>

7	16 Apr	<b>Planning for effective teaching 4</b> <ul style="list-style-type: none"><li>• Using data to inform teaching</li></ul>	Classroom management presentations 2 <b>Hurdle task – student presentations</b>
8	23 Apr ANZAC Day Public Holiday Wed April 25	<b>Teaching as a profession</b> <ul style="list-style-type: none"><li>• Ethical conduct</li><li>• Duty of care</li><li>• Child protection etc</li></ul>	Classroom management presentations 3 <b>Hurdle task – student presentations</b>
9	30 Apr	<b>TBA – possible guest speaker</b> Bringing it all together and Consolidation of key ideas <b>Submit Task 2, 10pm Friday May 4</b>	
10	7 May	Exam – online. Details TBA.	
11	14 May		
12	21 May		<b>Submit Hurdle task – ePortfolio, 10pm Wed May 23rd</b>

### **Important dates:**

31 March is the final date to withdraw from a unit via Student Connect with no financial or academic penalty.

3 June is the final date to withdraw from a unit via Student Connect with a Withdrawn Fail (WN) grade recorded on your academic transcript. Financial liability remains.

## ASSESSMENT

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

In order to demonstrate sufficient achievement against the learning outcomes and to achieve a passing grade in the unit, it is a requirement that all assessment tasks must be submitted.

Brief Description of Assessment Tasks	Weighting	Due date	Learning Outcome/s Assessed	Graduate Attributes	APST - Graduate
<b>Assessment Task 1</b> <b>A sequence of learning activities in the pre-service teacher's subject area.</b>	30%	Wednesday March 28 <sup>th</sup> , 10pm	2, 4, 5, 6	GA1, GA4, GA5, GA8, GA10	1.3, 1.4, 1.5, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3 3.4, 3.6, 4.5, 5.1, 5.2
<b>Assessment Task 2:</b> <b>Reflective Journal</b>	40%	Friday May 4th, 10pm	1, 3	GA4, GA5, GA8, GA10	2.2, 2.3, 3.1, 3.2, 3.3, 3.6, 5.1, 5.2, 6.1, 7.1, 7.2
<b>Assessment Task 3:</b> <b>Examination</b>	30%	TBA Week of May 7	1, 3, 4, 7	GA1, GA4, GA5, GA8	2.3, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 7.1, 7.2
<b>Hurdle task:</b> <b>Classroom management scenario exploration</b>	Nil	In tutorials, weeks 6, 7 & 8	1, 2, 3, 7	GA1, GA4, GA5, GA8, GA10	3.5, 4.1, 4.2, 4.3, 4.4, 6.1, 7.1, 7.2
<b>Hurdle task:</b> <b>Portfolio of Professional Practice</b>	Nil	Wednesday May 23 <sup>rd</sup> , 10pm	1, 3, 5, 6, 7	GA1, GA4, GA5, GA8, GA10	2.6, 3.1, 3.5, 6.1

This unit contains Hurdle Tasks. Failure to satisfactorily complete the hurdle task in this unit will result in a maximum mark of 49% and a grade of NH (Hurdle Fail). Students with an NH grade are not eligible for supplementary assessment in the unit. No credit for the unit will be awarded. If the unit is a requirement for course completion, the whole unit will need to be repeated and successfully passed at a later date.

## **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.

Students will be assigned a mark for each assessment task. The combined total score out of 100% will be used to determine the final grade as per the table below.

Overall Grade	Descriptor	Minimum total assessment score
HD	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.	85%
DI	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.	75%
CR	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.	65%
PA	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.	50%
NF	Students who have only 1 NF grade per semester of study may be eligible for a supplementary assessment. An email will be sent to students who are eligible.	45%
NN	Little or no attainment of learning outcomes, with limited understanding of course content or skill development	0

The final grade for this unit will be awarded by calculating a numerical score on a 100 point scale. The steps to achieve this will be:

1. Each assessment criterion in Task 1 and 2 will be scored using a 5 point scale (A = 4, B = 3, C = 2, D = 1, E = 0).
2. For Task 1, the points from the 6 criteria will be summed to give a total score out of 24. This score will then be scaled to give a score out of 30.
3. For Task 2, the points from the 7 criteria will be summed to give a total score out of 28. This score will then be scaled to give a score out of 40.
4. For the exam, the final score will be scaled to score out of 30.
5. The three scores will be summed to give a total score out of 100.
6. The above table will be consulted and the Overall Grade for the unit awarded.

