**EDUC6762: Managing the K-6 Learning Environment**
Callaghan
Trimester 3 - 2023

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

COURSE OUTLINE

# OVERVIEW

**Course Description**

In this course Initial Teacher Education Students (ITES) will explore child development, student well-being, mental health, and their relationship to the management of learning; principles and practices for establishing a productive learning environment; and frameworks and models for understanding and responding to a range of challenging student behaviours (including bullying and cyber-bullying). The course provides opportunities for ITES (primary) to analyse school policies; to plan and teach lessons using a variety of technologies and strategies; assess student learning; and to evaluate their own classroom management beliefs and practices through a full-time, 20-day block of professional experience in a primary school setting.

**Review of Progress Requirements**

This course is a compulsory program requirement for students in the following program(s):

- Master of Teaching (Primary)
- Master of Teaching (Primary)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

**Assumed Knowledge**

Have completed 40 units including EDUC6785
Successful completion of LANTITE is required prior to enrolling in final Internship/Placement course
(https://teacheredtest.acer.edu.au/)

**Contact Hours**

**Callaghan**
**Lecture * Pre-recorded.**
Online
12 hour(s) per Term Full Term
Students must attend mandatory lectures (online) and tutorials that prepare them for the placement experience. Times and dates of lectures and tutorials will be available on the Course Canvas site.

**Placement ***
Face to Face Off Campus
20 day(s) per Term Full Term
Students must pass the 20-day full time professional placement in order to pass this course.

**Tutorial ***
Face to Face On Campus
12 hour(s) per Term Full Term
Students must attend mandatory lectures (online) and tutorials that prepare them for the placement experience. Times and dates of lectures and tutorials will be available on the Course Canvas site.

Fieldwork*
Face to face on campus
1 hour per term Full term
Times and dates will be advertised for sign up on Canvas.

* This contact type has a compulsory requirement.

**Unit Weighting**        10

**Workload**        Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# CONTACTS

**Course Coordinator**        **Callaghan**
Ms Joanne Riley
Joanne.Riley@newcastle.edu.au

(02) 4921 5947
Consultation: appointment by email

**Teaching Staff**        Other teaching staff will be advised on the course Canvas site.

**School Office**        **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

# SYLLABUS

**Course Content**
- Child development, student well-being and mental health.
- Principles, policies, and practices for establishing a productive learning environment that supports the positive participation of all students in the educational activities of the school.
- Frameworks and models for understanding and responding to a range of challenging student behaviours.
- Graduate Teacher Standards.
- Sim Teach experience.

**Course Learning Outcomes**        **On successful completion of this course, students will be able to:**
1. Relate child development theory, and student well-being and mental health research, to the management of learning.

2. Critically analyse and apply principles, policies, and practices for establishing and maintaining a productive learning environment.

3. Apply frameworks and models for understanding and responding to a range of challenging student behaviours. including using SimTeach

4. Demonstrate effective communication skills to support classroom discussion; including using SimTeach

5. Demonstrate progress towards the attainment of Graduate Teacher Standards through professional experience.

| Course Materials | Recommended Reading: |
|---|---|

- Cangelosi, J.S. (2014). *Classroom management strategies: Gaining and maintaining students' cooperation*. Hoboken, N.J.: Wiley.
- Noble, T. & McGrath, H. (2007). *The positive educational practices framework: Leadership transforming schools through optimism*. Paper presented at the ACEL/ASCD Conference: New Imagery for Schools and Schooling: Challenging, Creating, and Connecting, Sydney, Australia.
- NSW DET (2006). *Quality teaching in NSW public schools: A classroom practice guide.* Ryde, NSW: Professional Learning and Leadership Development Directorate.

**Required Text:**

- McDonald, T. (2019). *Classroom management: Engaging students in learning.* South Melbourne: Oxford University Press.
- De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning.

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

**Contact Hour Requirements:**
- Lecture. Full attendance in Week 9 and 10 of semester is required.
- Tutorial. Full attendance in Week 9 and 10 of semester is required.
- Fieldwork. Completion of the SimTeach experience is required

**Course Assessment Requirements:**

- Assessment 1 - Project: Pass Requirement - Students must pass this assessment item to pass the course.

- Assessment 2 - Report: Pass Requirement - Students must pass this assessment item to pass the course.

