EDUCATION COURSES HANDBOOK 2021

CHC Education

CHC
CHRISTIAN HERITAGE COLLEGE

Christian Heritage College
School of Education, Humanities and Business
Education Courses Handbook 2021

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Christian Heritage College
322 Wecker Road
Carindale Queensland 4152

PO Box 2246
Mansfield BC QLD 4122
AUSTRALIA

Phone: (07) 3347 7900
Web: http://www.chc.edu.au
Email: study@chc.edu.au

ABN: 94 107 091 001

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All CHC policies, documents and forms referred to in this Handbook are available on relevant pages of the CHC website.

This Courses Handbook is to be read in conjunction with the CHC Student Handbook 2021.

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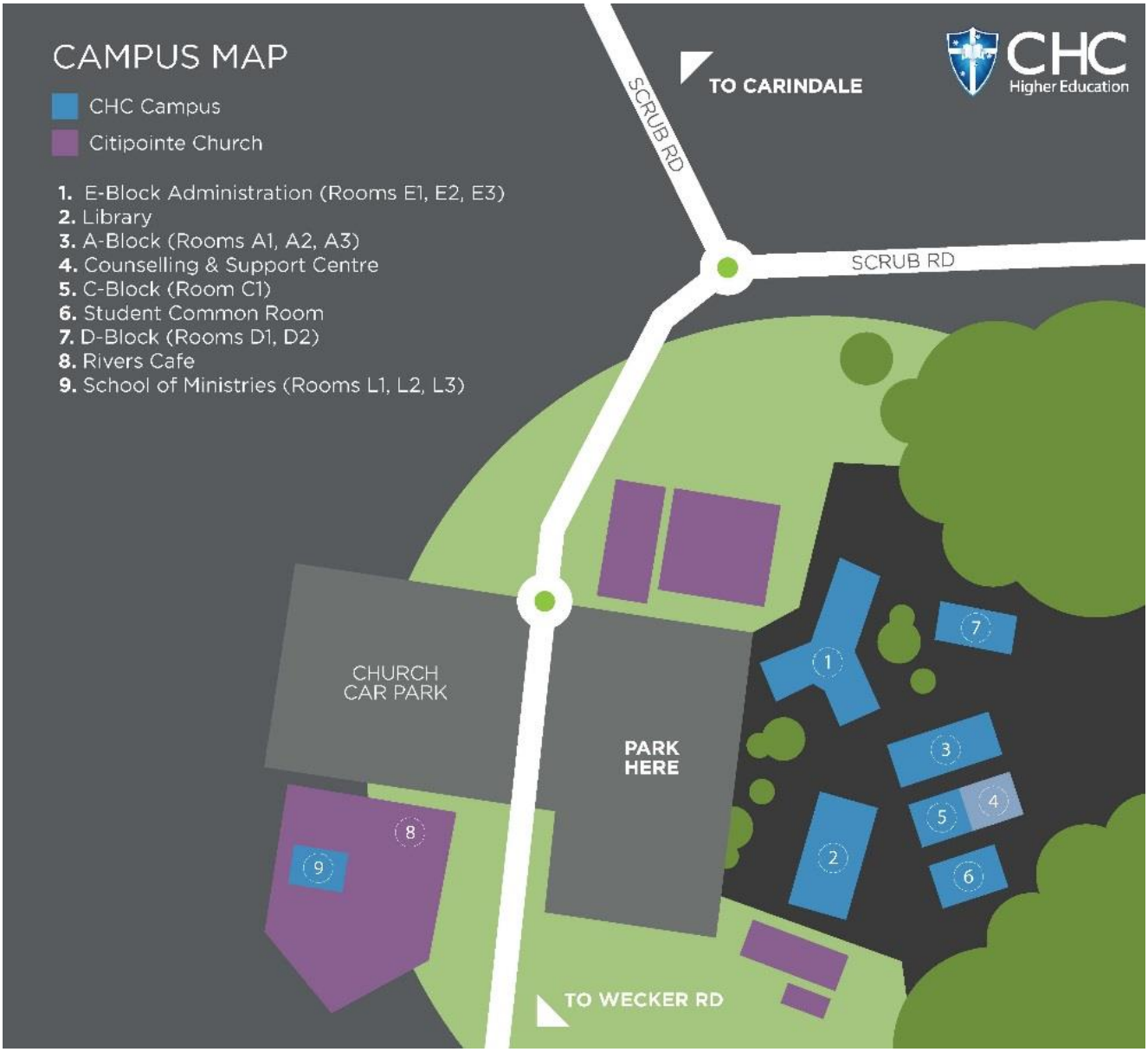
CAMPUS MAP


CAMPUS MAP
CHC Campus
Citipointe Church
1. E-Block Administration (Rooms E1, E2, E3)
2. Library
3. A-Block (Rooms A1, A2, A3)
4. Counselling & Support Centre
5. C-Block (Room C1)
6. Student Common Room
7. D-Block (Rooms D1, D2)
8. Rivers Cafe
9. School of Ministries (Rooms L1, L2, L3)
SCRUB RD
TO CARINDALE
CHC Higher Education
SCRUB RD
CHURCH CAR PARK
PARK HERE
TO WECKER RD

WELCOME

Welcome to CHC Teacher Education. You have just joined the best profession in the world, and we are delighted to be part of your formation as a teacher!

There is a saying that *everybody remembers a good teacher*, and no doubt you have been inspired by extraordinary teachers during your time at school or since graduating from a tertiary course. What we know about such people is they have a capacity to touch the heart of the student and draw out a positive and purposeful response to their learning. Good teachers inspire and give courage, as well as challenge their students to excel. The entire team at the School of Education and Humanities wish to support you to become such a teacher.

Of the many universities and higher education providers available, you have chosen CHC. We are distinctly Christian in our approach and openly, and intentionally, acknowledge Christ as the most important part of our College life. This flows into our personal, professional and academic work collectively and individually. We acknowledge that God is the creator and sustainer of all things and that through faith in Christ we can have a personal relationship with him. Christ, through the Holy Spirit transforms us from within to serve as stewards of God's amazing creation. We therefore encourage you to enjoy these years of study and take time for spiritual reflection as well as academic growth; at CHC we see them as integral to each other. Take time to explore what is means to be in a loving relationship with a personal God and to outwork that through your professional calling as a teacher.

Teaching is a wonderfully diverse calling. Teacher education at CHC will provide you with subject knowledge as well as the pedagogical understandings, knowledge and skills required to teach in the exciting world of education and schooling in the future. Most importantly, you will gain an understanding of how learning occurs and how you can engineer opportunities for each student to learn.

A teaching professional will also provide you with valuable management skills as well as many opportunities for leadership and international work. For some, teaching is a call to mission and service to those in need, while for others in might mean aspiring to senior leadership and influencing our nation at the highest level.

From this point on we will not see you as *just a student*, but rather, as a novice teacher. To be a good teacher you will need to challenge the assumptions, habits and traditions that have shaped you through your own schooling experience. This includes ideas about the purpose of schools, of teaching and curriculum and particularly the nature of the child. Your beliefs will govern your teaching. We will therefore ask you to constantly reflect on your teaching practice against nationally agreed standards and to develop a reflective disposition that will help you continually improve throughout your career. CHC would also value on ongoing relationship with you during your future professional life.

This Handbook is a great tool and includes important information that will help make your time at CHC positive and productive. Read it, refer to it, and do not hesitate to contact our friendly administration staff if you have further queries. They will happily direct your inquiry to the most appropriate person.

We very much look forward to meeting you personally and getting to know you. Most importantly, we want you to become one of those great teachers your students will remember forever!

Unity and Maturity in the Body of Christ (Ephesians 4:1-16)

[1]As a prisoner for the Lord, then, I urge you to live a life worthy of the calling you have received. [2]Be completely humble and gentle; be patient, bearing with one another in love. [3]Make every effort to keep the unity of the Spirit through the bond of peace. [4]There is one body and one Spirit, just as you were called to one hope when you were called; [5]one Lord, one faith, one baptism; [6]one God and Father of all, who is over all and through all and in all. [7]But to each one of us grace has been given as Christ apportioned it. [8]This is why it says:

"When he ascended on high, he took many captives and gave gifts to his people."

[9](What does "he ascended" mean except that he also descended to the lower, earthly regions? [10]He who descended is the very one who ascended higher than all the heavens, in order to fill the whole universe.) [11]So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, [12]to equip his people for works of service, so that the body of Christ may be built up [13]until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.

[14]Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming. [15]Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ. [16]From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.

Dr Craig Murison
Dean, School of Education, Humanities and Business

CALENDAR AND IMPORTANT DATES

For up-to-date information, please check the *Calendar and Important Dates* on the Documents page of the CHC website on a regular basis as dates are subject to change.

These documents provide semester start and finish dates, census dates and other administrative dates. It is important that you are aware of these dates for meeting your responsibilities regarding your enrolment and payment of unit costs.

PROFESSIONAL EXPERIENCE PROGRAM CALENDAR 2021

The calendars below provide dates for the Professional Experience Program for 2021 for the initial teacher education courses.

The dates also consider Queensland Gazetted school terms. Where a public holiday falls within a block period, it may be offset by either a pre-block orientation day, or an added day at the end of the block.

SEMESTER 1, 2021

COMMENCING	CHC WEEK	Year 1 – Bachelor courses	Year 2 – Bachelor courses	Year 3 – Bachelor courses	Year 4 – Bachelor courses		Year 1 - Masters courses		Year 2 - Masters courses
8 February	-				*PE450 (Semester 3, 2020)*				
15 February	-				*PE450 (Semester 3, 2020)*				
22 February	O	*2020S1 Orientation*			*PE450 (Semester 3, 2020)*		*2020S1 Orientation*		
1 March	1				*PE450 (Semester 3, 2020)*				
8 March	2				*PE450 (Semester 3, 2020)*				
15 March	3				*PE450 (Semester 3, 2020)*				
22 March	4								
29 March	5								
5 April	6	*Easter Break*	*Easter Break*	*Easter Break*	*Easter Break*		*Easter Break*		*Easter Break*
12 April	7								
19 April	8	ES113/ES116 PEP Observation Week					CE511/CE512 PEP Observation Week		
26 April	9								
3 May	10		PE212/PE216 PEP	PE322/PE326 PEP	PE442/PE446 PEP	PE450 Internship		ES522/3	ES611/ES612 PEP
10 May	11		PE212/PE216 PEP	PE322/PE326 PEP	PE442/PE446 PEP	PE450 Internship	CE511/CE512 PEP	ES522/3	ES611/ES612 PEP
17 May	12		PE212/PE216 PEP	PE322/PE326 PEP	PE442/PE446 PEP	PE450 Internship	CE511/CE512 PEP	ES522/3	ES611/ES612 PEP
24 May	13		PE212/PE216 PEP	PE322/PE326 PEP	PE442/PE446 PEP	PE450 Internship	CE511/CE512 PEP	ES522/3	ES611/ES612 PEP
31 May	14		+ Mon 31 May	+ Mon 31 May	PE442/PE446 PEP	PE450 Internship			+ Mon 31 May
7 June	15	*Study Week*			+ Mon 7 June	PE450 Internship			
14 June	16	*Study Week*	*Study Week*	*Study Week*	*Study Week*		*Study Week*		*Study Week*
21 June	17	*Exam Week*	*Exam Week*	*Exam Week*	*Exam Week*		*Exam Week*		*Exam Week*