Note:

- Non submission of a task will result in a score of 0 for that task.

***This unit contains a Hurdle Task. Failure to satisfactorily complete the hurdle task in this unit will result in a maximum mark of 49% and a grade of NH (Hurdle Fail). Students with an NH grade are not eligible for supplementary assessment in the unit. No credit for the unit will be awarded. If the unit is a requirement for course completion, the whole unit will need to be repeated and successfully passed at a later date.***

## **ASSESSMENT TASKS**

### **Assessment Task 1:**

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#### **A sequence of learning activities in the pre-service teacher's subject area (3 lessons)**

Developing your planning and teaching skills in your curriculum area is a critical part of your development as an effective, professional teacher. Engagement in this task will help you develop learning experiences that employ a range of developmentally appropriate and flexible teaching and learning strategies. The lesson planning component of this task will allow you to plan, implement and review engaging experiences in your own curriculum area while incorporating ICT and one or more of the General Capabilities common to all curriculum areas. Finally, you will gain an understanding that teachers use a range and balance of assessment modes to gather information on student capabilities and progress.

Begin this task by exploring the Australian Curriculum for your teaching area, along with samples of contemporary student texts for Years 7 & 8, and choose a relevant topic that can be taught in three lessons. Demonstrate your ability to organise the relevant content into an effective learning and teaching sequence showing linkages between outcomes, teaching/learning strategies and assessment tasks by designing a sequence of three lessons. Your lessons must include learning tasks that explicitly address one or more of the General Capabilities (Literacy, Numeracy, ICT capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, intercultural Understanding). You also need to include at least two different strategies to assess student learning and to provide feedback.

Your lesson plans must:

- each be at least 40 minutes in duration;
- demonstrate continuity of learning;
- include a variety of lesson activities and include some practical activities where possible;
- provide a description of the learning objectives, success criteria teaching content, strategies and assessment appropriate for the identified outcome/s and topic for Years 7 or 8, that provide achievable challenges for students with varying abilities and characteristics;
- incorporate one or more of the General Capabilities;
- apply safe, responsible and ethical use of ICT;
- provide evidence of a range of resources and differentiated teaching strategies to engage learners and cater to their identified strengths and needs;

Your final submission must include:

- an overview and context of your lessons including a situational analysis of the learners: their prior learning and particular strengths and needs (this can be fictional, but try and make it realistic);
- three clearly presented sequential lesson plans (LO5, LO6);
- copies or links to any resources that are referred to in the lessons (put them in an appendix);
- an explanation of the key classroom organisational and communication strategies you would use to deliver the lessons (LO2), including strategies for providing feedback to learners (LO5);
- a critical analysis of how your lessons meet the needs of diverse learners and to support inclusive student engagement in learning (LO4);
- an explanation of how your lessons build the students capabilities in one or more of the General Capabilities;
- an explanation of how ICTs are used to engage learners (LO6)

**Due date:** 10pm, Wednesday 28<sup>th</sup> March

**Weighting:** 30%

**Length and/or format:** The length of the entire task should be equivalent to about 2000 words of academic writing. However, since this task is not a traditional essay, the length here is indicative only. Evidence of quality planning and discussion is more important than quantity. It is strongly suggested that a template is used to set out the lesson plans. A variety of templates can be found on LEO.

Student name: \_\_\_\_\_

CRITERIA	A	B	C	D	E
<b>Content:</b> Plan for teaching (LO5)	Overview and Context very clearly and succinctly communicate all of the important information (year level, the specific learning context etc).  The lesson sequence is very well organised. The content, objectives, curriculum links and prior knowledge are all comprehensively and unambiguously identified.  Excellent constructive alignment is clearly evident between learning outcomes, lesson content/activities, resources and assessment.  Time and content coverage and are very well matched to the target year level and curriculum.	Overview and Context clearly and succinctly communicate all of the important information (year level, the specific learning context etc).  The lesson sequence is well organised. The content, objectives, curriculum links and prior knowledge are clearly identified.  A high level of constructive alignment is clearly evident between learning outcomes, lesson content/activities, resources and assessment.  Time and content coverage and are well matched to the target year level and curriculum.	Overview and Context communicate most of the important information (year level, the specific learning context etc).  The lesson sequence is satisfactorily organised. The content, objectives, curriculum links and prior knowledge are identified.  A satisfactory level of constructive alignment is evident between learning outcomes, lesson content/activities, resources and assessment.  Time and content coverage and are typically matched to the target year level and curriculum.	Overview and Context communicate only some of the important information.  The lesson sequence is poorly organised. Some aspects of the content, objectives, curriculum links and prior knowledge are identified.  Some aspects of constructive alignment are evident.  Time and content coverage and are not well matched to the target year level and curriculum.	Overview and Context communicate only some of the important information.  The lesson sequence is very poorly organised. Little or no evidence of the content, objectives, curriculum links and prior knowledge.  Little or no evidence of constructive alignment.  Time and content coverage and are very poorly matched to the target year level and curriculum
<b>Pedagogy</b> Demonstrate a range of effective strategies to support learner engagement, including classroom organisation (LO2)	The lesson plans and subsequent discussion provide very clear evidence of a highly appropriate of effective strategies to support learner engagement, including classroom organisation.	The lesson plans and subsequent discussion provide clear evidence of an appropriate range of effective strategies to support learner engagement, including classroom organisation.	The lesson plans and subsequent discussion provide evidence of some appropriate strategies to support learner engagement, including classroom organisation.	Some appropriate strategies to support learner engagement, including classroom organisation are evident, but are limited and/or inappropriate.	Little or no evidence of appropriate strategies to support learner engagement, including classroom organisation.
<b>Teaching Strategies for diverse learners:</b> Develop and implement	The lesson plans and subsequent discussion provide very clear evidence of highly appropriate and	The lesson plans and subsequent discussion provide clear evidence of appropriate teaching	The lesson plans and subsequent discussion provide evidence of some satisfactory teaching	Some teaching strategies that meet the needs of a narrow range of learners and to support inclusive	Little or no evidence of appropriate teaching strategies that meet the needs of diverse learners

appropriate teaching strategies to meet the needs of diverse learners and to support inclusive student engagement (LO4).	very engaging teaching strategies to meet the needs of a wide range of learners and to support inclusive student engagement in learning	strategies to meet the needs of a range of learners and to support inclusive student engagement in learning	strategies that meet the needs of some learners and to support inclusive student engagement in learning	student engagement in learning are present, but are limited and/or inappropriate.	and to support inclusive student engagement in learning.
<b>General Capabilities</b>	The lesson plans and subsequent discussion provide very clear evidence of a range of highly appropriate strategies that clearly build the students capabilities in one or more of the General Capabilities	The lesson plans and subsequent discussion provide clear evidence of highly appropriate strategies that build the students capabilities in one or more of the General Capabilities	The lesson plans and subsequent discussion provide some satisfactory evidence of appropriate strategies that build the students capabilities in one or more of the General Capabilities	The strategies that build the students capabilities in one or more of the General Capabilities are present but are limited and/or inappropriate.	Little or no evidence of strategies that build the students capabilities in one or more of the General Capabilities
<b>ICT</b> critically analyse and responsibly create ICT based learning activities and resources (LO6)	The lesson plans and subsequent discussion provide very clear evidence of the incorporation of a range of highly relevant and engaging ICT based learning activities and resources.	The lesson plans and subsequent discussion provide clear evidence of the incorporation of quite relevant and engaging ICT based learning activities and resources.	The lesson plans and subsequent discussion provide some evidence of the incorporation of relevant and engaging ICT based learning activities and resources.	Some ICT based learning activities and resources are present, but are limited and/or inappropriate.	Little or no evidence of ICT based learning activities and resources
<b>Communication and Professional Presentation</b>	Your submission was very well structured and clearly written/presented. Accurate spelling, grammar and punctuation were used throughout	Your submission was well structured and clearly written/presented. Only occasional, minor spelling, grammar and punctuation errors were present	Your submission was satisfactorily structured and written/presented. Minor spelling, grammar and punctuation errors were present	Your submission was not satisfactorily structured and written and/or many communication errors existed.	Your submission was poorly structured and written and/or serious errors existed.

## Assignment 2: Professional Learning Journal

The journal is an important component of your professional formation and you will make regular entries in which you **synthesise** the main topics/ideas covered each week and **critically reflect** on how the topics/ideas have changed your understandings of effective teaching and professional practice and the implications that your new understandings have for your future teaching.

