

RATIONALE

Enduring Understanding:

Differentiation of teaching and learning promotes safe, supportive and equitable learning opportunities for all students.

Pre-service teachers will synthesise and apply principles and management strategies that establish an age appropriate, safe, supportive and inclusive learning environment in the Years Prep-6 classroom to provide quality learning opportunities and equitable outcomes for all learners. Pre-service teachers will engage the pedagogies of differentiation and reflective practice within primary (Years Prep-6) contexts, with emphasis on numeracy and literacy capabilities.

In this unit, pre-service teachers will investigate the impact of learner diversity in their classrooms and pedagogical strategies, including the use of ICT, to provide high quality learning opportunities that cater for these diverse learning needs.

Pre-service teachers will understand that diversity covers a wide range of factors which may impact on the ability of students to participate and engage in classroom activities, including: psycho-social and intellectual development; linguistic, cultural, religious and socio-economic backgrounds; and identification with Aboriginal and Torres Strait Islander cultures. This unit will also explore the significance from a Christ-centred, Bible-based worldview, of the holistic nature of students and the importance of inclusive learning approaches.

Regular school visits and a professional experience teaching block will enable pre-service teachers to explore the essential aspects of differentiation and inclusion within real-world contexts.

CONTENT

- 1 Principles of differentiation, inclusion and safe learning environments considering:
 - 1.1 The Australian Professional Standards for Teachers
 - 1.2 The Melbourne Declaration on Educational Goals for Young Australians
 - 1.3 Commonwealth and State legislative requirements, including education, disability services, anti-discrimination and Child Protection
 - 1.4 The Australian Curriculum and QCAA imperatives
 - 1.5 A Christ-centred Bible-based worldview of inclusion and justice
- 2 Knowing your primary (Years Prep-2 and Years 3-6) students:
 - 2.1 Differentiating by readiness, interest, and student learning profile
 - 2.2 Evidencing differentiation in the classroom (content, process and product)
- 3 Identifying and catering for diverse learner needs:
 - 3.1 Cognitive, affective, physical and aesthetic domains
 - 3.2 Linguistic, social, cultural and Aboriginal and Torres Strait Islander needs
 - 3.3 Setting high expectations both academically and behaviourally
 - 3.4 Considering learner profiles and developmental stage
- 4 Planning for differentiated learning experiences:
 - 4.1 Strategies and resources, including ICTs
 - 4.2 Enhancing literacy and numeracy outcomes for all learners
 - 4.3 Supporting personalised learning for a range of student learning strengths and needs
- 5 Assessment strategies for, as and of learning:
 - 5.1 Collecting, reflecting on and using assessment data to modify teaching practice to support and extend student learning
 - 5.2 Strategies for reporting on student learning to students and parents/carers

- 6 Management in the differentiated classroom:
 - 6.1 Strategies and practices that motivate Years Prep-2 and Years 3-6 students for learning
 - 6.2 Providing a safe and supportive learning environment that enables student participation and engagement in learning

- 7 Management strategies that support safe and supportive learning environments:
 - 7.1 Theoretical models and philosophy, skills development, learner developmental context (including models and theories such as:
 - 7.1.1 Dewey, Skinner, Kohn, Dreikurs (Democratic Discipline)
 - 7.1.2 Applied Behavioural Analysis, Kounins, Thomas, Lee and Marlene Canter (Assertive Discipline)
 - 7.1.3 Piaget (Constructivist Learning)
 - 7.1.4 Ford (Responsible Thinking Process)
 - 7.1.5 Glasser (Reality and Choice)
 - 7.1.6 Bandura (Social learning Theory)
 - 7.1.7 Jones and Rogers (Positive Behaviour Leadership)

- 8 Progressive development of capacity and an integrated understanding of teaching practice through:
 - 8.1 A commitment to continuous professional learning guided by the Australian Professional Standards for Teachers;
 - 8.2 Professional interaction with qualified practitioners and implementation of constructive feedback
 - 8.3 School environmental contextualisation within an embedded professional experience block