SEMESTER 2, 2021

COMMENCING	CHC WEEK	Year 1 – Bachelor courses	Year 2 – Bachelor courses	Year 3 – Bachelor courses	Year 4 – Bachelor courses		Year 1 - Masters courses		Year 2 - Masters courses	
19 July	O	*2021S2 Orientation: Thu 22 Jul*								
26 July	1									
2 August	2									
9 August	3									
16 August	4									
23 August	5									
30 August	6									
6 September	7						CE511/CE512 (Mid-year entry)			
13 September	8									
20 September	9									
27 September	10	*Spring Break*	*Spring Break*	*Spring Break*	*Spring Break*		*Spring Break*		*Spring Break*	
4 October	11				PE442/PE446 (Sem 1)	PE450			CU661	
11 October	12			PE332/PE336	PE442/PE446 (Sem 1)	PE450	CE511/CE512 (Mid-year entry)	ES522/ES523	CU661	ES611/2
18 October	13			PE332/PE336	PE442/PE446 (Sem 1)	PE450	CE511/CE512 (Mid-year entry)	ES522/ES523	CU661	ES611/2
25 October	14			PE332/PE336	PE442/PE446 (Sem 1)	PE450	CE511/CE512 (Mid-year entry)	ES522/ES523	CU661	ES611/2
1 November	15	*Study Week*		PE332/PE336	PE442/PE446 (Sem 1	PE450		ES522/ES523	CU661	ES611/2
8 November	16	*Exam Week*	*Study Week*	*Study Week*	+ Mon 8 Nov	PE450	*Study Week*		+ Mon 8 Nov	
15 November	17	*Exam Week*	*Exam Week*	*Exam Week*	*Exam Week*	*+ Mon 15 Nov*	*Exam Week*		*Exam Week*	

SEMESTER 3, 2021							
COMMENCING	**CHC WEEK**	**Year 1 – Bachelor courses**	**Year 2 – Bachelor courses**	**Year 3 – Bachelor courses**	**Year 4 – Bachelor courses**	**Year 1 - Masters courses**	**Year 2 - Masters courses**
16 November	1						
23 November	2						
30 November	3						
7 December	4						
14 December	5						
21 December[1]	-	*Summer Break*	*Summer Break*	*Summer Break*	*Summer Break*	*Summer Break*	*Summer Break*
28 December[1]	-	*Summer Break*	*Summer Break*	*Summer Break*	*Summer Break*	*Summer Break*	*Summer Break*
4 January	6						
11 January	7						
18 January	8						
25 January	9				PE450 Internship		
1 February	10				PE450 Internship		
8 February	11				PE450 Internship		
15 February	12				PE450 Internship *[continues to 8 March 2022]*		

SECTION 1: GENERAL INFORMATION

1.1 School of Education, Humanities and Business staff – Education courses
1.2 Contacting staff
1.3 Mid-year entry
1.4 Blue card requirements
1.5 Literacy and Numeracy for Initial Teacher Education (LANTITE)
1.6 Course completion
1.7 Applying for teacher registration

1.1 School of Education, Humanities and Business staff – Education courses

Academic staff

Dr Craig Murison (Dean)
Debra Ayling
Peter Collins (Faculty Course Coordinator)
Dr Robert Herschell
Dr Frances Hoyte
Richard Leo
Robyn Press
Mark Rasi
Peter Wilkinson (Professional Experience Program Coordinator)
Paul Willis

Sessional staff

Each semester, sessional lecturers are contracted to teach into the Education courses. In the main, these are practising teachers and other education specialists with expertise in the areas related to the units they teach.

Administration staff

Ada Steyn (Administration Officer)
Candace Murison (Professional Experience Program Placement Officer)

1.2 Contacting staff

From time to time you will need to make contact with staff and it is important to know who can best help you with your query. Generally speaking, for academic questions relating to your study you should contact the lecturer responsible for the unit. For other questions, you should identify the person who is responsible for that area. For this reason, you need to be familiar with the following list of staff members and their roles.

Administration Office

The School Administration Office is available to help students with general questions, and to direct you to the right person when you are unsure about what to do. The staff of the School Administration Office are available to assist with general questions such as enrolment, course matters, assessment issues and extensions to assessment due dates. They are also available for making appointments with some of the School staff.

Administration Officer: Ada Steyn (education@chc.edu.au or asteyn@chc.edu.au).

Faculty Course Coordinator – all courses

The Faculty Course Coordinator is responsible for assisting Education students with their unit selection and progress through their courses. If you wish to make an appointment with the Faculty Course Coordinator, please contact the School Administration Office.

Queries related to individual units should first be directed to lecturers.

Faculty Course Coordinator: Peter Collins (PCollins@chc.edu.au)

Year Level Coordinators – Bachelor courses

Year Level Coordinators are available to students in the Bachelor courses to help with aspects such as study and time management skills and understanding assessment requirements.

Queries related to individual units should first be directed to lecturers.

- *Year 1 Coordinator:* Robyn Press (RPress@chc.edu.au)
- *Year 2 Coordinator:* Debra Ayling (DAyling@chc.edu.au)
- *Year 3 Coordinator:* Debra Ayling (DAyling@chc.edu.au)
- *Year 4 Coordinator:* Paul Willis (PWillis@chc.edu.au)

Professional Experience Program Office – ITE courses

The Professional Experience Program (PEP) Office looks after arrangements regarding the professional experience components of the Bachelor of Education and Master of Teaching courses, such as organising school-based professional experiences and verifying the completion of the required number of days of wider field experiences. The PEP Office also looks after blue card applications (see Section 1.5 below).

- *Professional Experience Program Coordinator:* Peter Wilkinson (PEP@chc.edu.au)
- *PEP Placement Officer:* Candace Murison (PEP@chc.edu.au)

1.3 Mid-year entry

Mid-year entry is offered into all Education courses.

Study programs for mid-year entry have been devised through a re-sequencing of existing units. If you start mid-year, you should be aware of the differences in the sequencing of units for your course and any subsequent differences in the length of the course as a result of entering mid-year. **Pre-service teachers entering Bachelor courses mid-year are required to have a blue card before they commence the course** (see Section 1.5 below). Further information regarding mid-year entry to courses is available from the Faculty Course Coordinator.

1.4 Blue card requirements

Legal requirement in Queensland

CHC is committed to the safety and wellbeing of the school communities with which our students interact as part of its professional experience programs, as well as maintaining compliance with its obligations under the law with regards to child protection.

It is a requirement under Queensland law for any student entering into a professional experience placement bringing them into contact with children or young people to have a valid blue card prior to commencing their placement. Any student that does not have a valid blue card will not be permitted to commence their placement.

Recent changes to the blue card system in Queensland in 2020 have strengthened the requirements of workers requiring a blue card prior to commencing work with children, as well as compliance arrangements around the sighting of ID and linking of card holders to organisations.

All Bachelor and Master initial teacher education students must obtain a blue card issued by the Blue Card Services department of the Queensland government before engaging in any activities in their course involving children or young people in Queensland (https://www.bluecard.qld.gov.au/).

Obtaining a Blue Card

Upon accepting their offer to study, students must contact the PEP Office (pep@chc.edu.au) to commence the blue card process to allow sufficient time for processing applications before their first school-based professional experience placement. Students who will be completing child related activities outside of Queensland because of where they reside should likewise contact the PEP Office upon accepting their offer to study to discuss the Working with Children Check process in that jurisdiction.

To be eligible to apply for a blue card, students must have a customer reference number (CRN) from the Queensland Department of Transport and Main Roads (TMR). Students are asked to either bring the required identification documents to the campus and have these sighted by the authorised placements officer in the PEP Office, or to provide copies of the documents that are certified by a Justice of the Peace, Commissioner for Declarations, Lawyer or Police Officer, together with the application form for processing.

If a student does not have a CRN, or their photograph was taken more than 6 years and 9 months ago, they are required to visit a TMR customer service centre to have their photograph taken and/or obtain a CRN so that an application can be completed and submitted through CHC.

If a student is coming from interstate, or overseas to complete a placement in a Queensland school, they must visit a TMR service centre when they arrive in Queensland. If they have the required identification documents, TMR can take a photograph and issue a CRN so that an application can be completed and submitted through CHC by the authorised placements officer.

Once the completed application forms have been received by the PEP Office together with sighted or certified copies of identification documents, these are submitted by the authorised placements officer using the blue card system organisation portal.

Blue Cards issued with respect to another organisation

If a student has already been issued with a blue card by another organisation, they can provide authorisation to CHC supported by the required identification documents to link them to CHC. This process can be completed by the authorised placements officer using the organisation portal.

Working with children in other Australian jurisdictions

Where any child-related activities take place in another Australian jurisdiction, students will need to complete additional Working with Children Checks as required by the relevant government agency in that jurisdiction. Certified copies of interstate clearances for working with children must be provided by the student to the authorised placements officer in the PEP Office before commencing the interstate placement.

Students' responsibility to maintain currency of blue card/working with children check

Students are responsible for ensuring the currency of their blue card and any other necessary Working with Children Checks throughout the duration of their course and must complete any requirements for renewal in a timely fashion.

If a student is ineligible to receive a Queensland blue card (and/or similar Working with Children Check clearance in another Australian jurisdiction), or has their existing blue card (and/or similar Working with Children Check clearance in another Australian jurisdiction) revoked in accordance with law, they will be precluded from engaging in any child related activities as part of their course of study at CHC until such time as the blue card (and/or similar Working with Children Check clearance in another Australian jurisdiction) is reinstated. This may give rise to other action under CHC policies in relation to the continuation of the student's course of study at CHC.

1.5 Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)

The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is a requirement for the successful completion of CHC initial teacher education courses.

Students who are enrolled in the Bachelor of Education (Primary), Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are strongly encouraged to sit LANTITE as soon as possible after completing the unit *CR111 Introduction to Cross-Curricular Literacies*, as the knowledge and understanding engaged with in this unit will assist with preparing for the test.

Students who are enrolled in the Master of Teaching courses must sit LANTITE in Semester 1 of the course (full time equivalent). Master of Teaching students must successfully complete LANTITE by the end of Year 1 of the courses (full time equivalent) in order to be permitted to progress into Year 2 of the courses.

Testing centres are located in all capital cities and a number of metropolitan and regional locations. Students who live more than 90 minutes from a testing centre are able to access the test online via remote invigilation. For information regarding registering for the test and the fees payable, as well as answers to frequently asked questions, please check the LANTITE website at https://teacheredtest.acer.edu.au.

1.6 Course completion

Successfully completing an Education course involves a number of components, all of which must be finalised prior to graduation.

For all Bachelor and Master ***initial teacher Education courses***, the following are required:

- successful completion of all core units and all elective units (as applicable) to attain the number of credit points required for the course;
- fulfilment of the course rules in the selection of units for majors and minors (as applicable);
- successful completion of the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE);
- submission of an Evidence Folio which provides evidence that the Australian Professional Standards for Teachers (graduate level) have been demonstrated; and
- evidence of completion of the required days of field experiences, including school-based professional experiences units and, where applicable, school-based internship.

For all other ***postgraduate Education courses***, the following general requirements apply to course completion:

- successful completion of all core units;
- successful completion of elective units to attain the required number of credit points for the course; and
- fulfilment of the course rules in the selection of units.

1.7 Applying for teacher registration

Registration with the Queensland College of Teachers (QCT) is a requirement for employment as a teacher in Queensland, under the *Education (Queensland College of Teachers) Act October 2005*. Students who complete initial teacher education courses can apply to the QCT for registration as a teacher in Queensland.

Applications for teacher registration cannot be finalised by the QCT until advice is received from CHC that a student has completed an initial teacher education course. Students will also need to provide other information and fulfil additional requirements to gain registration in Queensland, as advised by the QCT. These additional requirements may include (but are not limited to):

- evidence of English language proficiency;
- successful completion of any pre-registration testing (as required); and
- information about prior qualifications (for Master of Teaching students).

The QCT also requires that applicants for teacher registration be screened through a national criminal history check. Any students concerned about this should contact the QCT for further details (www.qct.edu.au).

SECTION 2: TEACHING AND LEARNING PRACTICES

2.1 Academic integrity
2.2 Attendance and participation
2.3 Workload

The School of Education and Business is committed to quality teaching and learning in all of its courses. We believe that teaching and learning is a relational process that involves the intersection of three important factors: the lecturer, the students and the subject matter at hand. Effective learning happens at the point where these three relate to one another in deep engagement. This means that you, the student, play a vital role in the learning process and we encourage you to give your whole 'heart, mind, soul and strength' to the process (Romans 12:1-2; Luke 10:27).