### Details of the task

#### Stage 1

- You should make regular journal reflections (at least once a week) during the semester.
- Your journal entries must **synthesise** the main topics/ideas that you have learnt about each week. Synthesising means connecting the ideas from the lectures, tutorials, textbook and additional readings into a meaningful statement. What were the main topics/ideas? How were they linked? How do they relate to the Australian Professional Standards for Teachers (APSTs)? (LO1, 3)
- Your journal entries must include some **critical reflection**. Your entries may be written in first person, but need to be more than ‘mere recall’ – refer to the taxonomy of reflection as shown to the right. You need to show insights into your learning and how this learning contributes to your professional formation and development as an effective teacher (LO3).
- Your entries should be honest, but professional in tone; and must be more than anecdotal: you should find ways to make references to the course readings, the content covered during your modules and tutorials, and practical experiences (i.e., PEP).
- As a starting point, your first entry could also include an introduction and summary of yourself and your professional profile (e.g. your qualifications, background, reasons why you want to teach and what you hope to gain from this unit/course);

A Taxonomy of Reflection	
Creating: What should I do next?	↑
Evaluating: How well did I do?	
Analyzing: Do I see any patterns in what I did?	
Applying: Where could I use this again?	
Understanding: What was important about it?	
Remembering: What did I do?	

#### Stage 2

- Explore two of the topics that you have reflected on in your journal in greater depth. **One of the topics must be related to classroom management.** The other topic is your own choice and might be related to lesson planning or a particular approach to teaching for example. You are to produce a 1000 word synthesis and critical reflection **for each topic**.
- Your submission should draw on your regular journal reflections and must:
  - Synthesise/summarize each topic
  - Critically examine the nexus between your chosen topics and the theories/practices of classroom teaching and learning and the APSTs.
  - Provide insights into your critical reflections on your topics. How has your understanding of each topic developed or changed? How has each topic contributed to your understanding of effective teaching and professional practice? What are the implications that your new understandings have for your future teaching?
- Your journal entries and 2x 1000 word reflections should be submitted together by the due date. You will only be assessed on your 2 x 1000 reflections. The journal entries act as supporting evidence of your critical reflections.

<b>Due date:</b>	10pm, Friday 4 <sup>th</sup> May
<b>Weighting:</b>	40%
<b>Length and/or format:</b>	approximately 2000 words in total.
<b>Purpose:</b>	To provide the opportunity to critically reflect on the topics, issues and material in of the unit and the student's personal philosophies and teaching experiences.
<b>Learning outcomes assessed:</b>	1, 3 & 7
<b>How to submit:</b>	Via Leo
<b>Return of assignment:</b>	Via Leo
<b>Assessment criteria:</b>	See rubric below.

Student name: \_\_\_\_\_

CRITERIA	A	B	C	D	E
<b>Synthesis of topic 1 (Classroom management)</b>	Synthesis of topic 1 is highly relevant, concise and accurate.	Synthesis of topic 1 is relevant, concise, accurate	Synthesis of topic 1 is mostly satisfactory.	Synthesis of topic 1 is not complete.	Little or no evidence of the synthesis of topic 1.
<b>Critical examination the nexus between topic 1 and the theories and practices of classroom teaching and learning (LO3)</b>	The nexus between topic 1 and the theories and practices of classroom teaching and learning are very clearly identified and comprehensively explained.	The nexus between topic 1 and the theories and practices of classroom teaching and learning are clearly identified and explained.	The nexus between topic 1 and the theories and practices of classroom teaching and learning are satisfactorily identified and explained.	The nexus between topic 1 and the theories and practices of classroom teaching and learning has only partially been identified or explained.	Little or no evidence for the critical examination of the links between the topic and the theories and practices of classroom teaching
<b>Critically reflect on your changed understandings of topic 1, your professional formation and development as an effective teacher (LO1, LO3)</b>	A very high level of critical reflection is evident for topic 1. Future action is considered. Comprehensively extends on the course content (and the relationship between theory and practice) with a very insightful reflection on professional growth and development	A high level of critical reflection is evident. Extends on the course content (and the relationship between theory and practice) with an insightful reflection on professional growth and development	Exhibits a higher level of reflection than mere recall. There is some consideration of professional growth and development, through a reflection on course content and the relationship between theory and practice	Some aspects at a higher level than mere recall, but little consideration of professional growth and development and/or the relationship between theory and practice	Most reflection is at the level of recall and/or no apparent consideration of professional growth and development
<b>Synthesis of topic 2 (Own choice)</b>	Synthesis of topic 2 is highly relevant, concise and accurate.	Synthesis of topic 2 is relevant, concise, accurate	Synthesis of topic 2 is mostly satisfactory.	Synthesis of topic 2 is not complete.	Little or no evidence of the synthesis of topic 2.

