

Subject Title:	Inclusive Learning Environments		
Subject Code:	EDU3ILE	Credit Points:	15
Teaching Period:	1 st Semester	Mode:	Blended
Prerequisite:		Level:	3
Subject Description:			
<p>In this subject Pre-service teachers analyse the key factors in effective teaching, including participation, engagement and inclusion. This subject prepares Pre-service teachers to create and maintain a positive and successful learning environment by applying research and theory. Pre-service teachers learn why it is important organize classroom activities and provide clear directions, approaches to managing challenging behaviours and supporting the wellbeing and safety of students. Students learn to develop their own classroom management plan.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
1	Work in teams to evaluate and present evidence based strategies that underpin learning and support students' wellbeing and safety within school and/or system, curriculum and legislative requirements to accommodate diverse student characteristics.	1.2, 4.4	
2	Analyse and demonstrate theories and best practice strategies to support inclusive student participation and engagement in classroom activities.	3.5, 4.1, 4.2, 4.4	
3	Critically assess the application of Raven's analysis of power to contemporary classroom relationships to infer the most effective forms of power.	4.3, 4.4	
4	Compare and critically analyse evidence based practical approaches to managing challenging behaviour.	4.3, 4.4	
5	Identify and critique a set of ethical factors associated with teachers' ability to implement effective classroom management and infer the impact of this on student learning.	1.2, 4.3, 4.4, 6.3	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Group presentation: analysis of a classroom management incident.	750	20	3.5, 4.1
2a	*Classroom Management Plan	1500	35	1.2, 3.5, 3.6, 4.1, 4.2, 4.3
2b	*Analytical Reflection of Professional Practice – Evidentiary Portfolio	2250	45	1.2, 4.1, 4.2, 4.3, 4.4, 6.3
3	Compulsory Professional Requirement: Professional Experience report from supervising teacher(s) for 15 days (Primary & Secondary). Professional experience must be passed satisfactorily to pass the subject.	n/a	0	1.2, 3.5, 4.1, 4.2, 4.3, 4.4
Assessment Details (including Assessment Criteria)				
1	<p>Group presentation: analysis of a classroom management incident. equivalence</p> <p>In groups of 6 prepare a role play focusing on a poorly handled classroom management incident that you have experienced or witnessed. The expectation is that you present a two-part role play: one demonstrating how the issue was handled and the other demonstrating how techniques of the DMA (for personal and communal responsibility; reward; assertive demand and follow through; and after-class discussion) could have been used to address the issue.</p> <p>The presentation should also include some elaboration of other theoretical perspectives (i.e. in addition to Lewis) on the behaviour/classroom management issue and the techniques chosen. The 20 to 30-minute presentation will involve some student-led discussion time. Ensure that you share responsibility for planning and presenting the presentation, and practice your timing. Each team member must submit a statement at the time of presentation detailing the nature of their participation in the planning and participation of the group presentation.</p> <p>The Graduate Capability of Teamwork including leadership is assessed in this Assessment task.</p> <p>Your presentation will incorporate:</p> <ul style="list-style-type: none"> A philosophy of learning and teaching (your evolving, personal pedagogical stance) that clearly shows a critical, evidence based statement outlining your interpretation of the complex relationship between planning for learning and managing behaviour (ILO 2). A critique of relevant theoretical models (ILO 2). A classroom management issue comprehensively covered detailing the evidence based implications on learning, behaviour management and positive respectful relationship development (ILO 1, ILO 2). A highly effective, theoretically justified detailed demonstration of issue and both negative and positive teacher responses (ILO 2) Knowledge of the relevant AITSL Professional Standards for Teachers and how they are interpreted within your classroom example (ILO 1). Recommended evidence-based strategies to support and promote the physical, social and emotional safety of every student (ILO 1). Recommended evidence-based strategies to support inclusive student participation and engagement (ILO 2). <p>Assessment Criteria:</p> <ol style="list-style-type: none"> Clear, detailed, succinctly exemplified and justified critical discussion of beliefs about teaching and learning and the related implications for creating and sustaining a positive and inclusive classroom environment conducive to holistic and relational wellbeing (ILO 2). 			