2.1 Academic integrity

The academic staff values critical thinking and a comprehensive and well-founded academic knowledge base on which you can develop sound philosophical, theoretical and practical foundations for teaching. This means that the School is committed to creating a positive environment where you can work and learn and to encouraging all students to reach their potential. It also means that we are committed to upholding the highest standards of academic integrity.

To ensure that this happens, the following definition of academic integrity has been adopted: 'a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility' (Center for Academic Integrity, 1999, p.4). These values are evidenced by:

- expecting honesty in academic work, both personally and professionally, for teaching and learning, research and service,
- promoting trust by presenting clear guidelines and procedures for all academic work,
- exercising fairness by declaring and applying clear and accurate expectations and standards in relation to all academic work,
- respecting and valuing the academic freedom of staff and students to hold and justify a diverse range of opinions and ideas, and
- expecting all members of the CHC community to be responsible for sustaining the integrity of the scholarship of teaching and learning, research and service and to take action when academic integrity is compromised.

(adapted from The Center for Academic Integrity [CAI] 1999, *The Fundamental Values of Academic Integrity)*

In order to help students to uphold these values, seven core activities of quality academic practice have been identified. It is important that you are aware of and practice these activities in all of your learning and assessment work as these practices will help you to be successful in all that you do. The following table lists and explains these practices:

Quality academic practices	
Actively engaging in scholarly and research activities through personal reading and research and appropriate discussions with others, either face-to-face and/or online.	*When undertaking your studies, you need to research information and read about the topic and about the way you need to write and present the task. It is not acceptable to rely on information collected by others. It is your responsibility to engage with the work of the unit.* *When preparing your assessment items, it is also very useful to talk with others about the task to clarify your thoughts and ideas as well as extend your learning.*
Engaging with the relevant academic literature at the depth and breadth expected of the level of the unit being undertaken.	*When undertaking an assessment task, you need to use a range academic literature. This may include textbooks, reference books, journal articles, reports, research articles (all available through the Library) and websites. Some of the sources may be journal articles or reports which have been published online.* *You must ensure that you have used a range of sources, not just one type of source. For example, an assessment task which uses only websites would be likely to fail criteria regarding academic literature as it would not meet the required depth and breadth of sources.*
Maintaining appropriate records of all sources used in the development of academic work.	*When collecting information for your assessment tasks you must keep a record of all the information you will need to correctly reference your sources. When you start taking notes from a book, or any source, the first thing you should do is take down the referencing details for inclusion in the reference list and in-text referencing.*
Preparing academic work that is substantially written in one's own words.	*When writing your assignment, you need to take the information you have gathered and write it into your own words, ensuring you acknowledge where the information has come from by using in-text references. It is not acceptable to string together a series of quotes with a few of your own words in between, even if you use in-text references. Remember that lengthy quotes should be used sparingly in your work.*
Providing in-text references and developing reference lists that acknowledge the contribution of the work of others in the development of academic work.	*It is essential to acknowledge where you found your information and audio-visual resources used. The authors, artists, photographers and producers you use in your learning have put a great deal of time and effort into publishing their work and they deserve acknowledgement for their contributions. To give them this credit you should reference the information and other artefacts (such as images, sounds and videos) by using in-text referencing and a reference list.* *It is very important that this referencing is done according to the required style. Information regarding referencing is available on the CHC website.*
Attending to the requirements regarding the presentation of the relevant assessment genre.	*It is important that you know what is required by each of the assessment genres. For example, what does an essay require? How should you present a report? What is a learning plan? You also need to make sure that you are aware of how the task is to be submitted; either on paper or electronically.* *Each assessment task will be accompanied by a guide and a rubric that outline the requirements of the task. Make sure that you are clear on the genre and other requirements. If you are unsure, be certain to ask your lecturer.*
Securing all paper and electronic copies of academic work to minimise the opportunity for inappropriate academic practice by others.	*When you are working on your assessment you need to ensure that other students cannot copy or modify your work. Do not share your electronic files with other students and make sure that you do not leave your flash drive or an open electronic file on a CHC computer where others may be able to access to your work.* *You also need to make sure that the paperwork used in the construction of your assessment task is kept in such a way that it cannot be taken and misused by another student. Do not leave printed copies of your assessment tasks lying around and be careful about how you dispose of copies you no longer need.*

2.2 Attendance and participation

In addition to the information contained in Section 7.1 of the CHC *Student Handbook*, the following applies to units in the initial teacher education courses:

Students who are enrolled in initial teacher education courses are being prepared for a career and ministry in learning and teaching and it is therefore paramount that students accept responsibility for maximising their learning by engaging in the learning opportunities and activities of their courses.

The following attendance and participation guidelines relate to students in Education courses. It is students' responsibility to ensure that they are fully aware of these requirements and to fulfil them.

Internal mode

The School of Education and Business is committed to upholding the value of class attendance for units in initial teacher education courses that are delivered in the internal mode. This includes units that are delivered as intensives. The following regulations relate to units being studied in the internal mode:

- Students are expected to attend at least 80% of class time unless a *reason for absence* (such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies) has been accepted by the lecturer.
- Students are required to fulfil at least 80% attendance to be considered eligible for supplementary assessment tasks.
- Students who cannot attend a class should contact the lecturer concerned within three days of the absence.
- Students should provide documentation (such as a medical certificate) to substantiate reasons for extended absences. This documentation should be lodged with the Administration Officer (Education) within one week of the absence. The administration staff will notify all lecturing staff concerned.

External/online mode

Students must satisfactorily participate in unit activities in order to successfully complete a unit. 'Satisfactory participation' varies between units; however, the following are examples:

- weekly interaction with Moodle page(s) especially viewing and downloading of material;
- downloading/streaming lecture content and/or video;
- posting and participation in unit forums;
- virtual class engagement through on-line/interactive class activities and discussions; and
- digital communication with the lecturer.

Students must satisfactorily participate in unit activities in order to be considered eligible for supplementary assessment tasks.

Professional Experience Program (PEP) units

Attendance is compulsory for formal aspects of the Professional Experience Program, such as school-based professional experiences or wider field experiences arranged by a lecturer. These activities are part of the required number of professional experience days mandated under national course accreditation rules and by the Queensland College of Teachers (QCT). The following regulations apply to attendance at formal Professional Experience Program (PEP) activities:

- Students who are unable to attend a PEP activity must:
  - contact the PEP Coordinator or lecturer concerned on the day of the activity (or sooner if possible); and
  - telephone the school or organisation concerned at least an hour before they are scheduled to attend to notify the Site Coordinator and their mentors.

- Reasons for absence such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies, etc., may be accepted by the PEP Coordinator.
- If the absence is for medical reasons and extends beyond one day, a medical certificate must be presented to the school and the PEP Office.
- Arrangements must be made by the preservice teacher with the PEP Coordinator and supervising teacher to make up the lost days in the school in order to fulfil the requirements set by the QCT.

Failure to attend the required activities without following these regulations will result in failure of the unit to which the activities are attached.

2.3 Workload

At CHC, each unit is given a credit point (cp) weighting. Standard units have a weighting of 10 credit points. Each 10-credit point unit has an EFTSL value of 0.125 (see the *EFTSL Values for Units of Study* information sheet on the CHC website for further details), and a minimum semester workload of 150 hours.

A number of units in the Education courses have non-standard weightings. Units that have a weighting of 20 credit points have an EFTSL value of 0.25 and a minimum semester workload of 300 hours.

The semester workload includes aspects such as scheduled contact time, personal study, preparation of assessment tasks, examinations and professional experience placement (as applicable). Unit outlines include a breakdown of these aspects as they apply to each unit.

A full-time study load in the Education courses is 40 credit points per semester, or 80 credit points per year. If you undertake full-time study, it is important that you are careful about the other paid and voluntary commitments that you make. Personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

Occasionally, students need or want to take more than a full-time load. This may be approved where students have demonstrated successful completion of a normal full-time load. Students wishing to take overload should consult the relevant Course Coordinator in order to seek approval for the planned program.

Part-time students in the initial teacher education courses normally undertake one or two units per semester with an equivalent workload per unit. Again, it is important that you are careful about other paid and voluntary commitments that you make as personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

The postgraduate continuing teacher education courses are available on a part-time basis only, with a maximum enrolment of two units per semester.

SECTION 3: ASSESSMENT PRACTICES

3.1 Assessment information
3.2 Submission of assessment tasks
3.3 Calculation of exit results

3.1 Assessment information

All assessment in the Education courses is linked to the philosophical, theoretical and practical foundations of the discipline of education. This means that the tasks that you undertake as students are designed to authentically engage you with the work of educators at a personal, professional and academic level.

All assessment requirements are communicated to students through the unit outline and the assessment elaborations within the unit outline. The assessment may be further supported through an Assessment Guide, task sheet or similar prepared by lecturing staff. This written information is provided to preservice teachers through the unit's Moodle page prior to the end of Week 1. In addition to this written information, lecturers may also unpack assessment tasks through sessions within lecturer or tutorials. It the preservice teacher's responsibility engage with assessment written material and assessment tutorials or sessions.

All Education lecturers will provide preservice teachers with a unit outline which includes:

- *Assessment summary:* includes brief information about the assessment type, genre, word count and weighting of each task. It also includes an indication of the link between the assessment tasks and the learning outcomes you must demonstrate.

- *Assessment Elaborations:* includes more detailed information about the requirements of the individual assessment tasks and how to go about completing them. It also provides information and advice about requirements that must be met to pass a unit and avoiding inappropriate academic practice.

- *Rubrics:* outlines the criteria and standards expected for each assessment task. The criteria are the things that the marker will be looking for you to demonstrate and the standards provide information about the level of expectation for each criterion.

- *Feedback:* includes judgements about your submitted work against the rubric and written comments either in the paper or with the rubric in order to indicate the strengths and weaknesses of your work.

3.2 Submission of assessment tasks

Students are to follow the guidelines for the submission of assessment tasks found in the CHC *Student Handbook*. However, the following additional information should also be taken into consideration.

- *Turnitin* – Turnitin is the online submission method that is used at CHC. Your lecturer will post submission portals for each unit task through Moodle.
- *Turnitin Originality Checking* allows educators to check student work for improper citation or potential plagiarism by comparing it against continuously updated databases. *Originality Reports* provide lecturers with opportunities to teach students proper citation methods as well as to safeguard students' academic integrity.

Large submissions, such as folios of work, large assignments, PEP documentation and videos can be submitted through Turnitin by pasting a link to a shared *onedrive folder* onto a single header page and/or in the task description box.

Professional Experience Folio

For each PEP unit, students are required to submit a Professional Experience Folio containing materials they have developed during their Professional Experience placement. The Folio will be submitted in an electronic format by uploading a OneDrive link to the Turnitin section on Moodle for the relevant PEP unit. The Folio will include amongst other items, scanned pdf copies of original documents that have been prepared and signed by lecturing and school-based staff.

3.3 Calculation of exit results

In order to receive a passing result a student must fulfil the following requirements:

- submit all assessment tasks as per the unit outline requirements
- achieving a summative exit grade of PASS or above
- attend compulsory activities, experiences or briefings; and
- submit additional evidence as specified in a unit's Assessment Elaboration such as fieldwork reports, folios, completion certificates

All exit results are moderated by the School of Education and Business Examiners' Meeting at the conclusion of each semester. This meeting has the authority to moderate student results to ensure the maintenance of fair and equitable practices both across and within all units.