<b>Critical examination the nexus between topic 2 and the theories and practices of classroom teaching and learning (LO3)</b>	The nexus between topic 2 and the theories and practices of classroom teaching and learning are very clearly identified and comprehensively explained.	The nexus between topic 2 and the theories and practices of classroom teaching and learning are clearly identified and explained.	The nexus between topic 2 and the theories and practices of classroom teaching and learning are satisfactorily identified and explained.	The nexus between topic 2 and the theories and practices of classroom teaching and learning has only partially been identified or explained.	Little or no evidence for the critical examination of the links between the topic and the theories and practices of classroom teaching
<b>Critically reflect on your changed understandings of topic 2, your professional formation and development as an effective teacher (LO1, LO3)</b>	A very high level of critical reflection is evident for topic 2. Future action is considered. Comprehensively extends on the course content (and the relationship between theory and practice) with a very insightful reflection on professional growth and development	A high level of critical reflection is evident. Extends on the course content (and the relationship between theory and practice) with an insightful reflection on professional growth and development	Exhibits a higher level of reflection than mere recall. There is some consideration of professional growth and development, through a reflection on course content and the relationship between theory and practice	Some aspects at a higher level than mere recall, but little consideration of professional growth and development and/or the relationship between theory and practice	Most reflection is at the level of recall and/or no apparent consideration of professional growth and development
<b>Communication and Professional Presentation</b>	Your submission was very well structured and clearly written/presented. Accurate spelling, grammar and punctuation were used throughout	Your submission was well structured and clearly written/presented. Only occasional, minor spelling, grammar and punctuation errors were present	Your submission was satisfactorily structured and written/presented. Minor spelling, grammar and punctuation errors were present	Your submission was not satisfactorily structured and written and/or many communication errors existed.	Your submission was poorly structured and written and/or serious errors existed.

## **Assignment 3**

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### **Examination**

Students must demonstrate in-depth, critical understanding of:

- the role of the teacher: codes of ethics and conduct; legal and professional responsibilities; and the broader contexts of schooling
- communication and interpersonal skills for teaching
- theories and practices of teaching and learning
- a range of classroom management strategies; and
- their application to learning and teaching contexts.

The exam will be run online. It will be open book. The questions will be drawn from a question bank, so everyone's exam will be different. The exam will consist of multi-choice questions and a series of extended response questions (worth 5 marks each). The exam will be 1.5 hrs in duration. Once you start the exam, you will have 100 minutes to finish it. There is a clock/timer on the screen to let you know how much time you have left. I suggest you think carefully about where you will do the exam - you do not want to be interrupted and you want a solid internet connection.

**Examination date:** In the week starting May 7<sup>th</sup>. Details TBA in lectures.

**Weighting:** 30%

### **Learning outcomes assessed:**

1. articulate a comprehensive understanding of the complexities of the teacher's role and the implications for practice, including: Professional Standards; policies and processes; codes of ethics and conduct; legal and professional responsibilities; and the broader contexts of schooling.
3. critically examine the nexus between theories and practices of classroom teaching and learning.
7. critically analyse, synthesise and develop a range of classroom management strategies to be applied during teaching that are responsive to student well-being and safety.

## Hurdle Task: Scenario Exploration

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A hurdle task is an activity that is marked on a pass/fail basis and is required to be completed in order to pass the unit but does not otherwise contribute to the final grade. See notes on page9.

<b>Due date:</b>	In tutorials, weeks 6, 7 & 8
<b>Weighting:</b>	Hurdle Task
<b>Length and/or format:</b>	Group presentation
<b>Purpose:</b>	The in-depth study of critical incidents or problematic behaviour is designed to help students become familiar with the broad range of theories and actions that may be taken in the environment.
<b>Learning outcomes assessed:</b>	1, 2, 3, 7
<b>How to submit</b>	Group presentation in tutorial

### Context

You will be provided with a scenario that will describe a ‘critical incident’ or problematic classroom behaviour. You will need to explore a variety of approaches to handling the situation and present your findings to your peers.