	<ol style="list-style-type: none"> Critical analysis and evaluation of the theories from the research literature with key concepts, terms, ideas and examples explained effectively and applied accurately within both parts of the classroom role-play (ILO 2). A well-argued case appraises both negative and positive teacher responses (ILO 1, ILO 2) Presentation demonstrates an integrated understanding of the AITSL standards and their theoretical and applied relationship to the classroom examples (ILO 1). Presentation recommends evidence-based strategies to support and promote the physical, social and emotional safety of every student (ILO 1). Integration of theory and practical application in the presentation of classroom routines and rituals and conduct expectations and consequences that are aligned with curriculum requirements and legislative requirements (ILO 1). <p>Additional Oral and Written Assessment Requirements:</p> <ol style="list-style-type: none"> Creative, polished, succinctly detailed presentation with persuasive and coherent arguments that is personalised, inspirational and thought provoking. Key ideas, principles and processes are clearly explained, illustrated, articulately expressed and well supported with evidence from the course materials. Appropriate academic conventions and accurate use of APA 6th referencing style. Audience response encouraged and effectively facilitated with time allowance (20-30 min) integrated into presentation
2a	<p>Classroom Management Plan</p> <p>In this assessment task you will create a classroom management plan for use during your professional experience (appropriate to subject/s and year level). Using the provided Planning Guide and Support Materials in the LMS you will devise a <i>theoretically justified</i> set of classroom principles and processes designed to safely engage all your students. These principles and processes will be aligned to and justified by a guiding rationale and theoretical framework for planning learning and managing behaviour for every student. The plan will explain how the rationale, theoretical framework and each principle employs a number of strategies that would both proactively and reactively manage student behaviour, facilitate learning and engagement and maintain respectful relationships. The key principles and processes you develop will be outlined in terms of their implementation in the classroom evidenced by the appropriate strategy.</p> <p>Your CMP must be evaluated for its possible positive and negative impacts, and each strategy included critically critiqued for its influence on behaviour, learning and relationships. The CMP must clearly explain how the principles and processes address the particular needs of <i>your</i> students and build a culture in the classroom that promotes holistic, relational wellbeing.</p> <p>The Graduate Capability of Ethical Behaviour is assessed in this Assessment task.</p> <p>Your CMP will incorporate:</p> <ul style="list-style-type: none"> Clear, detailed and exemplified articulation of your guiding rationale for enabling learning, managing behaviour and creating and maintaining respectful relationships (ILO 1, ILO 2, IOL 3). Comprehensive, accurate, analytical, articulate, detailed and well referenced (with appropriate theory) theoretical framework (ILO 1, ILO 2, ILO 3). Alignment between the rationale, guiding principles and processes and strategies for implementation (ILO 1, ILO 2, ILO 3, ILO 4). An indication of how it will be sustainable for the year level it is designed for (ILO 4) Clarity of expression in principles and process so it is easy to follow and implement by another teacher (ILO 4) At least 10 contextually relevant strategies with exemplified behaviours are identified, strategized, rationalized and critically critiqued (ILO 4, ILO 5).