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

- 1 critically applied inclusive differentiation strategies and teaching strategies that support safe and supportive learning environments for student cross the full range of abilities in primary school (Years Prep-2 and Years 3-6) contexts to motivate and engage learners to ensure a safe learning environment, identify the potential legislative requirements that support participation and learning of students with disability. Include strategies for informing students and parents/carers of student learning
 Graduate Teacher Standards: 1.1, 1.2, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 5.1, 5.2
 Graduate Attributes: 1, 2, 3, 4, 5, 7

- 2 synthesised from research and academic literature a range of teaching strategies and resources, including ICTs, to promote differentiation and inclusion in teaching and learning, particularly in literacy and numeracy, for a diverse range of learning needs in primary school contexts
 Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.4, 4.5
 Graduate Attributes: 1, 2, 3, 4, 5, 7

- 3 integrated a Christ-centred, Bible-based worldview appropriate for the physical, social and intellectual development of Secondary (Years 7-10 and Years 11 and 12) learners understanding of inclusion, justice and management strategies that support safe and supportive teaching and learning environments
 Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.4, 4.5
 Graduate Attributes: 1, 2, 3, 4, 5

- 4 evaluated assessment data of learners' abilities, welfare, conduct, learning needs and interests as a basis for differentiated and inclusive planning and the development of teaching strategies for learning to meet the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
 Graduate Teacher Standards: 1.3, 1.5, 1.6, 2.3, 3.2, 3.6, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5
 Graduate Attributes: 1, 4, 7

- 5 demonstrated autonomy, well-developed judgement, adaptability, responsibility (ethical and legislative, Professional Code of Conduct, administrative and organisational policies and processes), and an understanding of effective teaching skills and communications strategies (verbal and nonverbal) to support student engagement and competencies to an appropriate AITSL Graduate Teacher Standard
Graduate Teacher Standards: 3.6, 4.1, 4.4, 4.3, 4.5, 5.2, 6.1, 6.3
Graduate Attributes: 5, 6, 7
- 6 progressive development of an integrated understanding of the teaching and learning processes through teaching practice, professional learning, professional interaction and feedback, and mentorship whilst on PEP and
Graduate Teacher Standards: 6.2, 6.3, 6.4, 7.1, 7.2
- 7 communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation
Graduate Attributes: 6

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- submit and PASS all assessment tasks
- achieve a summative exit grade of PASS or above
- attend compulsory activities, experiences, or briefings

A percentage weighting is assigned to the Professional experience Folio to indicate its relative contribution to the assessment load for the unit. Successful completion of the Professional experience folio will constitute an ungraded pass and as such will not contribute to the calculation of the final unit grade.

TASK 1: CASE STUDY AND PRESENTATION

Prepare a case study and oral presentation based on a differentiated teaching intervention aimed at ONE student with a specific learning need (NOT behaviour) in your teaching area. The intervention should be undertaken across a sequence of lessons implemented during the professional experience block to meet the students' learning needs. Differentiation should be responsive to learning needs as well as socio-economic, religious, linguistic and cultural factors (including Aboriginal and Torres Strait Islanders) as is relevant to the case study student. This will include data collection and analysis, (formative and summative), responsive planning, and teaching and communication (verbal and non-verbal) strategies employed.

Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.

Word Length/Duration: 2,500 word report/10 minute presentation
Weighting: 30%
Assessed: Week 17

TASK 2: PROFESSIONAL EXPERIENCE FOLIO

Professional Experience Folio: PEP Reports, Planning Documentation, Reflections, AITSL Graduate Teacher Standards Goal-setting Tool and AITSL Graduate Teacher Standards Self-Audit Tool.