The presentation needs to include:

- An outline the problem, event, issue, experience or situation.
- An exploration of different ways of managing the difficult behaviour. Explore your scenario by bringing together your developing theoretical and research-based knowledge about teaching.
- Identify a set of 3 key issues or questions for discussion/analysis for class discussion.

As far as is practicably possible, bring in your understandings from the modules, prescribed readings, and additional reading that you have done to analyse your scenario. Note that at this stage in the semester, you are still exploring your developing knowledge about teaching, so the focus should be on rich descriptions and possible alternative approaches.

Sample success criteria	Comments
The critical incident or problematic classroom behaviour is very clearly explained.	
A variety of appropriate ways of managing the difficult behaviour (including pros and cons) are very clearly articulated.	
The presentation was very well designed and implemented.	
The presentation draws on a wide range of relevant information. There is clear evidence of substantial research.	

## Hurdle Task: ePortfolio

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A hurdle task is an activity that is marked on a pass/fail basis and is required to be completed in order to pass the unit but does not otherwise contribute to the final grade. See notes on page 9.

<b>Due dates:</b>	10pm, Wednesday 23 <sup>rd</sup> May
<b>Weighting:</b>	Nil (Hurdle Task)
<b>Length and/or format:</b>	ePortfolio
<b>Purpose:</b>	The purpose of the ePortfolio is for you to reflect on the development of your knowledge of teaching practice over the semester.
<b>Learning outcomes assessed:</b>	1, 3, 5, 6
<b>How to submit</b>	via LEO.

The ePortfolio is a gathering together of a range of components that have the potential to grow in value and evolve over time. The elements of the ePortfolio are relevant to the practices you will experience throughout the Semester and on your teaching placement.

The purpose of the ePortfolio is for you to reflect on the development of your knowledge of teaching practice over the semester. This Portfolio is a repository of evidence that will be added to over time (during your GDED course) and later could be viewed by prospective employers or Principals.

Referring to the Standards for Graduate Teachers

(<http://www.teacherstandards.aitsl.edu.au/CareerStage/graduateteachers>), you will collect and present evidence for at least SIX focus areas drawn from professional standards 2 to 4

You should also commence the assembling of evidence for other Standards, and present the ePortfolio as a work-in-progress but with a finished aesthetic.

## **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 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.

## **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 from the website. 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.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

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.

## **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, available from the website.

The Unit Outline Resources page (<http://students.acu.edu.au/241467>) contains several important links as a starting point.

## **PROCESSES WHERE PERSONAL CIRCUMSTANCES AFFECT PERFORMANCE IN ASSESSMENT**

A student for whom personal circumstances affect their performance may be eligible to apply for special consideration, deferred examinations or extensions for assessments in accordance with Section 3 of the Assessment Procedures.

### **Extensions**

Extensions may be granted at the discretion of the Lecturer in Charge, where students can provide documentary evidence of accident, illness, and/ or unforeseen and exceptional circumstances that significantly hamper participation or performance in an assessment task.

University semester dates are published well in advance of the start of any academic year, and as such holidays and other travel commitments will not be considered.

Extension applications must be made by completing an EX form.

Extension applications must be submitted at least one full day before the due date of the task, in line with ACU policies and procedures. Applications made after this deadline will not be considered.

Extensions of one calendar week are standard. The maximum extension normally possible is two calendar weeks. If you require more than two calendar weeks, please submit an Application for Special Consideration.

### **Special Consideration**

Students experiencing personal circumstances which significantly hamper their participation or performance in an assessment task or examination should apply for special consideration, where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstance(s).

Applications for special consideration must be lodged not later than 5 working days after the relevant assessment due date.

Requests for special consideration must be made on the appropriate form (SC) and must demonstrate exceptional circumstances and be supported by documentary evidence of the medical, compassionate or extenuating circumstances on which the application is based.

### **Group Work**

Where assessment takes the form of group work and one or more students in the group applies for an extension, all members of the group must be listed on the extension request form. If the request is approved, the Lecturer in Charge will then contact all members of the group to advise a new due date.

### **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 3 of the Assessment Procedures.

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

### **Deferred Exams**

In certain circumstances, students may be eligible to apply to sit a deferred exam. For more information, please see <https://handbook.acu.edu.au/623805>

## **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.
- **Disability Services** 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.