	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. a theoretically justified guiding rationale that comprehensively details the complex relationship between planning and enabling learning, managing behaviour and creating and maintaining respectful relationships (ILO 1, ILO 2, ILO 3). 2. a personalised theoretical framework that clearly identifies and justifies the inclusion of established theory/theoretical model/theorist you are using to support your thinking and planning (ILO 1, ILO 2, ILO 3). 3. A systematic set of justified guiding principles and processes and strategies for implementation (ILO 1, ILO 2, ILO 3, ILO 4). 4. Alignment between the rationale, guiding principles and processes and strategies for implementation (ILO 1, ILO 2, ILO 3, ILO 4). 5. An evaluation of the possible positive and negative impacts of the CMP (ILO 5). 6. An evaluation of each strategy critically critiqued for its influence on behaviour, learning and relationships (ILO 5). 7. relevant and practical examples of applied classroom principles, expectations, rights, responsibilities, processes and <i>specific educative consequences</i> for supporting a positive learning environment which fosters holistic and relational wellbeing (ILO 4, ILO 5). <p>Additional Assessment Requirements:</p> <ol style="list-style-type: none"> a) Creative, polished, succinctly detailed presentation with persuasive and coherent arguments that is personalised, inspirational and thought provoking. b) Key ideas, principles and processes are clearly explained, illustrated, articulately expressed and well supported with evidence from the Planning Guide, Support Materials and course materials. c) Appropriate academic conventions and accurate use of APA 6th referencing style.
2 b	<p>Analytical Reflection of Professional Practice – Evidentiary Portfolio (APSTs 1,2, 3.5, 4.1, 4.2, 4.3, 4.4)</p> <p>For this assessment task you will collect artefacts and documents (during your professional experience) to demonstrate your teaching practice and development meets the requirements of selected Australian Professional Standards for Graduating Teachers which relate to this subject. The relevant Standard components you need to address are 1.2, 3.5, 4.1, 4.2, 4.3 and 4.4. For each of the selected components of Standards 1, 3 and 4, you are to explain how you met this component of each standard during your placement, clearly linking your statement to the evidence you provide. Your statement will include a critical analysis of theory relating to effective classroom management and justify connections made between theory and practice. The statement must also inform and build your evolving philosophy of learning and teaching.</p> <p>The documentation that you can draw from to provide evidence that you are meeting the selected standards includes the mid-placement diagnostic self-evaluation and the following:</p> <p>The Task is structured in alignment with the Australian Professional Teaching Standards (APSTs) and the La Trobe Professional Experience Report. Your submission should contain a response to each of the following:</p> <p>Graduate Teacher Standards</p> <p>1 - Know Students and how they learn</p> <p>2 - Know the content and how to teach it</p> <ol style="list-style-type: none"> a. Supervising teacher feedback from one lesson taught during Professional Experience referring specifically to your knowledge of content and delivery of that content b. Attach a copy of the original lesson plan that you designed, taught from and evaluated c. Annotations on the lesson plan that indicate how you have demonstrated your knowledge of content and pedagogy and how it could be further developed d. Annotations showing how you improved your subsequent teaching due to your reflection of this lesson.

Graduate Teacher Standards
1 - Know Students and how they learn
2 - Know the content and how to teach it

- a. Three work samples that reflect a range of student achievement based on a lesson that you planned and taught
- b. **Annotations** analysing evidence of what the students' work samples indicate they know, can do and still need to know, in relation to the indicators from the lesson plan. Explain what you will need to plan and develop for the students in the next lesson in order to address the students' learning needs.

Graduate Teacher Standards
3 - Plan for and implement effective teaching and learning
5 - Assess, provide feedback and report on student learning

- a. A program detailing the planning of 3 sequential lessons (these need not be on the same day)
- b. An assessment instrument used to record student achievement; and
- c. **Annotations** explaining how the evidence demonstrates your capacity to plan and assess for **effective learning** and how this could be improved.

Graduate Teacher Standards
3 - Plan for and implement effective teaching and learning
6 – Engage in professional learning

- a. Feedback from your supervising teacher outlining your capacity to engage students in effective learning; and
- b. **Annotations** reflecting on the feedback and explaining how you demonstrated your capacity to communicate effectively with students.
Include recommendations for areas that you might need to develop.

Graduate Teacher Standards
4 – Create and maintain supportive and safe learning environments

- a. A critical reflection of one classroom management strategy trialled; and how they improved the organization of classroom activities and the flow of the lesson
- b. **Annotations providing further explanation for your classroom management plan** and how you could create safer and more challenging environments in the future.
- c. **Annotations providing further explanation for your classroom management plan** and how you managed challenging behaviour

You are expected to provide a variety of between one and four pieces of evidence for each component – generally two should suffice – remember quality overrides quantity when it comes to evidence.

This resource can be shared with your Supervising Teacher prior to their writing your final report to show evidence of your development while on this professional experience.