SECTION 4: PROFESSIONAL EXPERIENCE PROGRAM (PEP)

4.1 PEP – Bachelor of Education and Master of Teaching courses
4.2 PEP requirements
4.3 Withdrawal from PEP units

4.1 PEP – Bachelor of Education and Master of Teaching courses

The Professional Experience Program (PEP) is designed to engage initial teacher education students in a range of school-based and wider field experiences. These experiences facilitate engagement in real-world contexts and experiences connected to the work of teachers and teaching. All students in the four-year Bachelor of Education and two-year Master of Teaching courses are considered to be 'preservice' teachers and are required to complete a set number of professional experience days.

Mandatory course element: PEP is a mandatory element for all preservice teacher courses and adjustment to the sequence, length and context is not permissible, excluding exceptional circumstances with prior approval by the PEP or Faculty Coordinator.

Placement diversity: The PEP placements must be undertaken in the developmental sequence as described and across a diversity of contexts. CHC will endeavour to place you across a diversity of educational sector, year level, geographic (including regional or remote), socio-economic contexts over the duration of your studies.

GTPA capstone task: The final PEP, PE442/6 and CU661, for the Bachelor of Education and Master of Teaching courses respectively includes a capstone Graduate Teacher Performance Assessment task (GTPA). Successful completion of the GTPA task is one of the explicit requirements for graduation.

More information about PEP can be found in:

- *The STUDENT-PEP Portal*: a dedicated Moodle portal for all of the documentation required to successfully complete the professional experience requirements of your course.
- The course specific *Professional Experience Handbook:* provided for the initial teacher education courses through the STUDENT-PEP Portal Moodle site.

The following table summarises the number of supervised professional experience days required for the courses:

	Supervised Professional Experience for continuing enrolments pre-2018		***Supervised Professional Experience for commencing enrolments from 2018 onwards***	
Bachelor courses: BEd (Pri) [ED21] BEd (Sec) [ED23] BA/BEd (Sec) [CC23]	4 x 4-week blocks	80 days	1 x 1-week orientation	5 days
	1 x 6-week block (Internship)	30 days	1 x 3-week block	15 days
		= 110 days	2 X 4-week blocks	40 days
			1 X 5-week block	25 days
			1 x 6-week block (Internship)	30 days
				= 115 days

	Supervised Professional Experience for continuing enrolments pre-2018	*Supervised Professional Experience for commencing enrolments from 2018 onwards*	
Masters courses: MTeach (Pri) [ED54] MTeach (Sec) [ED55]		1 x 1-week orientation	5 days
		1 x 3-week block	15 days
		2 X 4-week blocks	40 days
		1 X 5-week block	25 days
			= 85 days

4.2 PEP requirements

The following requirements relate to all PEP units:

Blue card and Working with Children Check requirements

The PEP Office must hold all required information about a student's blue card and any other necessary Working with Children Check before enrolment in a PEP Unit can be accepted. Please see Section 1.5 for details regarding blue card and Working with Children Check requirements. Preservice teachers must wear a CHC lanyard (purchased through the PEP Office) and produce their blue card or other necessary Working with Children Check when requested while undertaking school-based placements.

Character and conduct

While CHC partners with schools across state, catholic and independent education sectors, it is the case that especially close partnerships have been developed over many years with independent Christian schools. The highly valued relationships which have been developed because of these partnerships between CHC and numerous schools are integral to the ongoing success of PEP. It is expected that the preservice teachers from CHC will model high standards of personal and professional conduct in all circumstances. In particular, when making decisions regarding the placement of preservice teachers in Christian schools where a commitment to personal Christian faith is an inherent, or genuine occupational requirement of employment by the school, CHC requires preservice teachers to demonstrate personal and professional Christian conduct and character that is of a high standard. Preservice teachers need to consider carefully whether their actions, lifestyle, behaviour or conduct may potentially impact upon their suitability for placement within these specific contexts.

It is also expected that preservice teachers will gain knowledge of and enact relevant organisational requirements that ensure a safe and conducive learning environment, including:

- the CHC Student Code of Conduct;
- the QCT Code of Ethics and Professional Boundaries;
- the codes of conduct (including dress code), work health and safety policies, child protection policies, behaviour management policies and other significant processes of the schools in which professional experience occurs; and
- the PEP Office's professional conduct requirements as stated in the course specific *Professional Experience Handbooks*.

Cyber conduct

To ensure that their professional behaviour is in keeping with relevant ethical standards and codes of conduct, preservice teachers should also be aware of how their on-line actions can impact upon their professional relationships within school communities. Use of information and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media (e.g. Facebook, Instagram) and other websites must be undertaken with extreme caution.

Such technologies must only be engaged with for appropriate professional purposes whilst on school campuses, and any personal use of such whilst off school campus, before, during, or after a professional experience, must ensure that there is no reference to a particular school, or member of a school community. In keeping with this, the following points must be adhered to:

- There must be no personal engagement with school students with whom preservice teachers have come into contact or schools within the school community during the PEP via social media or digital technologies, either on, or off school campuses, at any time subsequently.

- Any professional engagement with students via information/digital technologies must be officially sanctioned by the school, via an official school site and for appropriate educational purposes only.

- Preservice teachers must not post, or publish online anything that may bring CHC, themselves, the school at which they are undertaking PEP, or any member of that community, into disrepute.

Academic suitability

In order to be considered for placement in a PEP unit, each student must demonstrate satisfactory academic progress. Teaching requires many personal and professional skills and capacities, including planning, diligence, following advice, implementing established routines and procedures, and so on. A lack of ability in these areas will often be evident in coursework studies. Therefore, failure of two or more units in a single semester will have consequences for preservice teachers' commencement of and progression through PEP units. For example, a preservice teacher who fails first year units might not be permitted to enrol in the first PEP unit until later than normally scheduled in their course.

Prerequisite and corequisite units

Due to the developmental nature of the Professional Experience Program, students are required to follow a particular sequence of units (see Section 8.1).

Students who wish to enrol in a schedule of units which differs from the normal sequence should consult their Course Coordinator and the PEP Coordinator to discuss the proposed schedule. Following this, a written application to the Board of Studies may be required that outlines the reasons for the requested changes to the PEP block and is accompanied by any relevant documentary evidence to support these changes.

Attendance at Professional Experience Program meetings

Each time you engage in a unit that involves a PEP experience you will be required to complete several compulsory activities and attend meetings that are designed to prepare you for the rigorous expectations of the school-based placement. These may include:

- classes that cover relevant academic materials and practices,
- a PEP Briefing (either face-to-face or online) relating to practical matters to be addressed before, during and after PEP, and
- classes that facilitate de-briefing after the professional experience.

You **must** attend all such meetings and activities to be eligible to complete the professional experience placement. Information regarding these activities and meetings will be provided in Week 1 of each semester.

The information, processes, expectations and skills that are conveyed at these meetings are critical to your potential success as a preservice teacher in the relevant school-based experience.

If you are unable to attend any of the required meetings and activities, you will need to provide a doctor's certificate, or other documentation supporting a valid reason for non-attendance. You will also be required to attend alternative meetings, or complete additional activities to ensure that the required learning and experiences have been undertaken. Acceptance of a preservice teacher's reason for non-attendance will only be granted at the discretion of the Unit Coordinator or PEP Coordinator. Failure to attend to the compulsory meetings and activities may result in withdrawal from the PEP block and subsequent failure of the unit.

4.3 Withdrawal from Professional Experience Program units

Where a preservice teacher is unable to continue a PEP placement (e.g. medical, or personal circumstances) they must contact the PEP Coordinator by email from their CHC email address, or by phone within 24 hours of the decision to withdraw from PEP.

If a preservice teacher withdraws from a PEP unit, they must submit an *Application for Change to Unit Selection* form. Please note that semester census dates and associated rules apply to all PEP units.

It is important for preservice teachers to understand that the Principal of the school retains the right to withdraw an offer of placement and instruct the preservice teacher to immediately leave the school if the preservice teacher commits a serious breach of school policy, engages in unprofessional conduct, or is unable to engage in the general types of activities and expectations that are inherent, or genuine occupational requirements of the teaching profession. In such circumstances, CHC cannot guarantee that the preservice teacher will be placed in another school during that PEP block. The circumstances will be investigated and discussed with the school and preservice teacher by the PEP Coordinator before any further placement occurs. CHC holds the right to further investigate the matter in relation to the CHC Student Code of Conduct and to determine a final grade for the PEP.

SECTION 5: EVIDENCE FOLIO REQUIREMENTS

5.1 Australian Professional Standards for Teachers
5.2 Evidence Folio requirements

5.1 Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (APSTs) guide professional learning, practice and engagement. They facilitate the improvement of teacher quality and project a positive public standing of the teaching profession. The standards allow teachers to articulate what they are expected to know at four career stages: Graduate, Proficient, Highly Accomplished and Lead. At the successful completion of the course of study all graduates will be considered at the 'Graduate' standard and can then be eligible for registration as a teacher in the relevant state or territory. The standards also provide a framework which explicitly determines the knowledge, practice and professional engagement that is considered essential across a teacher's career (from "Australian Professional Standards for Teachers", QCT, 2011).

More information about the standards can be found at http://www.aitsl.edu.au/australian-professional-standards-for-teachers and https://www.qct.edu.au/PDF/PSU/QCT_AustProfStandards.pdf.

5.2 Evidence Folio requirements

All students enrolled in initial teacher education courses must complete an *Evidence Folio* that documents their progression towards a 'graduate' level of proficiency in accordance with the Australian Professional Standards for Teachers. The folio forms is considered a capstone assessment task and is incorporated within the final PEP unit within the Master of Teaching courses and the Internship within the Bachelor of Education courses.

This folio of evidence should consist of 5-10 artefacts that demonstrate how the 37 descriptors that are included in the graduate level of the seven standards of the Australian Professional Standards for Teachers have been successfully addressed. This folio can be in a variety of formats and must be made available to the of the Administration Officer (Education courses) within one week of completing the final PEP placement for Master of Teaching students or the internship for Bachelor of Education students.

Details regarding the procedures, processes, format and guidelines that apply to fulfilling the requirements of this Evidence Folio will be provided to students as required. Evidence folios can be commenced in first year and then updated as you progress through your course. You will notice that, in the year level overviews for each course, some possible assessment items have been identified to include in the evidence folio. This is not an exhaustive list, but an indicator of the types of assessment items that can be included in your folio.

SECTION 6: UNDERGRADUATE EDUCATION COURSES

6.1 Undergraduate Certificate in Educational Studies (ED03)
6.2 Bachelor of Education (Primary) (ED21)
6.2 Bachelor of Education (Secondary) (ED23) *and* Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

6.1 Undergraduate Certificate in Educational Studies (ED03)

The Undergraduate Certificate in Educational Studies is designed to assist students to develop introductory knowledge and skills in teaching for the purposes of enhancing their capacities to work in an educational support role. The Undergraduate Certificate in Educational Studies is not a registrable teaching qualification.

The Undergraduate Certificate in Educational Studies must be completed by the end of Semester 2, 2021.

Students who successfully complete the Undergraduate Certificate in Educational Studies may apply to enter the Bachelor of Education (Primary), or the Bachelor of Education (Secondary) or Bachelor of Arts/ Bachelor of Education (Secondary), depending upon the units completed in the Primary or Secondary specialisation.

Course structure

The Undergraduate Certificate in Educational Studies consists of four units of study:

- three core units including an Educational Studies specialisation for either Primary or Secondary depending on the student's pathway; and
- one elective unit education discipline elective unit (English, Mathematics, Science or History/HASS)

Units

Core units

Students must complete the following core units:

- CS116 Christian Foundations for Work and Vocation I
- CR111 Introduction to Cross Curricular Literacies
- One Education Studies core unit from below:

Primary specialisation	Secondary specialisation
Semester 1 intake ES113 Educational Psychology: Learning and Development (P-6) **or** *Semester 2 intake* ES123 Introduction to Teaching and Learning (P-6)	*Semester 1 intake* ES116 Educational Psychology: Learning and Development (7-12) **or** *Semester 2 intake* ES126 Introduction to Teaching and Learning (7-12)

Elective units

Students must complete one of the following elective units:

- HT101 A Map of Time: Introduction to History
- HT102 The West: Culture and Ideas
- LIT101 Great Books of the Western World 1
- LIT102 Great Books of the Western World 2
- MT110 Foundations of Mathematics
- MT111 Calculus 1
- SC120 Environmental Science
- SC130 Physical and Chemical Sciences (7-10)

6.2 Bachelor of Education (Primary) (ED21)

The Bachelor of Education (Primary) is a four-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in primary school contexts by:

- engaging students in teaching and learning within primary school contexts;
- introducing students to the learning and developmental needs of children between 5-12 years of age; and
- covering the content, curriculum and pedagogy of the relevant learning areas of the Australian Curriculum.