Word Length/Duration: 3,000 words
Weighting: 50%
Assessed: 1 week after PEP Block

TASK 3: MANAGEMENT STRATEGIES THAT SUPPORT SAFE AND SUPPORTIVE CLASSROOMS-MODEL

Part A: Develop a Model for managing learners to ensure a safe learning environment specific to a Years Prep-2 or Years 3-6 context. Academically justify your model, identify the legislative requirements which support participation and strategies for learning of students with a disability and discuss from a Christ-centred, Bible-based worldview perspective.

Part B: Critically reflect upon the implementation of your Model during your PEP through the weekly reflections process.

Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.

Word Length/Duration: 1,500 words
 Weighting: 20%
 Assessed: Part A Week 9
 Part B Week 17 (included PEP folio)

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1-7	1-6	1.1, 1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1	1, 2, 3, 4, 5, 6, 7
Task 2	1-7	1-6	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.4, 7.1, 7.2	1, 2, 3, 4, 5, 6, 7
Task 3	1, 3, 4, 6	1, 3, 7	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	1, 2, 3, 4, 5, 6, 7

ASSESSMENT ELABORATION

Task 1: Case Study and Presentation

Prepare a case study and oral presentation based on a differentiated teaching intervention aimed at ONE student with a specific learning need (NOT behaviour) in your teaching are. The intervention should be undertaken across a sequence of lessons implemented during the professional experience block to meet the students' learning needs. .. Differentiation should be responsive to learning needs as well as socio-economic, religious, linguistic and cultural factors (including Aboriginal and Torres Strait Islanders) as is relevant to the case study student. This will include

data collection and analysis, (formative and summative), responsive planning, and teaching and communication (verbal and non-verbal) strategies employed.

Case Study Report (4-5-page written report of 2500 words- supported with appendices)

Your first task in identifying a student for your case study is to discuss this with your mentor teacher. You are to be discrete when making enquiries and work closely with one or more of your mentors during this process. Once you have identified a suitable school student you will need to:

1. Obtain permission from the student's teacher to conduct the case study.
2. Organise a mutually suitable time and place to discuss this case study with your mentor and other support staff. These professional discussions should be documented (see Moodle for scaffold) and then a reflection based on the professional discussion should be included as part of your data collection process to inform your planning for learning and teaching.

Preparing the Differentiation Report

The Case Study Report submission will be a professional presentation (10 mins + 5min questions) within a round-table meeting context to peers within the examination block period. Your Case Study Report should be utilised as the primary resource of your presentation. Your presentation may be supplemented by AV resources, but this shall not form part of your submission nor be your primary resource.

You will need to include the following to support the work conducted for this case study:

- A Case Study Report – This 4-5page report (2500 words) presents the results of the case study and suggestions for future differentiation and student learning support
- Comprehensive notes and relevant data arranged in an appendix – You need to collate and logically organise your supporting documentation in an Appendix. This could include:
 - ❖ Professional discussions with mentors that will inform your planning and teaching;
 - ❖ Observations that will inform your planning and teaching;
 - ❖ Lesson planning showing evidence of differentiated teaching (**Note: The Daily Plan format for CHC has a column where you write your differentiation [strategies and resources] for lessons**);
 - ❖ Work samples: Copies or photographs of student work (where applicable);
 - ❖ Copies of adjusted resources – you will need to include the original resource and show how you have adjusted the differentiated resource;
 - ❖ Assessment (as, of or for learning should be clearly evident on your Daily Plans) data;
 - ❖ Reflections (reflections in action and weekly reflections on action) on teaching practice and then proposed modification to teaching practice as a result of reflections Prepare a differentiation case study report relating to a school student from the professional experience classroom context.

The school student you choose for the Differentiation Report needs to be:

- chosen from a class you teach while on PEP
- Experiencing some **specified learning need**; this could be a student who is gifted and talented or a student with learning difficulties but does not need to have a diagnosed learning disability (**The specified learning need is not to be based on a behaviour management issue**). You need to be able to substantiate the learning need by reference to quality assessment data. Eg if you say the student is a slow learner you need assessment data that supports this declaration you cannot just use anecdotal evidence.