Assessment Criteria:

1. Insightful interpretation of the APST utilising the associated evidence (a minimum of two artefacts) which show depth of justification for the component of the standard for graduating teachers (ILO 1).
2. Effective and creative use of a wide range of sources of evidence to demonstrate how the components of the selected professional standards have been met (ILO 4).
3. Strong connections are made between learning gained throughout Professional Experience and learning gained throughout the subject (ILO 2).
4. Artefacts from Professional Experience are interpreted and incorporated in the reflection as evidence of impact of developing classroom management skills and knowledge (ILO 4).
5. A critical analysis of theory relating to the practice of effective classroom management, the planning process, meeting each learner's need to be engaged in the classroom and the development and maintenance of positive respectful relationships (ILO 1, ILO 2, ILO 3, ILO 4, ILO 5).

	<p>6. Connections to and reappraisal of your philosophy of learning and teaching (your evolving, personal pedagogical stance) in light of the professional experience, the relevant evidence and critical reflection. Your philosophy clearly shows a critical, evidence based interpretation of the complex relationship between planning for learning, managing behaviour and creating and maintaining respectful relationships in inclusive learning environments (ILO 1, ILO 2, ILO 3).</p> <p>Additional Assessment Requirements:</p> <ul style="list-style-type: none"> a) Creative, polished, succinctly detailed statements with persuasive and coherent arguments that is personalised, inspirational and thought provoking. b) Key ideas, principles and processes are clearly explained, illustrated, articulately expressed and well supported with evidence from the Australian Professional Standards for Graduate Teachers and course materials. c) Appropriate academic conventions and accurate use of APA 6th referencing style.
3	<p>Satisfactory performance of 15 days Professional Experience in a suitable educational setting. *Satisfactory participation and performance to defined exit standards in the professional experience component are required to pass this subject.</p>

Learning Resources	
Required Texts	
1	Cope, R. G. (2007). <i>How to Plan for Behaviour Development and Classroom Management: Maximising Student Engagement</i> . Pearson Education Australia.
2	Lyons, G., Ford, M., & Slee, J. (2014). <i>Classroom management: Creating positive learning environments</i> .
3	Ramon Lewis. (2008). <i>The developmental management approach to classroom behaviour: Responding to individual needs</i> . Aust Council for Ed Research.
Recommended Reading	
1	Arthur-Kelly, M., Gordon, C., & Butterfield, N. (2003). <i>Classroom management: Creating positive learning environments</i> . Thomson.
2	Balson, M. (1992). <i>Understanding classroom behaviour</i> . Customer Services, Australian Council for Educational Research, Australia
3	Bernard, M. E. (1990). <i>Taking the stress out of teaching</i> . Collins Dove.
4	Braithwaite, J. (1989). <i>Crime, shame and reintegration</i> . Cambridge University Press.
5	Charles, C. (2008). <i>Building Classroom Discipline: From models to practice</i> . Merrill: Ohio.
6	Emmer, E. T., & Evertson, C. M. (2016). <i>Classroom management for middle and high school teachers</i> . Pearson.
7	Fogelgarn, R., & Lewis, R. (2015). 'Are you being your best?' Why students behave responsibly. <i>Australian Journal of Education</i> .
8	Glasser, W. (1988) <i>Choice Theory in the Classroom</i> . HarperCollins. N.Y.
9	Glasser, W. (1990). <i>The quality school: Managing students without coercion</i> . Harper and Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022.
10	Gordon, T., & Bruch, N. (1974). <i>Teacher effectiveness training</i> . New York: PH Wyden.
11	Honigsfeld, A., Cohan, A., & Thompson, J. G. (2013). <i>Breaking the Mold of Classroom Management: What Educators Should Know and Do to Enable Student Success</i>
12	Kennedy, K. J. (1996). New challenges for civics and citizenship. <i>ACT. Australia ACSA</i> .
13	Kohn, A. (1999). <i>Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes</i> . Houghton Mifflin Harcourt.
14	Lewis, R. (1997). <i>The discipline dilemma: Control, management, influence</i> . Australian Council for Educational Research, Melbourne.
15	Lewis, R. (2008). <i>The developmental management approach to classroom behaviour: Responding to individual needs</i> . Australian Council for Educational Research, Melbourne.
16	Lee Manning, M., & Bucher, K. T. (2012). <i>Classroom Management: Models, Applications and Cases (3rd Edition)</i> . Pearson.
17	Pearl, A., & Knight, A. (1998). <i>Democratic schooling: Theory to guide educational practice</i> . N.J. Hampton Press
18	Raven, B. H., (2008) The Bases of Power and the Power/Interaction: Model of Interpersonal Influence, <i>Analyses of Social Issues and Public Policy</i> , 8 (1), 1-22.
19	Rogers, W. (2002) <i>I get by with a little help... Colleague support in Schools</i> . Australian Council for Educational Research. Melbourne.
20	Rogers, B., & McPherson, E. (2014). <i>Behaviour Management with Young Children: Crucial First Steps with Children 3-7 Years</i> . Sage.
21	Slee, R. (Ed.). (1992). <i>Discipline in Australian public education: Changing policy and practice</i> . Australian Council for Educational Research.
22	Slee, R. (1995). <i>Changing theories and practices of discipline</i> . Psychology Press.
23	Tauber, R. T. (2007). <i>Classroom management: Sound theory and effective practice</i> . Greenwood Publishing Group.
24	Wolfgang, C. H. (2008). <i>Solving discipline and classroom management problems</i> . Wiley Global Education.
25	Wolfgang, C. H. (2008). <i>Solving discipline and classroom management problems: Methods and models for today's teachers</i> . Wiley.

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Pedagogy for Holistic Wellbeing	<p>Learning Focus</p> <p>Wellbeing</p> <p>What is meant by holistic wellbeing?</p> <p>What is meant by relational wellbeing?</p> <p>What implications does the Calmer Classrooms program have for the way we interact with students?</p> <p>Cultural Forces in the Classroom – Project Zero</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
2	Respectful Relationships	<p>Learning Focus:</p> <p>Respectful Relationships</p> <p>Transactional Analysis</p> <p>Humanistic Classrooms</p> <p>Empathic Listening, Validation</p> <p>How are relationships central to effective learning and positive learning environments?</p> <p>What is the difference between the Adult, Child and Parent states in Eric Berne's TA model? What are the implications for student-teacher positive relationships?</p> <p>What does Carl Rogers have to say about respectful classrooms?</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
3	Learning Styles and (Mis)behaviour	<p>Learning Focus:</p> <p>Understanding Classroom Behaviour</p> <p>What is the difference between behaviour and misbehaviour?</p> <p>What factors affect behaviour?</p> <p>What is the relationship between engagement, learning and behaviour?</p> <p>How does behaviour impact teacher wellbeing?</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
4	The DMA Model	<p>Learning Focus:</p> <p>Understanding the Developmental Management Approach</p> <p>Describe: A, B, C & D type behaviours</p> <p>Responding appropriately to student behaviour to diffuse tension.</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
5	Power	<p>Learning Focus:</p> <p>Teacher Power and Responsibility</p> <p>Ravens' Power Model</p> <p>How do Raven's theories to apply to Teacher power?</p> <p>What is meant by 'teacher misbehaviour'?</p> <p>Which powers foster student responsibility?</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
6	Responsibility vs Obedience	<p>Learning Focus:</p> <p>Management versus Discipline</p> <p>Control or self-control? Discipline or self-discipline?</p> <p>Define: obedience, compliance, volitional responsibility, Rights and Responsibilities, personal and communal responsibility.</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
7	Models of Management	<p>Learning Focus:</p> <p>Models and theories of classroom management</p> <p>Describe: Model of Control, Model of Management, Model of Influence</p> <p>What is the ultimate purpose of classroom management?</p> <p>Classroom Management Planning</p> <p><i>Course Materials are drawn from the Recommended Readings.</i></p>
8	Hints, Assertion, Demands, Rewards,	<p>Learning Focus:</p> <p>Teacher Talk</p>

	Consequences, Discussions	Verbal and non-verbal classroom management strategies When and how to use: Hints, Assertion, Demands, Rewards, Consequences, Discussion? The language of the classroom – Project Zero <i>Course Materials are drawn from the Recommended Readings.</i>
9	Managing very challenging behaviour And reframing our expectations of students	Learning Focus: Managing students with challenging behaviours See beyond the behaviour; see the child/young adult Understanding troubled/hurt/traumatised/emotionally unwell students Seeking assistance from relevant agencies Differentiating behavioural/conduct expectations The Kounin Model <i>Course Materials are drawn from the Recommended Readings.</i>
10		<i>Professional Experience</i>
11		<i>Professional Experience</i>
12		<i>Professional Experience</i>

