

## UNIT INFORMATION

<b>UNIT CODE</b>	PE446								
<b>UNIT NAME</b>	Teaching for Transformation: Meeting Learner Needs (7-12)								
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)								
<b>DURATION</b>	One Semester								
<b>LEVEL</b>	Level 7								
<b>CORE / ELECTIVE</b>	Core								
<b>WEIGHTING</b>	Unit credit points            10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Secondary). 320 - Bachelor of Arts/Bachelor of Education (Secondary)								
<b>LEARNING DELIVERY</b>	<p><b>Internal/On Campus</b></p> <ul style="list-style-type: none"> <li>• Weekly lecture</li> <li>• Weekly tutorial (where applicable)</li> </ul> <p>Plus, Learning Portal</p> <p><b>External/Online</b></p> <ul style="list-style-type: none"> <li>• Weekly virtual lecture/ tutorial</li> </ul> <p>Plus, Learning Portal</p> <p><b>Learning Portal (Moodle™)</b></p> <ul style="list-style-type: none"> <li>• Power Point presentation and resources</li> <li>• Weekly readings</li> <li>• Study guides</li> <li>• Collaborative forums: Student forums and News forum.</li> <li>• Turnitin assessment and feedback tool</li> </ul> <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>								
<b>STUDENT WORKLOAD</b>	<table border="0"> <tr> <td>Contact hours/Directed Online study</td> <td>30 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>Total</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours/Directed Online study	30 hours	Reading, study and preparation	50 hours	Assignment preparation	70 hours	<b>Total</b>	<b>150 hours</b>
Contact hours/Directed Online study	30 hours								
Reading, study and preparation	50 hours								
Assignment preparation	70 hours								
<b>Total</b>	<b>150 hours</b>								
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<p>PE326 Teaching for Learning: Motivating and Managing Learners (7-12)</p> <p>PE336 Teaching for Learning: Curriculum and Planning (7-12)</p> <p>90 credit points in the Discipline Studies strand</p>								

## RATIONALE

### ***Enduring Understanding:***

Differentiated planning and practice promotes ethical and equitable opportunities for all students to learn.

Students will develop a course capstone Graduate Teacher Performance Assessment (GTPA) report to evidence their engagement with the principles and practices of an inclusive and differentiated curriculum, and while on their professional experience block and demonstrate graduate level competencies through the QPERF framework.

Through academic professional learning and school-based placement, this final supervised professional experience for pre-service teachers will further develop a range of knowledge, skills and attitudes in preparation for the subsequent internship experience.

This unit builds on core concepts of assessment and inclusion studies previously covered to enable pre-service teachers to engage with the principles and practices of differentiation to meet the learning needs of a diverse range of students in primary education contexts.

This unit and professional experience practicum is an opportunity for pre-service teachers to further develop a range of skills, knowledge and attitudes more closely related to those of graduate teachers in primary contexts. The professional experience block allows opportunities for pre-service teachers to further build upon their knowledge and skills of Christian worldview perspectives for teaching and learning, considering the values of inclusion and social justice.

Pre-service teachers will be encouraged to review these experiences and use a reflective process to evaluate themselves against the Australian Professional Standards for Teachers, in preparation for the subsequent internship experience.

## CONTENT

1. Develop an integrated understanding of the teaching cycle and undertake a critical demonstration through the completion of the GTPA:
  - Collection phase:*
    - 1.1. Initial Data collection (pre-assessment)
    - 1.2. Analysis and reflection
  - Responsive phase:*
    - 1.3. Differentiated planning
    - 1.4. Differentiated teaching
    - 1.5. Final data collection (assessment)
2. Knowing and responding to the learning needs of secondary students (7-10 and 11, 12):
  - Differentiating for student:
    - 2.1. Readiness
    - 2.2. Interest
    - 2.3. Learning profile
  - Differentiating through:
    - 2.4. Content
    - 2.5. Process
    - 2.6. Product
    - 2.7. Learning environment
3. Planning for differentiated teaching experiences (*Content & Process*) strategies and resources, including ICTs, to support a range of student learning needs using a variety of differentiation strategies
4. Incorporating a diverse range of assessment practices (*Product*) including:

- 4.1. Summative
  - 4.2. Formative assessment
  - 4.3. Diagnostic testing
  - 4.4. Student feedback
  - 4.5. Task moderation
5. Data collection strategies for learning – collecting and using qualitative and quantitative data to inform teaching practice and support student learning
  6. Synthesise the principles of differentiation and inclusion considering Christian worldview perspectives of inclusion in teaching practice (*Environment*)
  7. Critical professional reflection of practice to inform 'next-step teaching' and overall teaching effectiveness informed by qualitative and quantitative data
  8. Completion of Professional Experience Program block inclusive of capstone GTPA and QPERF assessment tasks

## LEARNING OUTCOMES

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

1. investigated and applied differentiated principles and practice in primary school contexts, including strategies for informing parents/carers of student learning  
Graduate Teacher Standards: 1.1, 1.2, 1.6, 2.1, 4.2, 5.5, 7.1, 7.3  
Graduate Attributes: 1, 2, 4
2. identified, designed and effectively used a range of differentiated teaching strategies and resources, including ICTs, to promote learning for a diverse range of learning needs in primary school contexts  
Graduate Teacher Standards: 1.1, 1.5, 1.6, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5  
Graduate Attributes: 1, 2, 4
3. integrated quality assessment processes with differentiated teaching and learning strategies and interpreted assessment data to support student learning  
Graduate Teacher Standards: 1.1, 1.5, 1.6, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5  
Graduate Attributes: 1, 2, 4, 7
4. integrated Christian worldview perspectives into teaching and learning  
Graduate Attributes: 3
5. critically engaged with professional feedback and demonstrated judgement, adaptability, responsibility and reflective processes to develop teaching skills and competencies to meet the graduate standards and  
Graduate Teacher Standards: 3.3, 3.6, 4.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2  
Graduate Attributes: 1, 2, 4, 5, 7
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: LEARNER CASE STUDY: DATA-INFORMED RESEARCH & PRACTICE**

Critically analyse a set of simulated contextual information, learning data and work samples of hypothetical students to determine their learning needs and justify a range of teaching and learning intervention strategies applicable to the learner phase and context. The task is inclusive of:

- Work sample analysis and annotations
- Data analysis, synthesis and cognitive commentary
- Differentiated teaching/interventions with supported academic justification
- Annotated lesson plan enactment of teaching and learning intervention strategy(ies)

Word Length/Duration: 1500 Words  
 Weighting: 30%  
 Assessed: Week 6

**TASK 2: PART A – INVESTIGATION/PLANNING/DEMONSTRATION/REFLECTION (QPERF)**  
**The following task is a critical capstone task for the BEd Primary course**

- a) Final Professional Experience Recommendations: available at <https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-recommendations.pdf>
- b) Lecturer’s Report available at PEP portal
- c) Self-audit tool
- d) Goal-setting tool

Word Length/Duration: N/A  
 Weighting: 30%  
 Assessed: Week 16

**TASK 2: PART B-INVESTIGATION/PLANNING/DEMONSTRATION/REFLECTION (GTPA)**

GTPA: Graduate Teacher Performance Assessment report on differentiated teaching in a primary context completed within the professional experience block.

Word Length/Duration: 5,000 Words  
 Weighting: 40%  
 Assessed: Week 17

**ASSESSMENT ALIGNMENT**

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1 - Part A	1-3, 5, 6	1-6	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.3, 7.4	1, 2, 4, 5, 6, 7

<b>Task 1 - Part B</b>	1-6	1-6	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4	1-7
------------------------	-----	-----	---	-----

## ASSESSMENT ELABORATION

### Task 1: Learner Case Study: Data-informed research and practice

Select 2 students applicable to your learner phase and teaching specialisation area and complete the following elements utilising the case information, data and work samples.