While the course has an emphasis on teaching in Years P-6 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

Students who commenced the course from 2018 onwards will complete a Primary specialisation, while students who commenced the course prior to 2018 will complete a focus area in a selected Primary learning area.

A maximum of ten years is allowed to complete course requirements.

Course structure

The Bachelor of Education (Primary) consists of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience.

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

For students who commenced the course from 2018 onwards, the breakdown of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 150 credit points
- Elective Studies 10 credit points towards a Primary specialisation

Preservice teachers undertake a Primary specialisation of four units in one learning area, comprising:

- 2 or 3 units that are core to the course; and
- 1 elective unit in the chosen specialisation.

Primary specialisations are currently available in English, Mathematics, Science and HASS.

Bachelor of Education (Primary) – commenced from 2018 onwards	
Discipline Studies	Discipline Content: 7 units Curriculum and Pedagogy: 7 units Electives: 1 unit in specialisation area
Professional Experience	Preservice teachers should complete at least one supervised professional experience in: • early phase (P-2); and • primary (3-6).
Specialisation	A specialisation in one learning area comprising: • 2/3 core units; and • 1 elective unit.

For students who commenced the course prior to 2018, the breakdown of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points

Preservice teachers undertake a focus area of three or four units (as applicable) in one learning area, comprising:

- 1 or 2 units that are core to the course; and
- 1 or 2 elective units in the chosen focus area.

Focus areas are currently available in English, Health and Physical Education, History, Mathematics, Science, STEM, The Arts (Dance, Drama). Students may access other learning areas via cross-institutional enrolment.

Bachelor of Education (Primary) – commenced prior to 2018	
Discipline Studies	Discipline Content: 7 units Curriculum and Pedagogy: 7 units Electives: 2 units in one learning area
Professional Experience	Preservice teachers should complete at least one supervised professional experience in: • early phase (P-2); and • primary (3-6).
Focus Area	A focus area in one learning area, comprising: • 1 or 2 core units; and • 1 or 2 elective units (as applicable).

Year Level overviews

Each year of the Bachelor of Education (Primary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

Students who commenced their courses mid-year should contact the Faculty Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

First Year – Connect: Learning how to learn

The focus of Year 1 of the Bachelor of Education (Primary) is to extend and build upon your learning undertaken through secondary school and work/life experiences.

The first year of the course provides the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the course. The first-year units in the course are as follows:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
CR111 Introduction to Cross-Curricular Literacies	Nil	CR131 Introduction to Language, Literature and Literacy	CR111 (Literacy)
CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3)	Nil	CR171 Introduction to Science	Nil
CS116 Christian Foundations for Work and Vocation I	Nil	ES123 Introduction to Teaching and Learning (P-6)	Nil
ES113 Educational Psychology: Learning and Development (P-6)	Nil	CR192 Introduction to Technologies	Nil

Second Year – Construct: Learning to teach

Year 2 of the Bachelor of Education (Primary) provides the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher centred as you begin to develop the strategies, tactics and skills for a confident start to teaching. The second-year units in the course are:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
CR161 Introduction to Mathematics and Numeracy	CR111 (Numeracy)	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161
CR240 Content and Pedagogy: Health and Physical Education	Nil	CR275 Advanced Studies in Science and Technologies	CR171
ES261 Australian Indigenous Contexts and Education		CS216 Christian Foundations for Work and Vocation II	
PE212 Learning about Teaching: Planning for Learning (P-6)	ES123, 30cp in CR units	ES242 Curriculum, Assessment and Reporting (P-6)	Nil

Third Year – Critique: Teaching for learning

As you commence Year 3 of the Bachelor of Education (Primary), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more child/student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice. The third-year units in the Bachelor of Education (Primary) are:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
CR232 Curriculum and Pedagogy: English and Literacy	CR131	CR220 Content and Pedagogy: The Arts	Nil
CR363 Advanced Studies in Mathematics and Numeracy	CR262	ES360 Studies in Inclusive Philosophy and Practice	Nil
ES352 Learning Communities: Schools, Students and Families (P-6)	Nil	PE332 Teaching for Learning: Curriculum and Planning (P-6)	PE212
PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	PE212	CR330 Phonics Instruction and Fundamentals of Literacy	CR232

Fourth Year – Crystallise: Teaching for transformation

Year 4 of the Bachelor of Education (Primary), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning. The fourth-year units in the course are:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
CR370 Curriculum and Pedagogy: Science and Technologies	CR171, CR192	Elective (contributes to a specialisation)	
CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-6)	CR181	ES470 The Professional Teacher	Nil
Cr335 Advanced Studies in English and Literacy	PE322, PE332, 90 cp in CR units	ES480 Worldview and Sociology for Teachers	
PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	See units	PE450 Internship: Teaching for Transformation	All other PEP units

Students who commenced the course mid-year should contact the Preservice Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

Course structure overviews

The following course structure overviews are provided for the Bachelor of Education (Primary). They are based upon a full-time enrolment.

Bachelor of Education (Primary) (ED21)

Course structure for students in Years 1-4 commenced post 2018 (Semester 1 entry)

Strand / Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	**Curriculum and Pedagogy**				
1	CR111 Introduction to Cross-Curricular Literacies	CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3)	ES113 Educational Psychology: Learning and Development (P-6)		CS116 Christian Foundations for Work and Vocation I	40
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science CR192 Introduction to Technologies		ES123 Introduction to Teaching and Learning (P-6)			40
3	CR161 Introduction to Mathematics and Numeracy		ES261 Australian Indigenous Contexts and Education	PE212 Learning about Teaching: Planning for Learning (P-6)		40
	CR240 Content and Pedagogy: Health and Physical Education					
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)		CS216 Christian Foundations for Work and Vocation II	40
5	CR363 Advanced Studies in Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Families (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)		40
6	CR330 Phonics Instruction and Fundamentals of Literacy		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
	CR220 Content and Pedagogy: The Arts					
7	CR335 Advanced Studies in English and Literacy	CR370 Curriculum and Pedagogy: Science and Technologies CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-7)		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8	Elective Primary specialisation: English, Mathematics, Science, HASS		ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
					Total Credit Points (CP)	**320**

Bachelor of Education (Primary) (ED21)

Course structure for students in Years 1-4 commenced post 2018 (Semester 2 entry)

Strand / Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	**Curriculum and Pedagogy**				
1 (Sem 2)	CR111 Introduction to Cross-Curricular Literacies CR171 Introduction to Science CR192 Introduction to Technologies		ES123 Introduction to Teaching and Learning (P-6)			40
2 (Sem 1)	CR161 Introduction to Mathematics and Numeracy		ES113 Educational Psychology: Learning and Development (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)	CS116 Christian Foundations for Work and Vocation I	40
3 (Sem 2)	CR131 Introduction to Language, Literature and Literacy CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)			40
4 (Sem 1)		CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3)	ES261 Australian Indigenous Contexts and Education		CS216 Christian Foundations for Work and Vocation II	40
	CR240 Content and Pedagogy: Health and Physical Education					
5 (Sem 2)	CR330 Phonics Instruction and Fundamentals of Literacy		ES360 Studies in Inclusive Philosophy and Practice	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)		40
	CR220 Content and Pedagogy: The Arts					
6 (Sem 1)	CR363 Advanced Studies in Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Families (P-6)	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7 (Sem 2)	CR335 Advanced Studies in English and Literacy		ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8 (Sem 1)	Elective Primary specialisation: English, Mathematics, Science, HASS	CR370 Curriculum and Pedagogy: Science and Technologies CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-7)		PE450 Internship: Teaching for Transformation		40
					Total Credit Points (CP)	**320**

Bachelor of Education (Primary) (ED21)

Course structure for students commenced prior to 2018

Strand / Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	**Curriculum and Pedagogy**				
1	CR111 Introduction to Cross-Curricular Literacies CR182 Introduction to History, Civics and Citizenship		ES113 Educational Psychology: Learning and Development (P-6)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature and Literacy CR172 Introduction to Science and Technologies CR183 Introduction to Geography, Economics and Business		ES123 Introduction to Teaching and Learning (P-6)			40
3	CR161 Introduction to Mathematics and Numeracy CR240 Content and Pedagogy: Health and Physical Education		ES232 Educational Contexts and Philosophies (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)		40
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Families (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	CS315 Christianity and Worldviews	40
6	Elective #1 (contributes to a focus area) CR220 Content and Pedagogy: The Arts		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7	Elective #2 (contributes to a focus area)	CR370 Curriculum and Pedagogy: Science and Technologies CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-7)		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8		CR411 Cross-Curricular Priorities, Capacities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
					Total Credit Points (CP)	**320**

6.3 Bachelor of Education (Secondary) (ED23) *and* Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are four-year courses (full-time equivalent) and are available on both a full-time and part-time basis. The courses are designed to prepare students for teaching in secondary school contexts by:

- engaging students in teaching and learning within secondary school contexts;
- introducing students to the learning and developmental needs of children between 12-18 years of age; and
- covering the curriculum and pedagogy for, either, two equally weighted teaching areas (Bachelor of Education [Secondary]), or a major teaching area in a Humanities field and a minor teaching area (Bachelor of Arts/Bachelor of Education [Secondary]).

While the course has an emphasis on teaching in Years 7-12 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

A maximum of ten years is allowed to complete course requirements for the Bachelor of Education (Secondary) and the Bachelor of Arts/Bachelor of Education (Secondary).

Course Structure

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) consist of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The break-down of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points, including 120 credit points towards two teaching areas

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

Difference between the courses

The difference between the courses relates to the completion of units towards two teaching areas. Students in the Bachelor of Education (Secondary) complete two teaching areas of 60 credit points each, while students in the Bachelor of Arts/Bachelor of Education (Secondary) complete one teaching area major of 80 credit points in a Humanities area, and one teaching area minor of 40 credit points, as follows:

	Bachelor of Education (Secondary)	***Bachelor of Arts/Bachelor of Education (Secondary)***
Majors/Minors	Two majors of six units each comprising: • Maximum of 2 introductory* units • Minimum of 4 advanced* units, including 2 units at 300-level	A major of 8 units comprising: • Maximum of 2 introductory* units • Minimum of 6 advanced* units, including minimum of 2 unit at 300-level A minor of 4 units comprising: • Maximum of 2 introductory* units • Minimum of 2 advanced* units

* Introductory units are those listed as 100-level units and advanced units are those listed as 200- or 300-level units.

Students will need to follow the relevant course structure in order to ensure they complete the required number of credit points in each teaching area.

For the Bachelor of Education (Secondary) CHC currently offers teaching area majors in Business Education, Biblical Studies, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching areas.

For the Bachelor of Arts/Bachelor of Education (Secondary) CHC currently offers teaching area majors in Biblical Studies, Drama, English and History, and teaching area minors in Accounting, Business Education, Biblical Studies, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching area majors and minors.

See Section 8.3 for the units that are available in each teaching area.