Task 2: Professional Experience Folio

Professional Experience Folio:

- *PEP Reports: Mentor and Lecturer*
- *Planning Documentation: Lesson and Daily plans*
- *AITSL Graduate Teacher Standards Goal-setting Tool*
- *AITSL Graduate Teacher Standards Self-Audit Tool.*

Read the Master of Teaching Professional Experience Handbook which is available for download on the STUDENT PEP Portal.

The Professional Experience Folio consists of three key components which are explained more fully below.

COMPONENT	DETAIL	WEIGHTIN
Component I:	Mentor's Summative Report (<i>published on the Student PEP Portal</i>)	35% Pass/Fail
Component II	Lecturer's Report (<i>published on the Student PEP Portal</i>)	15% Pass/Fail
Component III:	Documentation (<i>templates published on the Student PEP Portal</i>): <ul style="list-style-type: none"> • Goal-Setting Tool • Self-Audit Tool • 15 x whole lessons (lesson plans) • 1 x week continuous teaching (daily plans) • Reflections must appear on all planning documents 	Pass/Fail

Collate your folio in your CHC OneDrive folder and share the link to the completed folder by uploading it to on the unit Moodle page Turnitin for Task #2

Task 3 Part A & Part B: Management Strategies that Support Safe and Supportive Classrooms - Model

Part A: Develop a Model for managing learners to ensure a safe learning environment specific to a Years Prep-2 or Years 3-6 or 7-12 context as appropriate. Academically justify your model, identify the legislative requirements which support participation and strategies for learning of students with a disability and discuss from a Christ-centred, Bible-based worldview perspective

CORE ELEMENTS:

Context and assumptions (WHY) (2 paragraphs)

Include the following aspects;

1. School and class environment
 - Demographic
 - System, size, Year level/subject
2. Management and motivation environment
 - nature of children
 - role of the teacher
 - role of student

Proposed model (WHAT)

1. Model design (3-4 paragraphs)
 - Overview
 - Justification and linkage to academic research and theory
 - Christian worldview perspectives
2. Strategies (**HOW**)

- Preventative (at least 3 strategies) – 1 strategy per short paragraph
- Corrective (at least 3 strategies) – 1 strategy per short paragraph

Part B Critical Reflection (Max750 words)

Prepare a **critical reflection** of the Management Model relating to the classroom setting from your professional experience classroom context. Compare and contrast the classroom experience with your own Model, highlighting the similarities and differences that become evident when the two are placed in juxtaposition.

Discuss the relative success and any modifications/learnings from your experience.

This section of the assessment will occur **post-PEP** and does **not** need the signature of the school-based mentor teacher.

INCLUDE in your discussion:

- The relevance of your Model to the context (compare and contrast)
- The implementation and communication of the Model.
- The engagement of the Model with learners and learner needs, including diverse cultures.
- Success and modification recommendations

APPENDICES:

- Your Model developed in Part A of this Assessment Task
- A copy of any documentation concerning the Model.
- Any resources/evidence of implementation of the Model (photographs are acceptable here).

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Cavanagh, M., & Prescott, A. (2021). *Your professional experience handbook: A guide for pre-service teachers*. (2nd edition). Frenchs Forest, NSW: Pearson Australia.

Australian Curriculum, Assessment and Reporting Authority (Australian Curriculum)
<http://www.australiancurriculum.edu.au>

The following text will be used in all PEP units:

Cavanagh, M., & Prescott, A. (2021). *Your professional experience handbook: A guide for pre-service teachers*. (2nd edition). Frenchs Forest, NSW: Pearson Australia.

Pre-service teachers will need to access all relevant state and national curriculum documents through the ACARA and QCAA internet sites.