#### a) Work sample analysis

For each student work sample assume the teacher role and provide written annotated feedback to the student.

#### b) Data summary, analysis and synthesis

WHAT: For each student, organise and summarise the collected data into a coherent tabular form supported by a summative cognitive commentary

#### c) Differentiated teaching/interventions with supported academic justification

THEREFORE & WHY: List your responsive teaching strategy(ies) through an extension of your table. Justify the selection of the responsive strategies through written information supported by academic sources

#### d) Lesson plan enactment of strategy

HOW: Provide a full lesson plan or a substantial excerpt for a teaching and learning sequence *for one teaching strategy*.

Through the lesson plan demonstrate both the procedural aspects and development learning progression of the selected strategy. Annotate the lesson plan to highlight key elements/phases of the lesson and critical learning points

### Task 2 - Part A: Investigation/Planning/Demonstration/Reflection

#### Component 1: Final Professional Experience Recommendations

During the course of your PEP block your mentor will complete two reports using the **Final Professional Experience Recommendations** form. 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 2: Lecturer's Report

Sometime during the course of their PEP block, all students will have a lecturer visit them 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 3: 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.**

**Component 4: 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.**

**You are required to submit a fully signed copy of the Tool in your Folio**

**Task 2 - Part B: Investigation/Planning/Demonstration/Reflection**

*GTPA: Graduate Teacher Performance Assessment report investigating the pre-service teacher's impact on student learning during a professional experience block in a secondary context.*

For complete details of the task and marking criteria, refer to the separate pdf document entitled, *GTPA INSTRUCTIONS FOR PRESERVICE TEACHERS* posted in the Assessment Information section on the PE44\* Moodle page.

In relation to PE44\*, special attention needs to be given to de-identifying all work samples and other evidence used in the completion of the Graduate Teacher Performance Assessment. Names of schools, staff and students must be replaced with pseudonyms to protect privacy and meet ethical requirements.

**SPECIALIST FACILITIES OR EQUIPMENT**

Nil

**PRESCRIBED TEXTS**

Cavanagh, M., & Prescott, A. (2022). *Your professional experience handbook: A guide for teachers*. (2<sup>nd</sup> ed.). Melbourne, Victoria : Pearson Australia.

Gregory, G., & Kuzmich, L. (2014). *Data driven differentiation in the standards-based classroom*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

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.

Cavanagh, M., & Prescott, A. (2022). *Your professional experience handbook: A guide for teachers*. (2<sup>nd</sup> ed.). Melbourne, Victoria : Pearson Australia.

Doubet, K., & Hockett, J. (2015). *Differentiation in middle and high school: Strategies to engage all learners*. Alexandria, VA: ASCD.

Howell, J. (2014). *Teaching and learning: Building effective pedagogies*. South Melbourne, VIC: Oxford University Press.

- Casale-Giannola, D., & Green, L. (2012). *41 active learning strategies for the inclusive classroom, grades 6-12*. Thousand Oaks, CA: Corwin.
- Gregory, G., & Kaufeldt, M. (2012). *Think big, start small: How to differentiate instruction in a brainfriendly classroom*. Bloomington, IN: Solution Tree 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.
- Tomlinson, C. (2016). *The differentiated classroom: Responding to the needs of all learners*. (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.