The Unit Outline Resources web page (<http://students.acu.edu.au/241467>) provides links for each service.

## WORKING WITH CHILDREN AND POLICE CHECKS

All pre-service teachers participating in the Professional Experience Program (PEP) must obtain background checks as required by Federal and State/Territory laws. Please refer to the Faculty's **Professional and Community Experience**<sup>1</sup> webpage for requirements in your local State/Territory. The Professional Experience Office will provide further information about the PEP prior to students commencing the program.

## ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

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

## TEXTS AND REFERENCES:

### Required text(s)

Killen, R. (2013). *Effective Teaching Strategies: Lessons from Research and Practice* (2<sup>nd</sup> ed.). Cengage Learning Australia.

You can buy and download an e-book version of this text (or just buy the individual chapters if you like) here:

<http://www.cengagebrain.com.au/shop/isbn/9780170358880>

Marzano, Robert J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development

Which seems to be freely available online:

[https://mcshare.wikispaces.com/file/view/The\\_Art\\_And\\_Science\\_of\\_Teaching.pdf](https://mcshare.wikispaces.com/file/view/The_Art_And_Science_of_Teaching.pdf)

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<sup>1</sup>

## **Recommended references**

I do not expect you to read all of these, but you might find some useful to explore.

- Allison, S., & Tharby, A. (2015). *Making every lesson count: Six principles to support great teaching and learning*. Carmarthen, Wales: Crown House Publishing
- Arthur-Kelly, M. et al. (2006). *Classroom management: Creating positive learning environments* (2nd ed.). South Melbourne: Thomson Learning.
- Barry, K. & King, L. (2006). *Beginning teaching and beyond* (3<sup>rd</sup> ed.). Southbank: Thomson.
- Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston: Pearson.
- Clark, M., Pittaway, S. & Marsh, C. (2014). *Marsh's becoming a Teacher* (6th ed). Sydney: Pearson Australia.
- Covey, S. R. (2005). *The 7 habits of highly effective people*. London: Simon & Schuster.
- Ellis, S. & Tod, J. (2009). *Behaviour for Learning. Proactive approaches to behaviour management*. Abingdon: Routledge.
- Frangenheim, E. (2007). *Reflections on classroom thinking strategies: Practical strategies to encourage thinking in your classroom: Including reflections from other classroom teachers*. Loganholme, Qld.: Rodin Educational Publishing.
- Jones, R. (n.d.). *Don't change the light bulbs: A compendium of expertise from the UK's most switched-on educators*.
- Joyce, B., Weil, M., & Calhoun, E. (2014). *Models of teaching* (9th ed.). Boston/London: Pearson.
- Levin, J., & Nolan, J. (2010). *Principles of classroom management: A professional decision-making model* (6th ed.). Boston, MA: Pearson.
- Lemov, D. (2015). *Teach like a champion 2.0*. San Francisco: Jossey-Bass.
- Marsh, C. (2010). *Becoming a teacher: Knowledge, skills and issues* (5<sup>th</sup> ed.). Frenchs Forest: Pearson.
- McDonald, T. (2013). *Classroom management: Engaging students in learning* (2nd ed.). South Melbourne, Vic: Oxford University Press.
- Patterson, K, Grenny, J. McMillan, R & Switzler, A. (2012). *Crucial conversations: Tools for talking with stakes are high* (2<sup>nd</sup> ed.). New York: McGraw-Hill.
- Porter, L. (2007). *Student behaviour: Theory and practice for teachers* (3<sup>rd</sup> ed.). Crows Nest: Allen & Unwin.
- Queensland Government. (2011). *Embedding Aboriginal and Torres Strait Islander perspectives in schools: A guide for school learning communities*. Accessed 20 January, 2016,  
from:[http://indigenous.education.qld.gov.au/SiteCollectionDocuments/eatsips-docs/eatsips\\_2011.pdf](http://indigenous.education.qld.gov.au/SiteCollectionDocuments/eatsips-docs/eatsips_2011.pdf)
- Rogers, B. (1997), *Cracking the Hard Class: Strategies for Managing the Harder than Average Class*. Gosford, NSW: Ashton Scholastic
- Rogers, B. (2006). *Classroom Behaviour*. (2nd ed.). London: Paul Chapman Publishing.
- Rogers, W. A. (2006). *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support* (2nd ed.). London: Paul Chapman Publishing.