**Pre-Placement Requirements:**
- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

# SCHEDULE
# Please see attached.

Placement dates Monday 30th October – Friday 24th November 2023

# ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

|   | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|---|---|---|---|---|
| 1 | Projects - Classroom Management Portfolio 50%* | Part A: Friday week 6 by 11.59pm Engagement with SimTeach Part B: Two weeks after the completion of placement by 11.59pm | Individual | 50% | 1, 2, 3, 4, 5 |
| 2 | Professional Experience Report on performance in classrooms and eportfolio 50%* | End of professional experience, report provided by Supervising teacher | Individual | 50% | 1, 2, 3, 4, 5 |

\* This assessment has a compulsory requirement.

| Late Submissions | The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days. |
|---|---|

# Assessment 1 - Projects - Classroom Management Portfolio 50%

| | |
|---|---|
| **Assessment Type** | Project |
| **Purpose** | This portfolio is designed to enhance students' understanding of effective classroom management practices. |
| **Description** | Submit a Classroom Management Portfolio, consisting of the following parts. |
| | |
| | Part A: |
| | 1.      Classroom Management Position Statement (Friday week 6 by 11:59pm) |
| | 2.      Classroom Management Plan (Friday week 6 by 11:59pm) |
| | 3.      Engagement with SimTeach |
| | |
| | Part B: |
| | 3.      Individual Behaviour Improvement Plan (due Two weeks after the completion of placement by 11:59pm) |
| | 4.      Professional Teaching Standards Reflection and Graduate Attributes Reflections (due Two weeks after the completion of placement by 11:59pm) |
| | |
| | Each part of this Portfolio must provide evidence of your: |
| | |
| | Knowledge and understanding of the Course content; Growing competency in professional reflection; |
| | Reasonable progress (at least) towards attainment of the AITSL Graduate Teaching Standards. |
| **Weighting** | 50% |
| **Compulsory Requirements** | Pass Requirement - Students must pass this assessment item to pass the course.. |
| **Length** | (±10%): 2000 words. |
| **Due Date** | Part A: Friday week 6 by 11.59pm |
| | |
| | Part B: Two weeks after the completion of placement by 11.59pm |
| **Submission Method** | Online |
| | This assignment must be submitted to Turnitin via Turnitin Portal |
| | Assignment will not be marked until any and all submission requirements are met. |
| **Assessment Criteria** | Links between relevant theory and practice are clearly established. |
| | Strategies included are practical and appropriate for context. Knowledge and understanding of relevant documents is demonstrated. |
| | Academic standards in regard to literacy and referencing are demonstrated. |
| **Return Method** | Online |
| **Feedback Provided** | Online -. On assessment |
| **Opportunity to Reattempt** | Students WILL NOT be given the opportunity to reattempt this assessment. |
| | NA |

# Assessment 2 - Professional Experience Report on performance in classrooms and eportfolio 50%

| | |
|---|---|
| **Assessment Type** | Report |
| **Purpose** | This assessment item measures students' performance against the AITSL Graduate Teacher Standards required for professional accreditation. |
| | An original signed report indicating that the student has met the necessary requirements will be prepared by teaching staff at the placement. |
| | Students will receive feedback on their progress via an interim report prepared by the teaching staff at the placement. |
| **Description** | Professional Experience |
| | An ungraded pass will be awarded when the Professional Experience component is passed, and an overall pass is achieved for the Classroom Management Portfolio. |
| **Weighting** | 50% |
| **Compulsory Requirements** | Pass Requirement - Students must pass this assessment item to pass the course.. |
| **Length** | N/A |
| **Due Date** | End of professional experience, report provided by Supervising teacher |

| | |
|---|---|
| **Submission Method** | Specific Location |
| **Assessment Criteria** | To pass this course you must successfully complete a 20 day block of supervised professional experience in a primary setting. |

During the professional experience placement, you will be required to demonstrate quality planning, teaching and assessment using a variety of technologies and strategies; and apply principles and practices for establishing and maintaining a productive (challenging, engaging, and supportive) learning environment.

Students will be assessed by Supervising teachers against the AITSL Graduate Teacher Standards required for professional accreditation.

