







- 7.4. Providing meaningful and timely feedback to students for learning
- 7.5. Using data to shape teaching and learning: NAPLAN
- 7.6. Catering for learner needs through assessment
  
8. Legal and ethical responsibilities of teachers in assessment and reporting processes in Years Prep–6
  
9. Teacher 'duty of care' for safe and secure learning environments.
  
10. Progressive development of capacity and an integrated understanding of teaching practice through:
  - 10.1. A commitment to continuous professional learning guided by the Australian Professional Standards for Teachers
  - 10.2. Professional interaction with qualified practitioners and implementation of constructive feedback
  - 10.3. School environmental contextualisation within an embedded professional experience block
  
11. Using Christ-centred, Bible-based worldview to plan and reflect on curriculum, assessment and reporting in Years Prep–6 learning contexts

## LEARNING OUTCOMES

Graduate Teacher Standards: 6.2, 6.3, 6.4, 7.1, 7.2

Graduate Attributes: 1-7

7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation

Graduate Teacher Standards: 3.5, 4.2, 6.3

Graduate Attributes: 7

## ASSESSMENT TASKS

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 assessment tasks



## TASK 2B: CRITICAL REFLECTION

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- b. Address literacy and numeracy general capabilities.
  - c. Include a single summative assessment task.
  - d. Provide at least three (3) teaching/learning activities for each of the five phases of the teaching and learning sequence.
  - e. Develop a Christian perspective authentically in your plan through questioning, learning activities and the assessment task.
  - f. Scaffold students to develop skills and understanding to complete tasks/activities, e.g., 'I do, we do- you do' model and assessment for learning.
  - g. Include Key Questions throughout each activity.
  - h. Develop authentic and meaningful connections between the different phases and sections.
  - i. Include a Reference list (references used to produce this unit plan, not to deliver this unit plan)
  - j. Include an appendix identifying resources that were produced to support this plan including:

Appendix A: A student task sheet for the summative assessment.

Appendix B: A marking rubric for the summative assessment.

Appendix C: Information letter to parents about the unit and assessment task.

Appendix D: Examples of differentiated resources for one phase of learning.





*Week 1 Activities*

*Week 2 Activities*

*Week 3 Activities*

*Week 4 Activities*

Where there are minor omissions in the PEP documentation (e.g. missing signatures) students receive an RP at Examiner's Meeting, after which, it is their responsibility to obtain feedback on how they need to meet the requirements to obtain a result for the unit.

Where there are entire documents missing, such as the Goal-Setting Tool or Self-Audit Tool, students receive an RP at Examiner's Meeting. It is the student's responsibility to follow up with the PEP Office to rectify the problem and obtain a result.



Cavanagh, M., & Prescott, A. (2021).

## 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


# RUBRIC

## TASK 1: UNIT PLAN AND RATIONALE

LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2, 3, 4	Justification of curriculum, teaching, assessment, and reporting from a professional and Christ-centred, Bible-based worldview; and inclusive practices for student developmental needs	Highly perceptive and succinct justifications of all required elements	Justifications effectively and succinctly consider all required elements	Justifications effectively consider all required elements	Justifications appropriate and consider most of the required elements	Justifications are unclear or there is limited engagement with all the required elements
2, 3	Learning outcomes reflect content descriptors, general capabilities and cross curricular priorities chosen to meet selected achievement standard descriptors.	Insightful and high order learning outcomes accurately link to a wide range of curriculum elements, including general capabilities				

LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION connections and processes that unpack the task	DISTINCTION and processes that unpack the task	CREDIT and processes that unpack the task	PASS and processes that unpack the task	FAIL and processes that unpack the task may be unclear or have some crucial details missing
2, 3, 4, 1	Consistency of the unit plan and integration of Christian perspectives and Bible-based world view.	Creative, effective, and internally consistent unit plan concerning learning outcomes and meaningful integration of Christian perspectives and Bible-based world view.	Effective and internally consistent unit plan concerning learning outcomes and meaningful integration of Christian perspectives and Bible-based world view.	Consistent unit plan concerning learning outcomes and integration of Christian perspectives and Bible-based world view.	Unit plan provides learning outcomes demonstrating an integration of Christian perspectives and Bible-based world view.	Unit plan provides learning outcomes and some Christian perspectives or Bible-based world view.
7	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 Significant

# RUBRIC

## TASK 2A: PROFESSIONAL EXPERIENCE FOLIO (Note: all components must receive a passing grade to pass the task)

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.

- 2 Component I – Mentor Report
- 3
- 5 Remember to familiarise yourself with the Mentor and
- 6



COMMENT:



# RUBRIC

## TASK 2B: CRITICAL REFLECTION

4	Identification of NAPLAN and other data collection sources in PEP related school: data purposes and key elements	Accurate and complete identification of ACARAs and other data collection sources purposes. Insightful and alternative purposes as proposed by educational literature or commentary.	Accurate identification of most of ACARAs and other data collection sources' purposes. Additional purposes as proposed by educational literature or commentary.	Accurate identification of some purposes for data collection. Additional purposes as proposed by educational literature or commentary.	Accurate identification of some purposes of data collection sources.	Listing of some data collection processes and their purposes with unclear connections.
4	Critical reflection on curriculum planning, assessment, data collection and moderation processes for student learning	Insightful and validated identification of impact on student learning across year levels and individually. Clear links drawn demonstrating causal effect of culture AND practices in the school.	Validated identification of impact on student learning across year levels and individually. Clear links drawn demonstrating causal effect of culture AND practices in the school.	Impact on student learning (year level or individual) supported by anecdotal evidence. Position is supported by references to culture AND practice in the school.	Impact on student learning supported by anecdotal evidence. Position is supported by references to the schools culture or practices.	Claim on impact on student learning made with reference to culture or practice with limited evidence to support comments
4	Critical reflection on impact of NAPLAN and other data collection for teachers, parents and the community	Insightful identification of impact of NAPLAN or other data collection (preparation, testing, reporting) on teachers AND parents and what it means for these stakeholders. Position on these is strongly supported with academic references.	Reasonable identification of impact of NAPLAN or other data collection (preparation, testing, reporting) on teachers AND parents and what it means for these stakeholders. Position on these is strongly supported with academic references.	Reasonable identification of impact of NAPLAN or other data collection on teachers AND parents and what it means for these stakeholders. Position on these is supported with academic references.	Reasonable identification of impact of NAPLAN or other data collection on teachers AND parents and what it means for these stakeholders.	Limited identification of impact of NAPLAN or other data collection on teachers and/or parents and what it means for these stakeholders.
1	Application of Christ-centred, Bible-based worldview in critical reflection	Insightful identification of multiple elements and/or issues regarding NAPLAN and other data collection sources and the consistencies AND tensions with a Christ-centred, Bible-based worldview.	Identification of multiple elements and/or issues regarding NAPLAN and other data collection sources and the consistencies AND tensions with a Christ-centred, Bible-based worldview.	Identification of how NAPLAN and other data collection sources have consistencies AND tensions with a Christ-centred, Bible-based worldview.		

COMMENTS: