



CHRISTIAN HERITAGE COLLEGE

PE450

INTERNSHIP: TEACHING FOR TRANSFORMATION

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	PE450
Unit name	Internship: Teaching for Transformation
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation and contribution to professional learning experiences 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisite:</i> PE442 Teaching for Transformation: Meeting Learner Needs (P-6) or PE446 Teaching for Transformation: Meeting Learner Needs (7-12) and Minimum of 280 credit points completed
Rationale	<p><u>Enduring Understanding:</u> Readiness for teaching is enhanced through authentic and extended classroom-based school experiences.</p> <p>The transition for beginning teachers from pre-service preparation in the tertiary institution to the reality of professional practice in schools is often a difficult and challenging process.</p> <p>With this in mind, this capstone course unit has been structured to provide an environment in which pre-service teachers can build upon their prior professional experiences to further their professional growth and development. Emphasis is placed on teacher induction experiences and the development of critical pedagogical theory and practice. It is intended that pre-service teachers have opportunities to experiment, evaluate and reflect on their school-based internship experiences, and to develop proposed approaches for their 'beginning teacher' year while preparing themselves for fulltime teaching. The internship provides opportunities for simulating a teacher's role, as well as enabling pre-service teachers to experience and participate in the wider life of the school community through extra-curricular involvement and other services that support the school. Whilst on the internship pre-service teachers, in consultation with the supervising teachers, will continue to engage with and assess their teaching practice using the APSTs. Successful completion of this unit will provide significant evidence of having engaged with all standards of the APST.</p>

Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	<p>Books</p> <p>Brady, L., & Kennedy, K. (2013). <i>Curriculum construction</i> (5th ed.). Frenchs Forest, NSW: Prentice Hall.</p> <p>Cavanagh, M., & Prescott, A. (2015). <i>Your professional experience handbook: A guide for preservice teachers</i>. Frenchs Forest, NSW: Pearson.</p> <p>Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddle, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M.C., Nicholson, P., & Vick, M. (2016). <i>Teaching: Making a difference</i> (3rd ed.). Brisbane, QLD: John Wiley & Sons.</p> <p>Frangenheim, E. (2014). <i>Reflections on classroom thinking strategies: Practical strategies to encourage thinking in your classroom</i> (10th ed.). Loganholme, QLD: Rodin Educational Publishing.</p> <p>Howell, J. (2014). <i>Teaching and learning: Building effective pedagogies</i>. South Melbourne, VIC: Oxford University Press.</p> <p>Killen, R. (2013). <i>Effective teaching strategies: Lessons from research and practice</i> (6th ed.). South Melbourne, VIC: Cengage Learning.</p> <p>National Institute for Christian Education. (2015). <i>Transformation by design: A curriculum development resource for Christian schools</i>. Penrith, NSW: NICE.</p> <p>Tyminski, C. (2013). <i>Your early childhood practicum and student teaching experience: Guidelines for success</i> (3rd ed.). Boston, MA: Merrill.</p> <p>Journals</p> <p><i>Australian Council for Educational Research</i></p> <p><i>Australasian Journal of Special Education</i></p> <p><i>ACEL Journal</i></p> <p><i>Curriculum Perspectives International Journal of Inclusive Education</i></p> <p>Websites</p> <p>Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/</p> <p>Beginning and Establishing Teachers Association (BETA) http://www.beta.asn.au/</p> <p>Education Queensland – <i>Flying start: Toolkit for beginning teachers</i> http://deta.qld.gov.au/about/induction/</p> <p>Department of Education and Training, NSW – <i>Induction of New Teachers</i> https://www.det.nsw.edu.au/proflearn/areas/nt/ntinduction.html</p> <p>Queensland College of Teachers (QCT) – <i>Becoming a Teacher</i> http://www.qct.edu.au/teachqld/becoming.html</p> <p>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) or The Holy Bible: New King James Version (NKJV).</p> <p>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.</p>
Specialist resource requirements	Nil

Content	<ol style="list-style-type: none"> 1. Overview of the structure and expectations of the internship program 2. Orientation to the range of teacher responsibilities and expectations in internship contexts 3. Investigating and evidencing the <i>Australian Professional Standards for Teachers</i> – Graduate teacher career phase 4. School orientation principles, practices and priorities 5. School-based Internship (6 weeks)
Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. demonstrated an understanding of students and how they learn; 2. demonstrated knowledge of curriculum content and how to teach effectively; 3. planned for and implemented effective teaching and learning for all students; 4. created and maintained supportive and safe learning environments; 5. assessed, provided feedback and reported on student learning; 6. engaged in professional learning; and 7. engaged professionally with colleagues, parents/carers and the community.
Assessment tasks	<p>Task 1: Planning/Demonstration/Reflection</p> <p>Professional Practice Folio and evidence-based attainment of the APST at the graduate teacher standard.</p> <p>Word Length/Duration: 6 weeks</p> <p>Weighting: 100%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 14</p>
Australian Professional Standards for Teachers (APST)	<p>Successful completion of this unit will provide significant evidence about all of the <i>Australian Professional Standards for Teachers</i> at the graduate teacher standard.</p>
Unit summary	<p>This capstone course unit has been structured to provide an environment in which pre-service teachers can build upon their prior professional experiences through an embedded internship in a school. Emphasis is placed on teacher induction experiences and the development and implementation of critical pedagogical theory and practice.</p>