Year Level Overviews

Each year of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

First Year – Connect: Learning how to learn

The focus of Year 1 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) is to extend and build upon the learning undertaken through secondary school and work/life experiences. The first year provides you with the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the courses. The first year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
CR111 Introduction to Cross-Curricular Literacies	Nil	ES126 Introduction to Teaching and Learning (7-12)	Nil
ES116 Educational Psychology: Learning and Development (7-12)	Nil	*Bachelor of Education (Sec):* • 1 unit from Teaching Area #1 • 2 units from Teaching Area #2 *Bachelor of Arts/Bachelor of Education (Sec):* • 2 units from Teaching Area #1 [major] • 1 unit from Teaching Area #2 [minor]	Nil
CS116 Christian Foundations for Work and Vocation I	Nil		
1 unit from Teaching Area #1	Nil		

Second Year – Construct: Learning to teach

Year 2 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) provides the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher centred as you begin to develop the strategies, tactics and skills for a confident start to teaching. The second-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
ES261 Australian Indigenous Contexts and Education		ES246 Curriculum, Assessment and Reporting (7-12)	Nil
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126, 30cp in CR strand	CS216 Christian Foundations for Work and Vocation II	CS116
1 unit from Teaching Area #1	See units	1 unit from Teaching Area #1	See units
1 unit from Teaching Area #2	See units	1 unit from Teaching Area #2	See units

Third Year – Critique: Teaching for learning

As you commence Year 3 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice. The third-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
ES358 Learning Communities: Schools, Students and Families (7-12)	Nil	CR315 Curriculum and Pedagogy 1: Teaching Area #1	30cp in the relevant area
PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	PE216	CR316 Curriculum and Pedagogy 1: Teaching Area #2	30cp in the relevant area
1 unit from Teaching Area #1	See units	ES360 Studies in Inclusive Philosophy and Practice	
1 unit from Teaching Area #2	See units	PE336 Teaching for Learning: Curriculum and Planning (7-12)	PE216

Fourth Year – Crystallise: Teaching for transformation

Year 4 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning. The fourth-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		***Semester 2***	
Unit	*Prerequisite*	*Unit*	*Prerequisite*
CR415 Curriculum and Pedagogy2: Teaching Area #2	30cp in the relevant area	*Bachelor of Education (Sec):* • 1 unit from Teaching Area #2 *Bachelor of Arts/Bachelor of Education (Sec):* • 1 unit from Teaching Area #1 [major]	
CR416 Curriculum and Pedagogy1: Teaching Area #2	30cp in the relevant area	ES470 The Professional Teacher	Nil
PE446 Teaching for Transformation: Meeting Learner Needs (7-9)	PE326, PE336, 90cp in CR strand	ES480 Worldview and Sociology for Teachers	
Bachelor of Education (Sec): • 1 unit from Teaching Area #1 *Bachelor of Arts/Bachelor of Education (Sec):* • 1 unit from Teaching Area #1 [major]	See units	PE450 Internship: Teaching for Transformation	All other PEP units

Course structure overviews

The following course structure overviews are provided for the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary). They are based upon a full-time enrolment.

Bachelor of Education (Secondary) (ED23) and Bachelor of Arts/Bachelor of Education (Secondary) (CC23) (Semester 1 entry)						
Strand / Sem	**Discipline Studies**		**Education Studies**	**Professional Experience**	**Christian Studies**	**CP**
	Discipline Content	**Curriculum and Pedagogy**				
1	CR111 Introduction to Cross-Curricular Literacies ED23 and CC23 - Teaching Area #1.1		ES116 Educational Psychology: Learning and Development (7-12)		CS116 Christian Foundations for Work and Vocation I	40
2	ED23 and CC23 - Teaching Area #1.2 ED23 and CC23 - Teaching Area #2.1 ED23 and CC23 - Teaching Area #2.2		ES126 Introduction to Teaching and Learning (7-12)			40
3	ED23 and CC23 - Teaching Area #1.3 ED23 and CC23 - Teaching Area #2.3		ES261 Australian Indigenous Contexts and Education	PE216 Learning about Teaching: Planning for Learning (7-12)		40
4	ED23 and CC23 - Teaching Area #1.4 ED23 and CC23 - Teaching Area #2.4		ES246 Curriculum, Assessment and Reporting (7-12)		CS216 Christian Foundations for Work and Vocation II	40
5	ED23 and CC23 - Teaching Area #1.5 ED23 - Teaching Area #2.5 CC23 - Teaching Area #1.6		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)		40
6		CR315 Curriculum and Pedagogy 1: Teaching Area #1 CR316 Curriculum and Pedagogy 1: Teaching Area #2	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	ED23 - Teaching Area #1.6 CC23 - Teaching Area #1.7	CR415 Curriculum and Pedagogy 2: Teaching Area #1 CR416 Curriculum and Pedagogy 2: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8	ED23 - Teaching Area #2.6 CC23 - Teaching Area #1.8		ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
					Total Credit Points (CP)	**320**

Bachelor of Education (Secondary) (ED23) and Bachelor of Arts/Bachelor of Education (Secondary) (CC23) (Semester 2 entry)						
Strand / Sem	**Discipline Studies**		**Education Studies**	**Professional Experience**	**Christian Studies**	**CP**
	Discipline Content	**Curriculum and Pedagogy**				
1 (Sem 2)	CR111 Introduction to Cross-Curricular Literacies ED23 and CC23 - Teaching Area #1.1 ED23 and CC23 - Teaching Area #2.1		ES126 Introduction to Teaching and Learning (7-12)			40
2 (Sem 1)	ED23 and CC23 - Teaching Area #1.2		ES116 Educational Psychology: Learning and Development (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)	CS116 Christian Foundations for Work and Vocation I	40
3 (Sem 2)	ED23 and CC23 - Teaching Area #1.3 ED23 and CC23 - Teaching Area #1.4 ED23 and CC23 - Teaching Area #2.2		ES246 Curriculum, Assessment and Reporting (7-12)			40
4 (Sem 1)	ED23 and CC23 - Teaching Area #1.5 ED23 and CC23 - Teaching Area #2.3		ES261 Australian Indigenous Contexts and Education	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)		40
5 (Sem 2)		CR315 Curriculum and Pedagogy 1: Teaching Area #1 CR316 Curriculum and Pedagogy 1: Teaching Area #2	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
6 (Sem 1)	ED23 and CC23 - Teaching Area #2.4	CR415 Curriculum and Pedagogy 2: Teaching Area #1 CR416 Curriculum and Pedagogy 2: Teaching Area #2	ES358 Learning Communities: Schools, Students and Families (7-12)			40
7 (Sem 2)	ED23 and CC23 - Teaching Area #1.6		ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8 (Sem 1)	ED23 - Teaching Area #2.5 ED23 - Teaching Area #2.6 CC23 - Teaching Area #1.7 CC23 - Teaching Area #1.8			PE450 Internship: Teaching for Transformation	CS216 Christian Foundations for Work and Vocation II	40
					Total Credit Points (CP)	**320**

SECTION 7: POSTGRADUATE EDUCATION COURSES

7.1 Graduate Certificate in School Leadership and Management (ED41)
7.2 Master of Teaching (Primary) (ED54)
7.3 Master of Teaching (Secondary) (ED55)
7.4 Graduate Diploma in Teaching Studies (ED48)
7.5 Graduate Certificate in Christian Education (ED42)
7.6 Master of Education (ED51)

7.1 Graduate Certificate in School Leadership and Management (ED41)

The Graduate Certificate in School Leadership and Management is a 4-unit targeted course designed to enhance the leadership capacity and skills of teachers and existing educational leaders. It addresses foundational knowledge and skills in the fields of school leadership and management by including a broad study into the key elements of school leadership and management.

The Graduate Certificate in School Leadership and Management is available in the external mode and is offered on a part-time basis only.

Students who enter the Graduate Certificate in School Leadership and Management with a completed initial teacher education qualification may apply to enter the Master of Education. Those who enter the course on the basis of other study may apply to enter the Master of Business Administration.

Course Structure

The Graduate Certificate in School Leadership and Management comprises three core units and one elective unit.

Core units

- ED604 Biblical Worldview and Educational Leadership
- ED611 Leadership and Change Management
- ED615 Cultivating Sustainable Christian School Cultures

Elective units (select one of)

- ED616 Corporate Governance for Schools
- ED617 Human Resource Management
- ED618 School Financial Management

7.2 Master of Teaching (Primary) (ED54)

The Master of Teaching (Primary) is a two-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in primary school contexts by:

- engaging students in teaching and learning within primary school contexts;
- introducing students to the learning and developmental needs of children between 5-12 years of age; and
- covering the content, curriculum and pedagogy of the relevant learning areas of the Australian Curriculum, with a specialisation in *either* English or Mathematics.

While the course has an emphasis on teaching in Years P-6 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

A maximum of eight years is allowed to complete course requirements.

Students who, for personal, professional or other reasons, are not able to complete the course may exit with the Graduate Diploma in Teaching Studies after completing 80 credit points of units in the Master of Teaching (Primary). Please see Section 7.3 for further information regarding the Graduate Diploma in Teaching Studies.

Course Structure

The Master of Teaching (Primary) is divided into three strands that reflect three main conceptual areas. These strands and the unit code prefixes represented by these strands are:

- CE: Christian Education – two units, including one designated unit assigned to Professional experience in authentic contexts;
- ES: Education Studies – five units, including two designated units assigned to Professional experience in authentic contexts; and
- CU: Curriculum, Learning and Teaching – nine units, including one capstone Professional experience in an authentic context.

The following tables provide an overview of the standard course structure for the Master of Teaching (Primary) for full-time and part-time enrolment.

Semester 1 commencement

Master of Teaching (Primary): Full-time enrolment			
Year 1			
Semester 1		**Semester 2**	
CE501 Biblical Worldview and Education	CE511 PEP 1 Philosophy of Teaching for Learning	CU520 Primary Mathematics 1	CU521 Primary English 1
ES501 The Nature of the Learner	ES521 Australian Indigenous Contexts and Education	CU522 Primary Science	ES522 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 5-days early in Semester 1 and 15-days = 20 days Undertake LANTITE by end of Semester 1		**PEP 2: 20-days Successfully complete LANTITE by end of Semester 2**	
Year 2			
Semester 3		**Semester 4**	
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum	CU623 Primary Humanities and Social Sciences	CU624 Primary The Arts and Technology
ES601 Teacher as Researcher (Primary Specialisation)	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	CU625 Primary Health and Physical Education	CU661 PEP 4 The Professional Teacher
PEP 3: 20-days		**PEP 4: 25-days**	

Master of Teaching (Primary): Part-time enrolment			
Year 1			
Semester 1		**Semester 2**	
CE501 Biblical Worldview and Education	ES501 The Nature of the Learner	CU521 Primary English 1	CU522 Primary Science
PEP: 5-days early in Semester 1 = 5 days			
Year 2			
Semester 3		**Semester 4**	
CE511 PEP 1 Philosophy of Teaching for Learning	ES521 Australian Indigenous Contexts and Education	CU520 Primary Mathematics 1	ES522 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 15-days **Undertake LANTITE by end of Semester 3**		**PEP 2: 20-days** **Successfully complete LANTITE by end of Semester 4**	
Year 3			
Semester 5		**Semester 6**	
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum	CU624 Primary The Arts and Technology	CU625 Primary Health and Physical Education
Year 4			
Semester 7		**Semester 8**	
ES601 Teacher as Researcher (Primary Specialisation)	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	CU623 Primary Humanities and Social Sciences	CU661 PEP 4 The Professional Teacher
PEP 3: 20-days		**PEP 4: 25-days**	

Semester 2 commencement (mid-year)

Master of Teaching (Primary): Full-time enrolment			
Year 1			
Semester 1 (2)		**Semester 2 (1)**	
CU520 Primary Mathematics 1	CE511 PEP 1 Philosophy of Teaching for Learning	CE501 Biblical Worldview and Education	ES521 Australian Indigenous Contexts and Education
CU521 Primary English 1	CU522 Primary Science	ES501 The Nature of the Learner	ES522 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 5-days early in Semester 1 and 15-days = 20 days **Undertake LANTITE by end of Semester 1**		**PEP 2: 20-days** **Successfully complete LANTITE by end of Semester 2**	
Year 2			
Semester 3 (2)		**Semester 4 (1)**	
CU623 Primary Humanities and Social Sciences	CU624 Primary The Arts and Technology	CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum
CU625 Primary Health and Physical Education)	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	ES601 Teacher as Researcher (Primary Specialisation	CU661 PEP 4 The Professional Teacher
PEP 3: 20-days		**PEP 4: 25-days**	

Master of Teaching (Primary): Part-time enrolment			
Year 1			
Semester 1 (2)		**Semester 2 (1)**	
CU521 Primary English 1	CU520 Primary Mathematics	CE511 PEP 1 Philosophy of Teaching for Learning	ES501 The Nature of the Learner
		PEP 1: 5-days early in Semester 1 and 15-days = 20 days	
Year 2			
Semester 3 (2)		**Semester 4 (1)**	
ES522 PEP 2 Curriculum, Assessment and Reporting	CU522 Primary Science	CE501 Biblical Worldview and Education	ES521 Australian Indigenous Contexts and Education
PEP 2: 20-days **Undertake LANTITE by end of Semester 3**			
Year 3			
Semester 5 (2)		**Semester 6 (1)**	
ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	CU623 Primary Humanities and Social Sciences	CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum
PEP 3: 20-days			
Year 4			
Semester 7 (2)		**Semester 8 (1)**	
CU624 Primary The Arts and Technology	CU625 Primary Health and Physical Education	ES601 Teacher as Researcher (Primary Specialisation)	CU661 PEP 4 The Professional Teacher
		PEP 4: 25-days	

7.3 Master of Teaching (Secondary) (ED55)

The Master of Teaching (Secondary) is a two-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in secondary school contexts by:

- engaging students in teaching and learning within secondary school contexts;
- introducing students to the learning and developmental needs of children between 12-18 years of age; and
- covering the curriculum and pedagogy for two teaching areas.