Assessment	
Assessment Task No.	Description of task:
1	Multi-media presentation: Creating a positive and inclusive learning environment
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.1	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 1 students will demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning through the preparation of a role play classroom management incident with accurate portrayal of student behaviour, language and learning characteristics. The presentation should also include some elaboration of other theoretical perspectives (i.e. in addition to Lewis) on the behaviour/classroom management issue and the techniques chosen. In weekly activities multiple perspectives of development and individual characteristics unique to each student will be discussed, unpacked and evaluated.</p> <p>Assessed - Assessment task 1 is directly related to standard 1.1.</p>
1.2	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 1 students will demonstrate knowledge and understanding of research into how students learn and the implications for teaching through the preparation of a role play classroom management incident based on contemporary evidence-based practices approaches to learning and teaching. The presentation should also include some elaboration of other theoretical perspectives (i.e. in addition to Lewis) on the behaviour/classroom management issue and the techniques chosen.</p> <p>In weekly activities students will unpack the multiple evidence based approaches to understanding learning in relation to understanding student behaviour.</p> <p>Assessed - Assessment task 1 is directly related to standard 1.2.</p>
4.1	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 1 students will identify strategies to support inclusive student participation and engagement in classroom activities demonstrating how techniques of the DMA (hinting for personal and communal responsibility; reward; assertive demand and follow through; and after-class discussion) could be used to maintain an inclusive classroom environment which fosters holistic and relational wellbeing. The presentation should also include some elaboration of other theoretical perspectives (i.e. in addition to Lewis) on the behaviour/classroom management issue and the techniques chosen. In weekly activities students will discuss issues of student engagement and motivation to learn.</p> <p>Assessed - Assessment task 1 is directly related to standard 4.1.</p>
4.2	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 1 students will demonstrate the capacity to organise classroom activities and provide clear directions in the two-part role play demonstrating how techniques of the DMA (hinting for personal and communal responsibility; reward; assertive demand and follow through; and after-class discussion). In weekly activities students will practice the skills of organisation and effective instruction.</p> <p>Assessed - Assessment task 1 is directly related to standard 4.3.</p>
4.4	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 1 students will describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements by including relevant strategies in the two-part role play</p> <p>In weekly activities students will participate in discussions addressing safety and wellbeing.</p> <p>Assessed - Assessment task 1 is directly related to standard 4.4.</p>

Assessment Task No	Description of task:
2	Classroom Management Plan
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.1	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2a students will demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning through the development of the CMP for a particular subject/grade with the understanding that learner diversity will need to be accommodated. In weekly activities students will investigate and consolidate knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>Assessed - Assessment task 2a is directly related to standard 1.1.</p>
1.2	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2a students will demonstrate knowledge and understanding of research into how students learn and the implications for teaching by designing a well articulate, theoretically justified CMP. In weekly activities students will investigate and consolidate knowledge of the relationship between learning, behaviour and relationships and the impacts on teaching practice.</p> <p>Assessed - Assessment task 2a is directly related to standard 1.2.</p>
3.5	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2a students will demonstrate a range of verbal and non-verbal communication strategies to support student engagement. They will achieve this by explaining how to develop/negotiate these principles and processes and how to go about implementation. In weekly activities students will develop and practice communication strategies.</p> <p>Assessed - Assessment task 2a is directly related to standard 3.5.</p>
4.1	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2a students will demonstrate knowledge and understanding of inclusive teaching strategies for engaging and managing the behaviour of all students across the full range of abilities. The classroom management plan will clearly explain how these principles and processes address the particular needs of every student.</p> <p>In weekly activities students will develop an increasing understanding of engagement and motivation to learn and the teaching structures that can facilitate and enable engagement.</p> <p>Assessed - Assessment task 2a is directly related to standard 4.1.</p>
4.2	<p>Taught - Week 1-9</p> <p>Practiced - In Assessment task 2a students will demonstrate the capacity to organise classroom activities and provide clear directions. The classroom management plan will include relevant and practical examples of applied classroom principles, expectations, rights, responsibilities, processes and <i>specific educative consequences</i> for supporting a positive learning environment which fosters holistic and relational wellbeing.</p> <p>In weekly activities students will engage in activities promoting an increasing development of practical implications of appropriate planning and instruction.</p> <p>Assessed - Assessment task 2a is directly related to standard 4.2.</p>
4.3	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2a students will demonstrate knowledge of practical approaches to manage challenging behaviour. The classroom management plan will include relevant and practical examples of applied classroom principles, expectations, rights, responsibilities, processes and <i>specific educative consequences</i> for supporting a positive learning environment which fosters holistic and relational wellbeing.</p> <p>In weekly activities students will theoretically apply their knowledge of practical implications to manage challenging behaviour.</p> <p>Assessed - Assessment task 2a is directly related to standard 4.3.</p>
4.4	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2a students will describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. The classroom management plan will be a <i>theoretically justified</i> set of classroom principles and processes designed to</p>

