

UNIT INFORMATION

UNIT CODE	PE326
UNIT NAME	Teaching for Learning: Motivating and Managing Learners (7-12)
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
DURATION	One Semester
LEVEL	Advanced
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Secondary) 320 - Bachelor of Arts/Bachelor of Education (Secondary)

LEARNING DELIVERY

Internal/On Campus

- Weekly lecture
- Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

- Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forum.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours

Total **150 hours**

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS

PE216 Learning about Teaching: Planning for Learning (7-12)

RATIONALE

Enduring Understanding:

Management of the classroom and student motivation are essential for students to learn effectively.

This unit is designed to assist pre-service teachers to investigate understandings of classroom management and student motivation as they engage with a range of models and theories of management and motivation including principles to guide management practices appropriate for secondary school learners including students from Aboriginal and Torres Strait Islander and other cultural backgrounds. The nature of adolescent learners is quite broad within secondary contexts and strategies need to be directed to specific learner needs. This unit will then lead pre-service teachers to develop personal theories of practice in relation to the motivation and management of secondary learners (7-12).

This second professional experience unit will see a continued development of planning, teaching, organisational skills and reflection for personal growth as pre-service teachers continue to plan and teach individual lessons, consecutive lessons and full days of continuous teaching. There will also be a focus on organisation, motivation and management in secondary school contexts.

CONTENT

1. Foundations of motivation including Christian worldview and Aboriginal and Torres Strait Islander perspectives on roles and responsibilities:
 - 1.1. Individual assumptions and philosophical beliefs about learner motivation
 - 1.2. Perspectives on the nature of the learner in educational theory
 - 1.3. Biblical perspectives on the nature of the learner and human motivation.
 - 1.4. Family and community involvement in learner motivation
2. Foundations of management for primary learner engagement and behaviour, including theoretical underpinnings of modes of management:
 - 2.1. Individual assumptions and philosophical beliefs about approaches to classroom management
 - 2.2. Philosophical beliefs and assumptions informing approaches to classroom management models
 - 2.3. Prevention versus correction
3. Creating lesson sequences and daily plans specific to content areas, including ICTs:
 - 3.1. Intentional planning for learner motivation and engagement
 - 3.2. Embedding classroom management strategies into planning
4. Utilising ICTs and digital literacy as engagement strategies to enhance classroom management
5. Key theories and classroom practices for management of learner behaviour:
 - 5.1. Review of management models and frameworks, including:
 - 5.1.1. Management theories
 - 5.1.2. Non-directive intervention theories
 - 5.1.3. Leadership theories
 - 5.2. Practical strategies for effective classroom management in the 7-12 context including effective communication strategies (verbal & non-verbal)
 - 5.3. Specific strategies and processes to address challenging behaviour
6. Key theories and practices in motivating learners and increasing learner engagement:
 - 6.1. Theories of learner motivation including Maslow's Hierarchy of Needs; Achievement Motivation; Attribution Theory of Motivation; Social Motivation
 - 6.2. Moving from extrinsic to intrinsic motivation
 - 6.3. Planning for safe and supportive learning environments

7. Cultural influences on motivation and management, including Aboriginal and Torres Strait Islander and other ethnic implications:
 - 7.1. Valuing and supporting diversity in the classroom
 - 7.2. Identifying environmental and cultural factors influencing learner motivation
 - 7.3. Accessing resources to support Aboriginal and Torres Strait Islander engagement
8. Reflective action in motivating and managing learners engagement and behaviours

LEARNING OUTCOMES

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

1. demonstrated increasing competence in a broad range of general teaching skills including: planning, implementing and reflecting on learning sequences; communicating in classroom contexts (verbal & non-verbal); and engaging with learners and learning needs
Graduate Teacher Standards: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1,3.2,3.3, 3.4, 3.5, 4.2, 4.5, 5.2, 6.3, 7.1, 7.2
Graduate Attributes: 1, 2, 4, 7
2. applied observations of learners' abilities, needs and interests as a basis for motivating and managing learner engagement and behaviour
Graduate Teacher Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 6.3, 7.1
Graduate Attributes: 1, 2, 4, 7
3. applied curriculum knowledge and understandings to plan, implement and evaluate lessons, sequences of lessons and full days of teaching, inclusive of ICTs with an increasing level of proficiency and professionalism
Graduate Teacher Standards: 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3,3.4,3.5, 3.6, 4.2, 4.3, 4.4, 6.3
Graduate Attributes: 1, 2, 4
4. evaluated theories, ideas and practices in relation to motivation and management of learner engagement and behaviour in primary contexts, incorporating Christian worldview perspectives, Aboriginal and Torres Strait Islander and other ethnic implications.
Graduate Teacher Standards: 1.2, 1.3, 1.4, 3.6, 4.1, 4.3, 4.4, 6.2, 6.4, 7.1
Graduate Attributes: 1, 2, 3, 4
5. synthesised and critically reflected upon personal theories and practices for motivation and management of learner engagement and behaviour, including challenging behaviour, in years 7-10 and 11-12 contexts, incorporating Christian worldview perspectives, Aboriginal and Torres Strait Islander, and other ethnic implications
Graduate Teacher Standards: 1.2, 1.3, 1.4, 4.1, 4.3, 4.4, 4.5, 6.2, 6.3, 6.4, 7.1
Graduate Attributes: 1, 2, 4
6. 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: CLASSROOM MANAGEMENT PLAN