Australian Curriculum, Assessment and Reporting Authority (ACARA): <http://www.australiancurriculum.edu.au>

Queensland Curriculum and Assessment Authority (QCAA): <https://www.qcaa.qld.edu.au>

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Bartlett, J. (2016). *Outstanding differentiation for learning in the classroom*. New York, NY: Routledge.

- Bender, W. (2012). *Differentiating instruction for students with learning disabilities: New best practices for general and special educators*. (3rd ed.). Thousand Oaks, CA: Corwin.
- Doubet, K., & Hockett, J. (2015). *Differentiation in middle and high school: Strategies to engage all learners*. Alexandria, VA: ASCD.
- Gregory, G.H., & Kuzmich, L. (2014). *Data driven differentiation in the standards-based classroom (2nd ed.)* Thousand Oaks, CA: Corwin.
- Howell, J. (2014). *Teaching and learning: Building effective pedagogies*. South Melbourne, VIC: Oxford University Press.
- Sevilla, M. (2013). *Differentiating learning with the android*. USA: Createspace.
- Sparapani, E. (2015). *Differentiated instruction: Content area applications and other considerations for teaching in grades 5-12 in the twenty-first century*. Lanham, MD: Rowman & Littlefield.
- Jorgenson, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). *Pedagogies to enhance learning for Indigenous students: Evidence-based practice*. Singapore: Springer Vertag.
- McDonald, T. (2019). *Classroom management: engaging students in learning (3rd ed.)*. Melbourne, VIC: Oxford University Press.
- Phillips, J., & Lampert, J. (2012). *Introductory Indigenous studies in education: Reflection and the importance of knowing*. (2nd ed.). Frenchs Forest, NSW: Pearson Australia
- Rogers, B. (2015). *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support (4th ed.)*. London, UK: SAGE.
- Tomlinson, C.A. (2016). *The differentiated classroom: Responding to the needs of all learners*. (2nd ed.) Alexandria, VA: ASCD.

JOURNALS

Australian Council for Educational Research
Australian Education Leader
Australian Educational Researcher
Australasian Journal of Gifted Education
Australasian Journal of Special Education

WEBSITES

Australian Institute for Teaching and School Leadership, www.aitsl.edu.au

Attention Deficit Hyperactivity Disorder, www.adhd.com.au

Autism Awareness, www.autismawareness.com.au

Australian Curriculum, Assessment and Reporting Authority, www.acara.edu.au/home_page.html

Australian Curriculum v8.1, www.australiancurriculum.edu.au

Queensland Curriculum & Assessment Authority, www.qcaa.qld.edu.au

Supporting People Experiencing Learning Difficulties, www.speld.org.au

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: LITERATURE REVIEW

LOS	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Differentiation Case Study Report						
2, 4, 5	A description of the student and their context; Collection and analysis of existing data; linkage with academic research	Insightful and highly relevant description of the student and their learning issues. Making accurate use of an extensive range of data and critical engagement with academic literature	Highly relevant description of the student and their learning issues. Making accurate use of a diverse range of data and strong engagement with academic literature	Relevant description of student and their learning issues. Making accurate use of a range of data and moderate engagement with academic literature	Relevant description of student and their learning issues. Making use of a range of data and appropriate engagement with academic literature	Description of student issues is inappropriate and/or inaccurate and lacks supporting data and inadequate/minor engagement with academic literature
1-6	Collection of in-class data, and professional discussions. Reflection, review and analysis of intervention strategies. Evidence of responsive modification of interventions	Comprehensive highly relevant observations and tests, and deep analysis of the student data is developed and used to inform the design and modification of quality learning and teaching experiences	Detailed relevant observations and tests, and pertinent analysis of the student data is developed and used to inform the design and modification of quality learning and teaching experiences	Clear and relevant observations and relevant tests and clear analysis of the student data is developed to inform the design and modification of quality learning and teaching experiences	Relevant observations and appropriate tests, and basic analysis of the student data is developed to inform the design and modification of quality learning and teaching experiences	Inappropriate, inadequate and/or inaccurate collection and analysis of evidence relating to student learning needs
1-6	Design and implementation of a variety of differentiated learning experiences and interventions	Planned a creative, significant and manageable program of learning experiences integrally linked to student learning needs as revealed through the data	Planned a highly relevant and manageable program of learning experiences strongly linked to student learning needs as revealed through the data	Planned a relevant and manageable program of learning experiences clearly linked to student learning needs as revealed through the data	Planned a relevant program of learning experiences with appropriate links to student learning needs as revealed through the data	Planned a basic program of learning experiences which lacked clear links to student learning needs and/or is not grounded in evidentiary data
Case Study Report including Weekly Reflective Journal						
4, 5	Demonstrated a commitment to reflective	Insightful and highly relevant reflections on planning and teaching	Detailed and informative reflections on planning and teaching approaches	Relevant and informative reflections on planning and teaching approaches	Relevant reflections on planning and teaching approaches for design,	Inappropriate, inadequate or irrelevant reflections in