## JOURNALS

*Australian Council for Educational Research*  
*Australasian Journal of Special Education*  
*Australasian Journal of Gifted Education*  
*International Journal of Inclusive Education*

## WEBSITES

Australian Institute for Teaching and School Leadership:

[www.aitsl.edu.au](http://www.aitsl.edu.au)

Attention Deficit Hyperactivity Disorder:

[www.adhd.com.au](http://www.adhd.com.au)

Autism Awareness:

[www.autismawareness.com.au](http://www.autismawareness.com.au)

Australian Curriculum, Assessment and Reporting Authority:

[www.acara.edu.au/home\\_page.html](http://www.acara.edu.au/home_page.html)

Australian Curriculum v8.1:

[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

Queensland Curriculum & Assessment Authority:

[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

Supporting People Experiencing Learning Difficulties:

[www.speld.org.au](http://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: PART A-PROFESSIONAL EXPERIENCE FOLIO COMPONENTS

LO	PEP FOLIO COMPONENT	PASS	FAIL
1, 2, 3, 5, 6	Part I – Final Professional Experience Recommendations *	<p>The preservice teacher:</p> <ul style="list-style-type: none"> <li>has achieved Graduate in Section 5: Professional conduct AND</li> <li>has achieved at least Graduate with no more than one descriptor at Developing in each of Sections 1-4</li> </ul>	<p>The preservice teacher:</p> <ul style="list-style-type: none"> <li>has not achieved Graduate in Section 5: Professional conduct OR</li> <li>has a Developing for two or more descriptors in any one section of the report OR</li> <li>has a Below for one or more descriptors in any one section of the report</li> </ul>
1, 2, 3, 5, 6	Part II – Lecturer Report *	<p>The preservice teacher has:</p> <ul style="list-style-type: none"> <li>met the professional responsibilities AND</li> <li>engaged with the assessable Graduate level descriptors to demonstrate Graduate knowledge/skills or better with no more than one descriptor still Developing</li> </ul>	<p>The preservice teacher has:</p> <ul style="list-style-type: none"> <li>not met the professional responsibilities OR</li> <li>not engaged with the assessable Graduate level descriptors resulting in a Developing for two or more descriptors or progress Below for one or more descriptors</li> </ul>
5	Part III – Goal Setting Tool	Goals submitted <u>AND</u> Fully signed	Not submitted <u>OR</u> Not fully signed
5	Part IV – Self-audit tool	Self-Audit submitted <u>AND</u> Fully signed	Not submitted <u>OR</u> Not fully signed

## COMMENT



## RUBRIC

### TASK 1: PART B (GTPA)



STUDENT:

DATE:

#### Scoring Rubric for Teacher Educators

This table shows five criteria to be used for scoring the GTPA. Beneath each criterion is a list of illustrative features to be used to inform your judgement of the performance against each criterion. A judgement is made at the criterion level with 1 indicating satisfactory performance, otherwise 0 is recorded. To be awarded an overall pass, a minimum of four criteria, corresponding to an overall score of 4 out of a possible total of 5, must be achieved. This document is to be read in conjunction with the *GTPA Preservice Teacher Booklet* and *Professional Judgement in the GTPA*.

0/1

##### Planning

Collect, interpret and use a variety of student data and evidence for diagnostic, formative and summative purposes.  
Establish students' current level of performance, desired level of performance, and readiness for learning.  
Use the official curriculum and other relevant materials to plan connected teaching and learning sequences.  
Identify opportunities for explicit teaching of literacy and numeracy in the curriculum.

##### Teaching

Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning.  
Provide differentiated teaching and learning opportunities.  
Teach general capabilities, including literacy and numeracy, required for student success in learning.  
Make suitable adjustments to teaching based on ongoing student data gathering and analysis.

##### Assessing

Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion.  
Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning.  
Make judgements of the quality of student work with reference to curriculum and achievement standards.  
Engage in moderation of student work.

##### Reflecting

Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching.  
Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning.  
Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies.  
Identify and justify future teaching and assessment practices in relation to relevant theory.

##### Appraising

Through two scenarios:  
Connect theory, enacted practice and the curated body of evidence to:  
- evaluate the effectiveness of teaching, and  
- demonstrate its impact on student learning.  
Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why.

Feedback for preservice teacher

Overall Score

*This rubric is supplied in conjunction with the AITSL endorsed GTPA and is not to be modified.*