Develop a Classroom Management Plan (CMP) addressing learner engagement and behaviour in response to the studied theories and current research on learner needs and motivation. Implement the CMP on PEP (to the extent possible in the school context) and prepare a Critical Reflection on its application.

Part A: Develop a CMP addressing learner engagement and behaviour. Provide an academic justification, philosophic foundation and a range of preventative and corrective strategies.

Part B: Critically reflect upon the implementation of the CMP through your PEP experience and evaluate its effectiveness.

- The relevance of the CMP to the context.
- The implementation effectiveness and communication of the CMP.
- The engagement of the CMP with learners and learner needs, including diverse cultures.
- The role of the wider school community.
- The role of parents.
- The similarities and differences between the school context and your CMP.

Word Length/Duration: 2,000 words
 Weighting: 50%
 Assessed: Week 9 (Part A) Week 17 (Part B)

TASK 2: PROFESSIONAL EXPERIENCE FOLIO

- Mentor and lecturer reports
- Goal-Setting Tool
- Self-Audit Tool
- 5 x Formal Observations on classroom management
- 3 x Professional Discussions about classroom management issues
- 12 x whole lessons (Lesson Plans)
- 1 x day of teaching (Daily Plan)
- 1 x week continuous teaching (Daily Plans)

Word Length/Duration: 4 weeks (2,000 words equivalent)
 Weighting: 50%
 Assessed: Week 15

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	4, 5, 6	1, 2, 4, 5, 6, 7, 8	1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 6.2, 6.4	1, 2, 3, 4, 6, 7
Task 2	1-3,6	3, 4, 5, 6, 8	1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 4.5, 5.2, 6.2, 6.3, 7.1, 7.2	1, 2, 4, 6, 7

ASSESSMENT ELABORATION

TASK 1: Classroom Management Plan (CMP)

Part A: Develop your CMP (1000 words)

Structure your CMP using this checklist:

- The **WHY?** of your CMP will unpack the key **ASSUMPTIONS** behind your philosophy of motivation and management
 - i. Your assumptions will address matters such as the:
 - a. nature of the student
 - b. developmental ability of students at various stages
 - c. capacity of students to be self-directed
 - d. way in which students may react to different situations and treatments
 - e. degree of control, or coercion used by teachers
 - f. degree of choice given to students
 - g. role of the teacher and
 - h. role of the wider community
 - ii. Your underlying assumptions will then inform the statement of your principles**
- The **WHAT?** of your CMP will formulate **PRINCIPLES** that will inform your practice in the classroom.
 - i. Your principles must be **consistent** with your assumptions
 - ii. Develop **four-six** principles
 - iii. State each principle in **one sentence**
 - iv. Your principles will then inform the development of your strategies**
- The **HOW?** of your CMP will unpack the specific **STRATEGIES** that you will use in the classroom.
 - i. The strategies must be **consistent** with your principles
 - ii. Develop a detailed list of **preventative** and **corrective** strategies
 - iii. The strategies must engage with a range of **short** and **long-term** situations
 - iv. Strategies to manage **challenging behaviour** need to be included
 - v. Explain how your strategies will **cater to a variety of learning needs** in the classroom
 - vi. Explain how your strategies will be **inclusive** of diverse linguistic, cultural, religious, and socioeconomic backgrounds, including the needs of Aboriginal and Torres Strait Islander student.
 - vii. The specific strategies that you develop **should be capable of implementation in any school setting during PEP** within 7-10 and 11-12 classroom settings, considering individual learner development and characteristics
 - viii. Your strategies will help to achieve the successful implementation of your principles**
- Include **RESOURCES** that can be used to implement your strategies
 - i. You need to **create** usable resources that are consistent with the principles and strategies in your CMP
 - ii. If you **adapt** existing resources, the original source must be **referenced**
 - iii. Include the resources in appendices to Part A**
- **Integrated within your response**, explain how the assumptions, principles and strategies of your CMP are influenced by:
 - i. **academic theory** about motivating learner engagement and behaviour and
 - ii. **biblical themes** including –

- a. the creation of mankind *Imago Dei*, in the image of God (Genesis 1)
- b. the fall and consequent corruption of human nature by sin (Genesis 3; Luke 7:1-23) and
- c. the redemptive and restorative love of God, (John 3:16-21; 1 Corinthians 13; 1 John 4:7-21)

Part B: Critically Reflecting on your CMP (1000 words)

This section of Task 1 is to be completed post-PEP.

The extent to which your PEP school context allowed you to implement your CMP will affect the way in which you respond to this part of the task.

1. **If you were able to implement your CMP** within your classroom, either in whole, or in part, your responses to the stated elements of Part B will directly relate to what happened during your PEP.
2. **If you were constrained from implementing your CMP** in the PEP school context, you can still meet the task requirements by adapting your responses to the stated elements of Part B as follows:
 - **The relevance of the CMP to the context** - Include critical reflections about the theoretical and biblical foundations underpinning your CMP and how these could be implemented effectively in the PEP classroom.
 - **The implementation, effectiveness and communication of the CMP** - Critically reflect upon the effectiveness of the approaches to classroom motivation and management that you encountered during your PEP this semester, considering their theoretical and if relevant, biblical foundations.
 - **The engagement of the CMP with learners and learner needs, including diverse cultures** - Based on your observations during PEP, identify strengths and weaknesses in your CMP, and discuss how you could modify it to better serve its purpose if you were to implement it.
 - **The role of the wider school community** - Consider how the school approach engaged the wider school community and its effectiveness in doing so. Compare this with your own approach and reflect upon the importance of engaging the wider school community.
 - **The role of parents** - Consider how the school approach engaged with parents and its effectiveness in doing so. Compare this with your own approach and reflect upon the importance of engaging with parents.
 - **The similarities and differences between the school context approach and your CMP** - Compare and contrast your CMP with the approaches you encountered, highlighting the similarities and differences when the two are seen in juxtaposition, using scenarios that occurred during PEP as illustrations.

Appendices to Part B:

- Extracts of de-identified documentation showing the placement school's approach to classroom motivation and management referred to in your essay.
- Other de-identified evidence/resources of the school's, or your own approach to classroom motivation and management (e.g., photographs of classroom resources, behaviour contracts, merit awards etc.) referred to in your essay.

PLEASE NOTE: Names of schools, staff and students must be replaced with pseudonyms to protect privacy and meet ethical requirements. Photographs must not include the faces of students, or staff and should be taken with the knowledge and permission of the supervising mentor to ensure compliance with school policies.

Task 2: Professional Experience Folio

COMPONENT	DETAILS	WEIGHTING
Component I:	Mentor's Summative Report (<i>published on the Student PEP Portal</i>)	Pass/Fail
Component II:	Lecturer's Report (<i>published on the Student PEP Portal</i>)	Pass/Fail

Component III:	Professional Diary (<i>templates published on the Student PEP Portal</i>):	Pass/Fail
	<input type="checkbox"/> Goal-Setting Tool <input type="checkbox"/> Self-Audit Tool <input type="checkbox"/> 5 x Formal Observations on classroom management <input type="checkbox"/> 3 x Professional Discussions about classroom management issues <input type="checkbox"/> 12 x whole lessons (Lesson Plans) <input type="checkbox"/> 1 x day of teaching (Daily Plan) <input type="checkbox"/> 1 x week continuous teaching (Daily Plans)	

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.

Students are strongly advised to progressively construct their Folio throughout the PEP block so that it can be quickly checked for completeness and submitted by the due date once PEP is over.