A pass (ungraded) will be recommended when:

1.      The School of Education receives the original signed report prepared by teaching staff at the placement indicating that the student has met requirements; and
2.      Students will receive feedback on their progress via an interim report prepared by the teaching staff at the placement.

Requirements include teaching deemed to demonstrate an acceptable level of attainment against the Graduate Teacher Standards; completion of lesson plans, self-evaluation tasks, and debriefing sessions with the Supervising teacher.

Your Professional Experience Report must provide evidence of successful completion of 20 days
of supervised professional experience as a pre-service teacher in a school setting, that is, that you have made at least satisfactory progress towards achieving the NSW
Professional Teaching Standards at Graduate competence level.

| | |
|---|---|
| **Return Method** | Specific Location |
| **Feedback Provided** | In Person -. N/A |
| **Opportunity to Reattempt** | Students WILL NOT be given the opportunity to reattempt this assessment. |
| | NA |

# ADDITIONAL INFORMATION

**Grading Scheme**

This course is graded as follows:

| Grade | Description |
|---|---|
| Ungraded Pass (UP) | There are no marks associated with this result and you have met the level requirements to pass the course. |
| Fail (FF) | Failure to satisfactorily achieve assessment objectives or compulsory course requirements.  A fail grade may also be awarded following disciplinary action. |

**Attendance**

Attendance/participation will be recorded in the following components:
- Lecture (Method of recording: online)
- (
- Tutorial (Method of recording: Roll)

All assessment tasks are compulsory course requirements that need to be passed in order to pass the course.

If a student fails an assessment task the student is responsible for contacting the course coordinator within five (5) working days from the date that the marked assignment is returned to request permission to resubmit the assignment. A single resubmission will be allowed per assignment.

NB: If a student fails the placement component of assessment requirements, the student is deemed to have failed the course.

| | |
|---|---|
| **Placement Requirements** | This is a placement course covered by the Student Placement Policy. Refer to http://newcastle.edu.au/policy/000768.html for further information. Please see Placement Guidebook and Peu Handbook |
| **Withdrawal from Placement Course** | Please see Placement Guidebook and Peu Handbook. The last date for withdrawing from this course without academic penalty is one week<br>prior to the commencement of your practicum placement. Please see Course Outline Policy Supplement for more details. |
| **WH&S Requirements** | Please see Placement Guidebook and Peu Handbook |
| **Communication Methods** | Communication methods used in this course include:<br>- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.<br>- Email: Students will receive communications via their student email account.<br>- Face to Face: Communication will be provided via face-to-face meetings or supervision.<br>All methods of communication will apply to this course. |
| **Course Evaluation** | Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.<br>The key themes of previous feedback, and any major changes that were made as a consequence of this are outlined below: |
| **Oral Interviews (Vivas)** | As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule. |
| **Academic Misconduct** | All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35. |
| **Adverse Circumstances** | The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).<br>Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:<br>1. the assessment item is a major assessment item; or<br>2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;<br>3. you are requesting a change of placement; or<br>4. the course has a compulsory attendance requirement.<br>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:<br>https://policies.newcastle.edu.au/document/view-current.php?id=236 |
| **Important Policy Information** | The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University. |

# Weekly schedule for EDUC6762 (Please note that this may vary)

| Module | Duration | Topics and focus | Readings (optional) |
|---|---|---|---|
| 1.<br>Introduction<br>Lesson Planning<br>**Week 1**<br>21st Aug | 2 hours | Introduction to the course<br>Explain SimTeach<br>Positive learning framework<br><br>Student welfare | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press. Chapter 1<br><br>Hinde McLeod & Reynolds text, Chapter 7<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 1 & 2 |
| 1.<br>Introduction<br>Lesson Planning<br>**Week 2**<br>28th Aug | 2 hours | Revision of lesson planning (linked to up-and-coming placement requirements)<br><br>Setting personal goals | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 5<br><br>Readings on BB<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 3, 4 & 5 |
| 2.<br>Behaviour management theories and approaches<br>**Week 3**<br>4th Sept | 2 hours | Glasser and Dreikurs<br><br>Classroom scenarios | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 3<br><br>Chapter 9 from Cope text on BB<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 8 |
| 2.<br>Behaviour management theories and approaches<br>**Week 4**<br>11th Sept | 3 hours | Gordon and Kounin<br><br>Classroom management position statement<br>Guest speaker from Mayfield West during tutorial time | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 4<br><br>Readings on BB<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 8 |
| 2.<br>Behaviour management theories and approaches<br>**Week 5**<br>18th Sept | 3 hours | Skinner and ABA<br>Recorded lecture by Dr Julie Bowe (NTPA)<br>Module 2 | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 6<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 6 |