While the course has an emphasis on teaching in Years 7-12 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

A maximum of eight years is allowed to complete course requirements.

Students who, for personal, professional or other reasons, are not able to complete the course may exit with the Graduate Diploma in Teaching Studies after completing 80 credit points of units in the Master of Teaching (Secondary). Please see Section 7.3 for further information regarding the Graduate Diploma in Teaching Studies.

Course Structure

The Master of Teaching (Secondary) is divided into three strands that reflect three main conceptual areas. These strands and the unit code prefixes represented by these strands are:

- CE: Christian Education – two units, including one designated unit assigned to Professional experience in an authentic context;
- ES: Education Studies – five units, including two designated units assigned to Professional experience in authentic contexts; and

- CU: Curriculum, Learning and Teaching – nine units, including one capstone Professional experience in an authentic context.

The following tables provide an overview of the standard course structure for the Master of Teaching (Secondary) for full-time and part-time enrolment.

Semester 1 commencement

Master of Teaching (Secondary): Full-time enrolment			
Year 1			
Semester 1		**Semester 2**	
CE501 Biblical Worldview and Education	CE512 PEP 1 Philosophy of Teaching for Learning	CU502 Literacy and Numeracy across the Curriculum	CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1
ES502 The Nature of the Learner	ES521 Australian Indigenous Contexts and Education	CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1	ES523 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 5-days early in Semester 1 and 15-days = 20 days **Undertake LANTITE by end of Semester 1**		**PEP 2: 20-days** **Successfully complete LANTITE by end of Semester 2**	
Year 2			
Semester 3		**Semester 4**	
CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.2	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.2	CU602 Digital Literacies	CU650 Educating Young Adolescents in Junior Secondary (7-10)
ES602 Teacher as Researcher (Secondary Teaching Area)	ES612 PEP 3 Differentiation for Safe and Supportive Classrooms	CU651 Educating Young Adolescents in Senior Secondary (11-12)	CU661 PEP 4 The Professional Teacher
PEP 3: 20-days		**PEP 4: 25-days**	

Master of Teaching (Secondary): Part-time enrolment			
Year 1			
Semester 1		**Semester 2**	
CE501 Biblical Worldview and Education	ES502 The Nature of the Learner	CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1	CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1
PEP: 5-days early in Semester 1 = 5 days			
Year 2			
Semester 3		**Semester 4**	
CE512 PEP 1 Philosophy of Teaching for Learning	ES521 Australian Indigenous Contexts and Education	CU502 Literacy and Numeracy across the Curriculum	ES523 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 15-days **Undertake LANTITE by end of Semester 3**		**PEP 2: 20-days** **Successfully complete LANTITE by end of Semester 4**	
Year 3			
Semester 5		**Semester 6**	
CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.2	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.2	CU602 Digital Literacies	CU650 Educating Young Adolescents in Junior Secondary (7-10)
Year 4			
Semester 7		**Semester 8**	
ES602 Teacher as Researcher (Secondary Teaching Area)	ES612 PEP 3 Differentiation for Safe and Supportive Classrooms	CU651 Educating Young Adolescents in Senior Secondary (11-12)	CU661 PEP 4 The Professional Teacher
PEP 3: 20-days		**PEP 4: 25-days**	

Semester 2 commencement (mid-year)

Master of Teaching (Secondary): Full-time enrolment			
Year 1			
Semester 1 (2)		**Semester 2 (1)**	
CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1	CU502 Literacy and Numeracy across the Curriculum	CE501 Biblical Worldview and Education	ES521 Australian Indigenous Contexts and Education
CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1	CE512 PEP 1 Philosophy of Teaching for Learning	ES502 The Nature of the Learner	ES523 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 5-days early in Semester 1 and 15-days = 20 days **Undertake LANTITE by end of Semester 1**		**PEP 2: 20-days** **Successfully complete LANTITE by end of Semester 2**	
Year 2			
Semester 3 (2)		**Semester 4 (1)**	
CU650 Educating Young Adolescents in Junior Secondary (7-10)	CU602 Digital Literacies	CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.22
CU651 Educating Young Adolescents in Senior Secondary (11-12)	ES612 PEP 3 Differentiation for Safe and Supportive Classrooms	ES602 Teacher as Researcher (Secondary Teaching Area)	CU661 PEP 4 The Professional Teacher
PEP 3: 20-days		**PEP 4: 25-days**	

Master of Teaching (Secondary): Part-time enrolment			
Year 1			
Semester 1 (2)		**Semester 2 (1)**	
CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1	CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1	ES502 The Nature of the Learner	CE512 PEP 1 Philosophy of Teaching for Learning
		PEP: 5-days early in Semester 1 = 5 days **PEP 1: 15-days**	
Year 2			
Semester 3 (2)		**Semester 4 (1)**	
ES523 PEP 2 Curriculum, Assessment and Reporting	CU502 Literacy and Numeracy across the Curriculum	ES521 Australian Indigenous Contexts and Education	CE501 Biblical Worldview and Education
PEP 2: 20-days **Undertake LANTITE by end of Semester 3**		**Successfully complete LANTITE by end of Semester 4**	
Year 3			
Semester 5 (2)		**Semester 6 (1)**	
CU602 Digital Literacies	ES612 PEP 3 Differentiation for Safe and Supportive Classrooms	CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.2	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.2
PEP 3: 20-days			
Year 4			
Semester 7 (2)		**Semester 8 (1)**	
CU650 Educating Young Adolescents in Junior Secondary (7-10)	CU651 Educating Young Adolescents in Senior Secondary (11-12)	ES602 Teacher as Researcher (Secondary Teaching Area)	CU661 PEP 4 The Professional Teacher
		PEP 4: 25-days	

7.4 Graduate Diploma in Teaching Studies (ED48)

The Graduate Diploma in Teaching Studies is available as an exit pathway from both the Master of Teaching (Primary) and the Master of Teaching (Secondary). It is intended for students who are enrolled in these courses but who, for personal, professional or other reasons, are not able to complete those courses.

Students who are enrolled in the Master of Teaching (Primary) and the Master of Teaching (Secondary) are able to apply to exit those courses with the Graduate Diploma in Teaching Studies following the completion of 80 credit points of units of the respective courses. This pathway is not available to students who continue their enrolment in the Master of Teaching (Primary) and the Master of Teaching (Secondary).

The Graduate Diploma in Teaching Studies does not provide eligibility for registration with the Queensland College of Teachers (QCT). It is a good general qualification for many areas of work, including community education centres, outdoor education, training settings in industry, not-for-profits and government, adult literacy, libraries, educational research, education policy, and consultancy. It also provides a postgraduate qualification that students may be able to use for admission to courses in fields other than education (subject to course entry requirements).

Students who graduate with the Graduate Diploma in Teaching Studies due to early exit from the Master of Teaching (Primary) or the Master of Teaching (Secondary) and who later wish to complete either of those courses (as applicable to their original course of enrolment) must surrender the testamur for the Graduate Diploma in Teaching Studies.

7.5 Graduate Certificate in Christian Education (ED42)

The Graduate Certificate in Christian Education is designed to provide professional development to registered and experienced teachers. It is aimed particularly at teachers who want to undertake studies which will assist them to develop Christian perspectives and professional education practices. The course emphasises reflecting critically on the role and tasks of the Christian professional teacher; the mission, philosophy and practices of Christian schooling; and becoming equipped to translate this reflection on education into quality practice.

The Graduate Certificate in Christian Education is available in the external mode and is offered on a part-time basis only.

Course structure and workload

The Graduate Certificate in Christian Education requires 40 credit points for completion. No transfer of credit or cross-institutional study arrangements are allowed for the Graduate Certificate in Christian Education.

The maximum time for completion of the course is four years.

Students undertake 10 credit points of core units and 30 credit points of elective units. The units that are available in the Graduate Certificate in Christian Education are listed below. Elective units are offered on a rotational basis. Enquiries regarding the program of unit offerings should be directed to the Faculty Course Coordinator. The prerequisite requirements that apply to the units are indicated in Section 8.3.

Unit	**Credit points**
Core units (one of)	
ED603 Worldview: Meaning and Identity in Christian Education	10
CE501 Biblical Worldview and Education	10

Unit	Credit points
Elective units	
ED600 Theological Reflections on Education	10
ED602 Philosophical Perspectives on Education	10
ED611 Leadership and Change Management	10
ED614 Developing Leadership Capacity	10
ED615 Cultivating Sustainable Christian School Cultures	10
ED620 Enhancing the Spiritual Formation of Teachers	10
ED621 The Spiritual Development of Learners	10
ED622 Critical Engagements for Teaching Christianly	10
ED641 Cross-Curricular Literacies in Schools	10
ED644 Approaches to Assessment	10
ED645 Effective Pedagogical Practices within ICT	10
ED646 Curriculum in Action	10
ED651 Improving Learning Praxis	10
ED652 Personal Pedagogy as a Living Curriculum	10
ED653 Mentoring Learner Teachers	10
ED654 Issues in Learning	10
ED655 Delivering Higher Education Programs	10
ED656 Teacher Career Cycle and Professional Growth	10

The Graduate Certificate in Christian Education is nested within the Master of Education and provides an early exit point from that award as well as being a stand-alone qualification.

Students who successfully complete the Graduate Certificate in Christian Education may apply to enter the Master of Education. Students who are enrolled in the Master of Education may exit with the Graduate Certificate in Christian Education, subject to the completion of course requirements.

7.6 Master of Education (ED51)

The Master of Education is designed to provide a program of advanced professional development for qualified and experienced teachers and school leaders.

The Master of Education is available in the external mode and is offered on a part-time basis only.

Course structure and workload

The Master of Education requires 80 credit points for completion. Students may apply for transfer of credit from previous studies. Graduate Certificate and Master level courses from other CHC faculties may be eligible for inclusion as electives within a course program.

The maximum time for completion of the course is 10 years.

Students are required to complete 80 credit points of core units, an independent study unit(s) and elective units as follows:

Option 1:	• Core units – 20 credit points; • Independent Study unit – 10 credit points; and • Elective units – 50 credit points.
Option 2:	• Core units – 20 credit points; • Extended Independent Study unit – 20 credit points; and • Elective units – 40 credit points.
Option 3:	• Core units – 20 credit points; • Independent Study Unit – 10 credit points; • Extended Independent Study unit – 20 credit points; and • Elective units – 30 credit points.