Component I: Mentor's Summative Report

During the course of your PEP block your mentor will complete two reports. These are a **formative** report at the end of the second week and a **summative** one at the end of the fourth week. **You are only required to submit the fully signed summative report in the Folio.**

Component II: Lecturer's Report

Sometime during the course of their PEP block, all students will have a lecturer visit them to review a lesson either personally, or via 'video recording' if a personal visit is not possible. These visits are arranged by the PEP Office and involve a range of full-time, part-time and sessional lecturers. During the visit, the lecturer will:

- observe you teaching a lesson of between 30 and 45 minutes' duration;
- engage you in a professional discussion;
- complete a Lecturer's Report relating to the observed lesson and discussion;
- if possible, discuss your progress with your mentor; and
- give you the Lecturer's Report or inform you when the completed document will be provided to you (usually within 24 hours of the visit).

You are required to include a fully signed copy of this report in your Folio.

Component III: Professional Diary

Goal Setting Tool (*download from STUDENT PEP Portal*)

This document needs to be **completed prior to PEP** to identify professional and personal areas that you would like to direct your focus on during the PEP. You should discuss, refine and monitor these goals with your mentor at the start of and throughout the PEP experience. This document needs to be signed by the student and mentor. **You are required to submit a fully signed copy of the Tool in your Folio.**

Self-Audit Tool (*download from STUDENT PEP Portal*)

By the time you graduate, you need to have attained the listed requirements of the Australian Professional Standards for Teachers (graduate level). In each PEP, a specific Tool is provided as a checklist for you to personally reflect on and assess your learning against relevant standards. This document needs to be completed by you and signed by the mentor **by the completion of the PEP**. It should form part of the general professional discussions that you engage in with your mentor throughout PEP in relation to your progress. **You are required to submit a fully signed copy of the Tool in your Folio.**

Observations, Professional Discussions, Planning and Reflections

The Formal Observations and Professional Discussions to be included in your Folio must relate to the PEP focus of classroom management. **Templates to be used for these activities are available for download on the STUDENT PEP Portal.** Please note that in order to get the most out of PEP you should be engaging in other observations and professional discussions in addition to what is required for your Folio.

There must be written evidence of reflections and mentor feedback throughout the planning documentation. Where mentor's comments are handwritten you will need to scan these for inclusion in the

Folio. If your mentor gives verbal feedback, you should take notes and confirm their accuracy with your mentor to include in your Folio.

Make sure that you include the required number of activities in your Folio or include a document explaining any shortfall due to contextual circumstances beyond your control.

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.

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

RECOMMENDED READINGS

CURRICULUM READINGS

Emmer, E., & Evertson, C. (2017). *Classroom management for middle and high school teachers*. (10th ed.). Boston, MA: Pearson.

Fisher, D., & Frey, N. (2012). *The purposeful classroom: How to structure lessons with learning goals in mind* Alexandria, VA: ASCD.

Frangenheim, E. (2017). *Reflections on classroom thinking strategies: how to create your thinking classroom with 42 practical and engaging thinking tools: from prep to university*. (11th ed.). Loganholme, QLD: Rodin Educational Publishing.

Lyons, G., Ford, M., & Arthur-Kelly, M. (2014). *Classroom management: Creating positive learning environments*. (4th ed.). South Melbourne, VIC: Cengage Australia.

Perso, T., & Hayward, C. (2015). *Teaching indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Sydney, NSW: Allen & Unwin.

Porter, L. (2014). *A comprehensive guide to classroom management: Facilitating engagement and learning in schools*. Crows Nest, NSW: Allen & Unwin.

Sprick, R. (2021). *Discipline in the secondary classroom: A positive approach to behaviour management* (4th ed.). San Francisco, CA: Jossey-Bass.

Rogers, B. (2015). *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support* (4th ed.). London, UK: SAGE.

JOURNALS

Australian Journal of Education
Educational Psychology

WEBSITES

National Education Association:

<http://www.nea.org/tools/classroom-management-articles.html>

Safe schools:

<http://www.safeschoolshub.edu.au/safe-schools-toolkit/the-nine-elements/element-5/introduction>

Queensland Curriculum and Assessment Authority:

<https://www.qcaa.qld.edu.au>

Australian Institute for Teaching and School Leadership (AITSL), Australian Professional Standards for Teachers, Melbourne, Australia:

<http://www.aitsl.edu.au/>

Eric Frangeheim: <http://www.rodineducation.com.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: CLASSROOM MANAGEMENT PLAN PART A