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# Weekly schedule for EDUC6762 (Please note that this may vary)

| | | | |
|---|---|---|---|
| Behaviour management theories and approaches<br>**Week 6**<br>25th Sept | 2 hours | An eclectic view of behaviour management<br><br>Behaviour management plan<br>Mid semester break | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 7<br>Readings on BB<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 10 |
| 3.<br>Wellbeing and Reflection<br>**Week 7**<br>2nd Oct | 2 hours | Mental Health - students<br><br>Whole school approaches<br>PUBLIC HOLIDAY<br>Mid semester break | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 2<br><br>Readings on BB<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 7 |
| 3.<br>Wellbeing and Reflection<br>**Week 8**<br>9th Oct | 2 hours | Mental health - TES<br><br>Challenging behaviours<br>SimTeach | McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 8<br><br>Readings on BB<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 6,7 & 8 |
| 4.<br>Placement and school contexts<br>**Week 9**<br>16th Oct | 3 hours | Placement requirements<br>(Mandatory attendance)<br>Placement summary sheet<br>Self-reflection – Revision of goal setting<br>Planning your career- Recorded session by an Employability Consultant | Professional Teaching Standards<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 9 |
| 4.<br>Placement and school contexts<br>**Week 10**<br>23rd Oct | 3 hours | Self-reflection – Coaching<br>(Mandatory attendance)<br>Setting the school context<br>Changes in teaching<br>Building family, school, community partnerships | Professional Experience Guidebook<br><br>De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and. maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 9, 10 |

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# EDUC6762 Portfolio: Individual behaviour management plan

| STUDENT NAME: | | STUDENT NUMBER: | |
|---|---|---|---|

| Your plan | Your plan | Your plan | Your plan | Sub-total |
|---|---|---|---|---|
| ☐ Includes less than 2 types of the required strategies<br>☐ does not identify or link to relevant educational theories<br>☐ is impractical<br>☐ is not suitable for the individual student<br>☐ provides few/ no relevant references and/or contains numerous literacy and/or referencing errors | ☐ includes 2 types of the required strategies<br>☐ identifies OR incorporates links to educational theories<br>☐ is partly practical<br>☐ is partly suitable for the individual student<br>☐ identifies some relevant references or has few literacy/referencing errors | ☐ includes 3 types of the required strategies<br>☐ identifies and incorporates links to educational theories<br>☐ is mostly practical<br>☐ is mostly suitable for the individual student<br>☐ identifies several relevant references and has few literacy errors | ☐ includes proactive, supportive, maintenance and reactive strategies<br>☐ clearly identifies and incorporates links to relevant educational theories<br>☐ is extremely practical<br>☐ is clearly suitable for the individual student<br>☐ lists a variety of relevant references and is error free | Sub-total |
| ____x 0 = 0 | ____x 2.5 = ____ | ____ x 3.5 = ____ | ____ x 5= ____ | /25 |
| ☐ **REFERENCING RESUBMISSION REQUIRED** | ☐ **LITERACY RESUBMISSION REQUIRED** | **RESUBMISSION DUE: _____** | **FINAL MARK** | **/ 25** |