LOS	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
	processes for modification of teaching practice	approaches which clearly inform the design, modification, and implementation of teaching experiences is evident in reflective journal documentation	for design, modification, and implementation of teaching experiences is evident in reflective journal documentation	for design, modification, and implementation of teaching experiences is evident in reflective journal documentation	modification, and implementation of teaching experiences is evident in reflective journal documentation	reflective journal documentation
Academic Writing and Presentation skills						
7	Academic writing standards and conventions. Case study presentation quality, engagement and cohesion	Consistently and accurately controls the conventions of academic written communication. Case study presentation at a high standard to create an exceptional quality of meaning	Consistently and accurately controls the conventions of academic written communication. Case study presentation at a high standard to create quality meaning	Controls the conventions of academic written communication with minor lapses in accuracy. Case study presentation at a sound standard clearly communicating an appropriate meaning	Controls the conventions of academic written communication with minor lapses in accuracy. Case study presentation at a sound standard to create meaning.	Frequent lapses in controlling the conventions of academic written communication. Inadequate Case study presentation and/or at a standard which does not communicate meaning

COMMENT



RUBRIC

TASK 3: CLASSROOM MANAGEMENT PLAN

LOS	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Part A Management Plan						
		Management design and elaboration including; assumptions, principles and Christian perspective	Comprehensive, robust, and astute development of a set of assumptions and principles with a strong Biblical justification throughout	Comprehensive and robust development of a set of assumptions and principles with a strong Biblical justification throughout	Comprehensive development of a set of assumptions and principles with a strong Biblical justification throughout	Development of a set of assumptions and principles with Biblical justification evident
		Strong internal consistency throughout the management plan including reference to academic literature.	Insightful and robust internal consistency between all elements of the management plan with strong reference to academic literature.	Strong and robust internal consistency between all elements of the management plan with strong reference to academic literature.	Strong internal consistency between all elements of the management plan with strong reference to academic literature.	Internal consistency demonstrated between most elements of the management plan with some reference to academic literature.
Part B Critical Reflection						
		Critically reflected upon the relevance of your model to the context	Strong and insightful reflection on the relevance of the model to the context	Strong reflection on the relevance of the model to the context	Commendable reflection on the relevance of the model to the context	Adequate reflection with of the relevance of the model to the context
		Critically reflected upon model implementation, communication and effectiveness	Strong insightful research-based reflection upon how the model was implemented and communicated noting specific strengths and weaknesses	Strong research-based reflection upon how the model was implemented and communicated noting specific strengths and weaknesses	Research-based reflection upon how the model was implemented and communicated noting specific strengths and weaknesses	A reflection with some research upon how the model was implemented and communicated noting specific strengths and weaknesses



LOS	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
		Communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation	Consistently controls conventions of academic writing to create meaning and effect	Controls conventions of academic writing to clearly convey meaning	Very few minor lapses in controlling the conventions of academic writing	Some minor lapses in controlling the conventions of academic writing

COMMENT