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
4, 5	Expression of a set of assumptions behind your philosophy of motivation and management	<p>The assumptions:</p> <ul style="list-style-type: none"> are comprehensive in scope show profound insight have succinct expression 	<p>The assumptions:</p> <ul style="list-style-type: none"> are extensive in scope show clear discernment have succinct expression 	<p>The assumptions:</p> <ul style="list-style-type: none"> are wide in scope show thoughtfulness have succinct expression 	<p>The assumptions:</p> <ul style="list-style-type: none"> are narrow in scope show limited reflection attempt to be succinct 	<p>The assumptions:</p> <ul style="list-style-type: none"> are superficial are undeveloped are poorly worded
4, 5	Statement of a set of principles that are consistent with your assumptions	<p>The principles:</p> <ul style="list-style-type: none"> perfectly align with the assumptions show profound insight have succinct expression 	<p>The principles:</p> <ul style="list-style-type: none"> closely align with the assumptions show clear discernment have succinct expression 	<p>The principles:</p> <ul style="list-style-type: none"> generally, align with the assumptions show thoughtfulness have succinct expression 	<p>The principles:</p> <ul style="list-style-type: none"> adequately align with the assumptions show limited reflection attempt to be succinct 	<p>The principles:</p> <ul style="list-style-type: none"> lack correlation with the assumptions are undeveloped lack concision
4, 5	Development of a set of preventative and corrective strategies for short and long-term situations with resources to support implementation	<p>The strategies:</p> <ul style="list-style-type: none"> are comprehensive in scope of methods and situations cater for a wide range of diverse learners cater strongly for cultural inclusion perfectly align with the principles are supported by excellent, practical resources 	<p>The strategies:</p> <ul style="list-style-type: none"> are extensive in scope of methods and situations cater for a range of diverse learners cater effectively for cultural inclusion closely align with the principles are supported by quality, practical resources 	<p>The strategies:</p> <ul style="list-style-type: none"> are wide in scope of methods and situations cater for a variety of learners cater appropriately for cultural inclusion generally, align with the principles are supported by useable resources 	<p>The strategies:</p> <ul style="list-style-type: none"> are narrow in scope of methods and situations cater for a limited range of learners attempt to cater for cultural inclusion adequately align with the principles are supported by basic resources 	<p>The strategies:</p> <ul style="list-style-type: none"> are undeveloped in scope lack detail for implementation with diverse learners lack correlation with the principles lack useful resources
4, 5	Engagement with educational theory and biblical themes	<p>The Model:</p> <ul style="list-style-type: none"> is strongly supported from educational theory and academic literature has profound engagement with biblical themes 	<p>The Model:</p> <ul style="list-style-type: none"> is effectively supported from educational theory and academic literature has discerning engagement with biblical themes 	<p>The Model:</p> <ul style="list-style-type: none"> is generally supported from educational theory and academic literature has thoughtful engagement with biblical themes 	<p>The Model:</p> <ul style="list-style-type: none"> has some support from educational theory and academic literature has some engagement with biblical themes 	<p>The Model:</p> <ul style="list-style-type: none"> has little or no support from educational theory and academic literature has little or no engagement with biblical themes



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
6	Communicated at an appropriate tertiary standard: with special attention to design elements, grammar usage, logical relations, style, referencing and presentation	Consistently controls conventions of academic writing to create meaning and effect Comprehensive and accurate referencing across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning Comprehensive referencing across of wide range of sources with very few minor inconsistencies	Very few minor lapses in controlling the conventions of academic writing Adequate referencing across a range of sources with minor inconsistencies	Some minor lapses in controlling the conventions of academic writing Adequate referencing of sources with some inconsistencies	Writing demonstrates frequent lapses of control of language conventions Lack of adequate referencing