	<p>safely engage all students and explain how strategies would both proactively and reactively manage student behaviour and facilitate learning and engagement.</p> <p>In weekly activities students will discuss wellbeing and safety with schools, systems, curriculum and legislative requirements.</p> <p>Assessed - Assessment task 2a is directly related to standard 4.4.</p>
Assessment Task No	Description of task:
2b	Analytical Reflection of Professional Practice (against APSTs 1.2, 3.5, 4.1, 4.2, 4.3, 4.4)
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.1	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2b students will demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning by applying them to contemporary classrooms. In weekly activities students will develop sophisticated understanding of the planning for purposeful learning experiences and managing behaviour for a diverse range of students.</p> <p>Assessed - Assessment task 2b is directly related to standard 1.2.</p>
1.2	<p>Taught - Weeks 1-9</p> <p>Practiced - In Assessment task 2b students will demonstrate knowledge and understanding of research into how students learn and the implications for teaching with analytical reflections on their professional experience using the lens of theoretical knowledge gained throughout the semester. In weekly activities students will address the relationship between planning for purposeful learning experiences and managing behaviour in a safe and supportive learning environment.</p> <p>Assessed - Assessment task 2b is directly related to standard 1.2.</p>
3.5	<p>Taught - Weeks 1-9</p> <p>Practiced - Students will describe and thoughtfully analyse their own demonstration of a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>In weekly activities students will practice effective communication strategies for learning and behaviour management in a safe and supportive learning environment.</p> <p>Assessed - Assessment task 2b is directly related to standard 3.5.</p>
4.1	<p>Taught - Weeks 1-9</p> <p>Practiced - Students will analyse their own demonstration of knowledge and understanding of inclusive teaching strategies for engaging and managing the behaviour of all students across the full range of abilities.</p> <p>In weekly activities students will develop multiple perspectives of inclusion and differentiation of behavioural management strategies.</p> <p>Assessed - Assessment task 2b is directly related to standard 4.1.</p>
4.2	<p>Taught - Week 1-9</p> <p>Practiced - Students will reflect upon their own demonstration of the capacity to organise classroom activities and provide clear directions.</p> <p>In weekly activities students will develop an increasing understanding of the relationship between planning for purposeful learning experiences and classroom cultures and structures through discussion.</p> <p>Assessed - Assessment task 2b is directly related to standard 4.2.</p>
4.3	<p>Taught - Weeks 1-9</p> <p>Practiced - Students will analyse their own demonstration of knowledge of practical approaches to manage challenging behaviour. In weekly activities students will have opportunities to practice various approaches to challenging behaviour and will discuss and critique the most effective strategies for safe and supportive learning environments.</p> <p>Assessed - Assessment task 2b is directly related to standard 4.3.</p>
4.4	<p>Taught - Weeks 1-9</p> <p>Practiced - Students will describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. In weekly activities students will develop an increasing understanding of wellbeing, safety and professional responsibility.</p> <p>Assessed - Assessment task 2b is directly related to standard 4.4.</p>
6.3	Taught – Weeks 9-12

	Practiced –Students will apply constructive feedback from supervisors and teachersto improve teaching practices. Assessed – Task 2b
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