Marker……………………………………………………………………………………

Joanne Riley

# EDUC6762 Portfolio: Classroom management position statement

| STUDENT NAME: | | | STUDENT NUMBER: | |
|---|---|---|---|---|
| Your position statement<br><br>☐ demonstrates no personal reflection or relevance<br>☐ does not identify or link to relevant educational theories<br>☐ links between theory and practice are not established<br>☐ provides no relevant references<br>☐ contains numerous literacy errors | Your position statement<br><br>☐ demonstrates little personal reflection or relevance<br>☐ identifies OR incorporates links to educational theories<br>☐ links between theory and practice are inferred<br>☐ identifies few relevant references<br>☐ has several literacy errors | Your position statement<br><br>☐ demonstrates some personal reflection and relevance<br>☐ identifies and incorporates links to educational theories<br>☐ links between theory and practice are established to some extent<br>☐ identifies some relevant references<br>☐ has few literacy errors | Your position statement<br><br>☐ clearly demonstrates deep personal reflection and relevance<br>☐ clearly identifies and incorporates links to relevant educational theories<br>☐ links between theory and practice are clearly established<br>☐ lists a variety of relevant references<br>☐ is error free | **Sub-total** |
| _____x 0 = 0 | _____x 2 = _____ | _____ x 3.5 = _____ | _____ x 5= _____ | /25 |
| ☐ **REFERENCING RESUBMISSION REQUIRED** | ☐ **LITERACY RESUBMISSION REQUIRED** | **RESUBMISSION DUE: _____** | **FINAL MARK** | **/ 25** |

Comments:

## Classroom Management Plan

| Your plan<br><br>☐ Includes less than 2 types of the required strategies<br>☐ does not identify or link to relevant educational theories<br>☐ is impractical<br>☐ provides no relevant references<br>☐ contains numerous literacy errors | Your plan<br><br>☐ includes 2 types of the required strategies<br>☐ identifies OR incorporates links to educational theories<br>☐ is partly practical<br>☐ identifies few relevant references<br>☐ has several literacy errors | Your plan<br><br>☐ includes 3 types of the required strategies<br>☐ identifies and incorporates links to educational theories<br>☐ is mostly practical<br>☐ identifies some relevant references<br>☐ has few literacy errors | Your plan<br><br>☐ includes proactive, supportive, maintenance and reactive strategies<br>☐ clearly identifies and incorporates links to relevant educational theories<br>☐ is extremely practical<br>☐ lists a variety of relevant references<br>☐ is error free | **Sub-total** |
|---|---|---|---|---|
| _____x 0 = 0 | _____x 2 = _____ | _____ x 3.5 = _____ | _____ x 5 = _____ | /25 |
| ☐ **REFERENCING RESUBMISSION REQUIRED** | ☐ **LITERACY RESUBMISSION REQUIRED** | **RESUBMISSION DUE: _____** | **FINAL MARK** | **/ 25** |

**Comments:**

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Joanne Riley

# EDUC6762 Portfolio: Professional Reflections

| STUDENT NAME: | | STUDENT NUMBER: | | |
|---|---|---|---|---|
| Your reflections<br><br>☐ Demonstrate little/no reflection on attainment of graduate attributes<br><br>☐ demonstrate little/no reflection on attainment of professional standards<br><br>☐ identifies few/no strengths and weaknesses from your lessons<br><br>☐ incorporate little/no evidence from lesson plans and evaluations and reflections<br><br>☐ provide few/no relevant references and/or contains numerous literacy errors | Your reflections<br><br>☐ demonstrate some reflection on attainment of graduate attributes<br><br>☐ demonstrate some reflection on attainment of professional standards<br><br>☐ identifies some strengths and weaknesses from your lessons<br><br>☐ incorporate some evidence from lesson plans and evaluations and reflections<br><br>☐ identifies some relevant references or has few literacy errors | Your reflections<br><br>☐ demonstrate useful reflection on attainment of graduate attributes<br><br>☐ demonstrate useful reflection on attainment of professional standards<br><br>☐ clearly identifies strengths and weaknesses from your lessons<br><br>☐ incorporate appropriate evidence from lesson plans and evaluations and reflections<br><br>☐ identifies some relevant references and has few literacy errors | Your reflections<br><br>☐ demonstrate deep reflection on attainment of graduate attributes<br><br>☐ demonstrate deep reflection on attainment of professional standards<br><br>☐ clearly and convincingly identifies strengths and weaknesses from your lessons<br><br>☐ incorporate convincing evidence from lesson plans and evaluations and reflections<br><br>☐ lists a variety of relevant references and is error free | **Sub-total** |
| _____ x 1=    or 0 | _____ x 2 = _____ | _____ x 3.5 = _____ | _____ x 5= _____ | /25 |
| ☐ **REFERENCING RESUBMISSION REQUIRED** | ☐ **LITERACY RESUBMISSION REQUIRED** | **RESUBMISSION DUE: _____** | **FINAL MARK** | / 25 |

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Joanne Riley