COMMENT



RUBRIC

TASK 1: CLASSROOM MANAGEMENT PLAN PART B

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
4, 5	Critically reflect upon the effectiveness of classroom motivation and management approaches used in the school-based experience.	<p>A profound critique of the school-based approaches to motivation and management with strong support from:</p> <ul style="list-style-type: none"> educational theory academic literature biblical themes 	<p>A discerning critique of the school-based approaches to motivation and management with effective support from:</p> <ul style="list-style-type: none"> educational theory academic literature biblical themes 	<p>A thoughtful critique of the school-based approaches to motivation and management with general support from:</p> <ul style="list-style-type: none"> educational theory academic literature biblical themes 	<p>A limited critique of the school-based approaches to motivation and management with some support from:</p> <ul style="list-style-type: none"> educational theory academic literature biblical themes 	<p>An inadequate critique of the school-based approaches to motivation and management with little, if any support from:</p> <ul style="list-style-type: none"> educational theory academic literature biblical themes
4, 5	Compare and contrast your Model with the approaches encountered in your school-based experience using scenarios from your experience as illustrations	<p>In depth comparison revealing similarities and differences in approach</p> <p>Selection and discussion of several highly illustrative scenarios in support of the analysis</p>	<p>Detailed comparison revealing similarities and differences in approach</p> <p>Selection and discussion of several clearly illustrative scenarios in support of the analysis</p>	<p>Broad comparison revealing similarities and differences in approach</p> <p>Selection and discussion of appropriately illustrative scenarios in support of the analysis</p>	<p>General comparison revealing similarities and differences in approach</p> <p>Selection and discussion of illustrative scenario/s in support of the analysis</p>	<p>Little, or no effective comparison of approaches</p> <p>Limited, or no effective illustrative scenarios</p>
4, 5	Critically reflect on the theoretical and biblical foundations of your Model and how you could effectively implement it in the school-based context	<p>A profound reflection on your Model that unpacks:</p> <ul style="list-style-type: none"> theoretical and biblical foundations. perceived challenges for implementation. possible responses to the challenges 	<p>A discerning reflection on your Model that unpacks:</p> <ul style="list-style-type: none"> theoretical and biblical foundations. perceived challenges for implementation. possible responses to the challenges 	<p>A thoughtful reflection on your Model that unpacks:</p> <ul style="list-style-type: none"> theoretical and biblical foundations perceived challenges for implementation. <p>possible responses to the challenges</p>	<p>A limited reflection on your Model that unpacks:</p> <ul style="list-style-type: none"> theoretical and biblical foundations. perceived challenges for implementation. <p>possible responses to the challenges.</p>	<p>An inadequate reflection on your Model that fails to unpack:</p> <ul style="list-style-type: none"> theoretical and biblical foundations perceived challenges for implementation possible responses to the challenges
4, 5	Identify strengths and weaknesses in your Model and discuss how it could be modified to better serve its purpose	<p>Astute identification of strengths and weaknesses</p> <p>Proposal of well-considered and effective modifications</p>	<p>Clear identification of strengths and weaknesses</p> <p>Proposal of effective modifications</p>	<p>Effective identification of strengths and weaknesses</p> <p>Proposal of suitable modifications</p>	<p>Limited identification of strengths and weaknesses</p> <p>Proposal of some modifications</p>	<p>Lack of suitable analysis of strengths and weaknesses</p> <p>Lack of credible modifications</p>



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
6	Communicated at an appropriate tertiary standard: with special attention to design elements, grammar usage, logical relations, style, referencing and presentation	Consistently controls conventions of academic writing to create meaning and effect Comprehensive and accurate referencing across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning Comprehensive referencing across of wide range of sources with very few minor inconsistencies	Very few minor lapses in controlling the conventions of academic writing Adequate referencing across a range of sources with minor inconsistencies	Some minor lapses in controlling the conventions of academic writing Adequate referencing of sources with some inconsistencies	Writing demonstrates frequent lapses of control of language conventions Lack of adequate referencing

COMMENT

RUBRIC

TASK 2: PROFESSIONAL EXPERIENCE FOLIO

LO	PEP FOLIO COMPONENT	PASS	FAIL	
1-3	Component I – Mentor Report *	The preservice teacher has: <ul style="list-style-type: none"> met the professional responsibilities AND engaged with the assessable Graduate level descriptors to demonstrate Developing knowledge/skills or better. 	The preservice teacher has: <ul style="list-style-type: none"> not met the professional responsibilities OR not engaged with the assessable Graduate level descriptors resulting in progress Below for one or more of the descriptors. 	
1-3	Component II – Lecturer Report *	The preservice teacher has: <ul style="list-style-type: none"> met the professional responsibilities AND engaged with the assessable Graduate level descriptors to demonstrate Developing knowledge/skills or better. 	The preservice teacher has: <ul style="list-style-type: none"> not met the professional responsibilities OR not engaged with the assessable Graduate level descriptors resulting in progress Below for one or more of the descriptors. 	
1-3, 5, 6	Component III – Professional Diary Documents			
	<input type="checkbox"/> Goal – setting tool		Goals submitted AND Fully signed	Not submitted OR Not fully signed
	<input type="checkbox"/> Self-audit tool		Self-Audit submitted AND Fully signed	Not submitted OR Not fully signed
	<input type="checkbox"/> Formal Observations	5	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
	<input type="checkbox"/> Professional Discussions	3	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
	<input type="checkbox"/> Lesson Plans & Reflections	12	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
	<input type="checkbox"/> Daily Plans & Reflections	6	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate

COMMENT