The units that are available in the Master of Education are listed below. The prerequisite requirements that apply to the units are indicated in Section 8.3.

Elective units are offered on a rotational basis. Enquiries regarding the program of unit offerings should be directed to the Faculty Course Coordinator.

Unit	**Credit points**
Core units	
One of	
ED603 Worldview: Meaning and Identity in Christian Education	10
CE501 Biblical Worldview and Education	10
and	
ED690 Introduction to Research Methods	10
Independent Study units	
ED609 Independent Study in Perspectives for Christian Education	10
ED619 Independent Study in Issues of Educational Leadership	10
ED629 Independent Study in Issues of Spirituality and Education	10
ED649 Independent Study in Curriculum Issues	10
ED659 Independent Study in Pedagogical Issues	10
ED691 Extended Independent Study	20
Elective units	
ED600 Theological Reflections on Education	10
ED602 Philosophical Perspectives on Education	10
ED611 Leadership and Change Management	10
ED614 Developing Leadership Capacity	10
ED615 Cultivating Sustainable Christian School Cultures	10
ED620 Enhancing the Spiritual Formation of Teachers	10
ED621 The Spiritual Development of Learners	10
ED622 Critical Engagements for Teaching Christianly	10
ED641 Cross-Curricular Literacies in Schools	10
ED644 Approaches to Assessment	10
ED645 Effective Pedagogical Practices within ICT	10
ED646 Curriculum in Action	10
ED651 Improving Learning Praxis	10
ED652 Personal Pedagogy as a Living Curriculum	10

Unit	Credit points
ED653 Mentoring Learner Teachers	10
ED654 Issues in Learning	10
ED655 Delivering Higher Education Programs	10
ED656 Teacher Career Cycle and Professional Growth	10

The Graduate Certificate in Christian Education is nested within the Master of Education and provides an early exit point from that award as well as being a stand-alone qualification.

Students who successfully complete the Graduate Certificate in Christian Education may apply to enter the Master of Education. Students who are enrolled in the Master of Education may exit with the Graduate Certificate in Christian Education, subject to the completion of course requirements.

SECTION 8: UNIT INFORMATION

8.1 Prerequisite requirements
8.2 Units for Primary focus areas and specialisations
8.3 Units for Secondary teaching areas, majors and minors

Unit offerings differ from semester to semester and are designed to ensure course progression for students undertaking a standard program. Sample unit outlines and information regarding the schedule of units on offer can be found on the CHC website. Students who require further information about unit offerings or advice about course progression should contact the Faculty Course Coordinator.

8.1 Prerequisite requirements

The following tables summarise the prerequisite requirements for units in the Education courses.

Initial Teacher Education units

Bachelor courses:

Unit	Prerequisite requirements
CR131 Introduction to Language, Literature and Literacy	CR111 Introduction to Cross-Curricular Literacies (Literacy module)
CR161 Introduction to Mathematics and Numeracy	CR111 Introduction to Cross-Curricular Literacies (Numeracy module)
CR220 Content and Pedagogy: The Arts	PE212 Learning about Teaching: Planning for Learning (P-6)
CR232 Curriculum and Pedagogy: English and Literacy	CR131 Introduction to Language, Literature and Literacy
CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161 Introduction to Mathematics and Numeracy
CR363 Advanced Studies in Mathematics and Numeracy	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
CR335 Advanced Studies in English and Literacy	CR232 Curriculum and Pedagogy: English and Literacy
CR275 Advanced Studies in Science and Technologies	***Commencing students*** CR171 Introduction to Science *and* CR192 Introduction to Technologies ***Continuing students*** CR172 Introduction to Science and Technologies
CR315 Curriculum and Pedagogy 1: Teaching Area #1	30 credit points in the selected teaching area
CR316 Curriculum and Pedagogy 1: Teaching Area #2	30 credit points in the selected teaching area
CR415 Curriculum and Pedagogy 2: Teaching Area #1	30 credit points in the selected teaching area
CR416 Curriculum and Pedagogy 2: Teaching Area #2	30 credit points in the selected teaching area
CR333 Advanced Studies in English and Literacy	CR232 Curriculum and Pedagogy: English and Literacy
CR363 Advanced Studies in Mathematics and Numeracy	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
CR370 Curriculum and Pedagogy: Science and Technologies	CR275 Advanced Studies in Science and Technologies *and* PE332 Teaching for Learning: Curriculum and Planning (P-6)
CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-6)	***Commencing students*** CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3) *and* PE332 Teaching for Learning: Curriculum and Planning (P-6) ***Continuing students*** CR182 Introduction to History, Civics and Citizenship *and* CR183 Introduction to Geography, Economics and Business *and* PE332 Teaching for Learning: Curriculum and Planning (P-6)
CR411 Cross-Curricular Priorities, Capabilities and Literacies	PE332 Teaching for Learning: Curriculum and Planning (P-6) *or* PE336 Teaching for Learning: Curriculum and Planning (7-12)
ES242 Curriculum, Assessment and Reporting (P-6)	ES123 Introduction to Teaching and Learning (P-6)
ES246 Curriculum, Assessment and Reporting (7-12)	ES126 Introduction to Teaching and Learning (7-12)

Unit	Prerequisite requirements
ES470 The Professional Teacher	ES352 Learning Communities: Schools, Students and Families (P-6) *or* ES358 Learning Communities: Schools, Students and Families (7-12)
ES480 Worldview and Sociology for Teachers	ES352 Learning Communities: Schools, Students and Families (P-6) *or* ES358 Learning Communities: Schools, Students and Families (7-12)
PE212 Learning about Teaching: Planning for Learning (P-6)	ES123 Introduction to Teaching and Learning (P-6) *and* 30 credit points in the Curriculum Studies strand
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126 Introduction to Teaching and Learning (7-12) *and* 30 credit points in the Curriculum Studies strand
PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	PE213 Learning about Teaching: Planning for Learning (P-3) *or* PE212 Learning about Teaching: Planning for Learning (P-6)
PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)
PE332 Teaching for Learning: Curriculum and Planning (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)
PE336 Teaching for Learning: Curriculum and Planning (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)
PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6) *and* PE332 Teaching for Learning: Curriculum and Planning (P-6) *and* 90 credit points in the Curriculum Studies strand
PE446 Teaching for Transformation: Meeting Learner Needs (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12) *and* PE336 Teaching for Learning: Curriculum and Planning (7-12) *and* 90 credit points in the Curriculum Studies strand
PE450 Internship: Teaching for Transformation	at least 280 credit points completed, including: PE442 Teaching for Transformation: Meeting Learner Needs (P-6) *or* PE446 Teaching for Transformation: Meeting Learner Needs (7-12)

Undergraduate Initial Teacher Education Discipline Studies units:

Unit	Prerequisite requirements
200-level units	10 credit points of 100-level units
300-level units	30 credit points of 100-level or 200-level units

Masters courses:

Unit	Prerequisite requirements
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU520 Primary Mathematics 1
CU621 Primary English 2 and Literacy across the Curriculum	CU521 Primary English 1
CU630 Curriculum and Pedagogy: English 2	CU530 Curriculum and Pedagogy: English 1
CU631 Curriculum and Pedagogy: Sciences 2	CU531 Curriculum and Pedagogy: Sciences 1
CU632 Curriculum and Pedagogy: Business 2	CU532 Curriculum and Pedagogy: Business 1
CU633 Curriculum and Pedagogy: Religious Education 2	CU533 Curriculum and Pedagogy: Religious Education 1
CU634 Curriculum and Pedagogy: Design and Technology 2	CU534 Curriculum and Pedagogy: Design and Technology 1
CU635 Curriculum and Pedagogy: Digital Technologies 2	CU535 Curriculum and Pedagogy: Digital Technologies 1
CU639 Curriculum and Pedagogy: Curriculum Studies 1.2	CU539 Curriculum and Pedagogy: Curriculum Studies 1.1
CU640 Curriculum and Pedagogy: Mathematics 2	CU540 Curriculum and Pedagogy: Mathematics 1
CU641 Curriculum and Pedagogy: Humanities 2	CU541 Curriculum and Pedagogy: Humanities 1
CU642 Curriculum and Pedagogy: Creative and Performing Arts 2	CU542 Curriculum and Pedagogy: Creative and Performing Arts 1
CU643 Curriculum and Pedagogy: Health and Physical Education 2	CU543 Curriculum and Pedagogy: Health and Physical Education 1
CU644 Curriculum and Pedagogy: Languages 2	CU544 Curriculum and Pedagogy: Languages 1
CU649 Curriculum and Pedagogy: Curriculum Studies 2.2	CU549 Curriculum and Pedagogy: Curriculum Studies 2.1
CU661 PEP 4 The Professional Teacher	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms *or* ES612 PEP 3 Differentiation for Safe and Supportive Classrooms

Unit	Prerequisite requirements
ES522 PEP 2 Curriculum, Assessment and Reporting	CE511 PEP 1 Philosophy of Teaching for Learning
ES523 PEP 2 Curriculum, Assessment and Reporting	CE512 PEP 1 Philosophy of Teaching for Learning
ES601 Teacher as Research (Primary Specialisation)	CE511 PEP 1 Philosophy of Teaching for Learning
ES602 Teacher as Research (Secondary Teaching Area)	CE512 PEP 1 Philosophy of Teaching for Learning
ES611 PEP3 Differentiation for Safe and Supportive Classrooms	ES522 PEP 2 Curriculum, Assessment and Reporting
ES612 PEP3 Differentiation for Safe and Supportive Classrooms	ES523 PEP 2 Curriculum, Assessment and Reporting

Postgraduate Continuing Teacher Education units

Unit	Prerequisite requirements
ED600 Theological Reflections on Education	ED601 Applying Worldview Studies to Christian Education
ED609 Independent Study in Perspectives for Christian Education	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education *and* ED690 Introduction to Research Methods *and* 10 credit points in related electives
ED611 Leadership and Change Management	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED614 Developing Leadership Capacity	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED615 Cultivating Sustainable Christian School Cultures	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED619 Independent Study in Issues of Educational Leadership	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education *and* ED690 Introduction to Research Methods *and* 10 credit points in related electives
ED620 Enhancing the Spiritual Formation of Teachers	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED621 The Spiritual Development of Learners	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED622 Critical Engagements for Teaching Christianity	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED629 Independent Study in Issues of Spirituality and Education	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education *and* ED690 Introduction to Research Methods *and* 10 credit points in related electives
ED641 Cross Curricular Literacies in Schools	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED644 Approaches to Assessment	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED645 Effective Pedagogical Practices within ICT	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED646 Curriculum in Action	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED649 Independent Study in Curriculum Issues	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education *and* ED690 Introduction to Research Methods *and* 10 credit points in related electives
ED651 Improving Learning Praxis	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED652 Personal Pedagogy as a Living Curriculum	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED653 Mentoring Learner Teachers	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED654 Issues in Learning	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED650 Delivering Higher Education Programmes	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education

Unit	Prerequisite requirements
ED656 Teacher Career Cycle and Professional Growth	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education
ED659 Independent Study in Pedagogical Issues	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education *and* ED690 Introduction to Research Methods *and* 10 credit points in related electives
ED691 Extended Independent Study	ED601 Applying Worldview Studies to Christian Education *or* CE501 Biblical Worldview and Education *and* ED690 Introduction to Research Methods *and* 10 credit points in related electives

ED602 Philosophical Perspectives on Education may be substituted for ED501 Biblical Worldview and Education for students commencing prior to 2021.

8.2 Units for Primary focus areas and specialisations

For students who commenced the Bachelor of Education (Primary) from 2018 onwards, the following areas are available for Primary specialisations. The specialisations consist of three core units and one elective unit.

English	***Mathematics***
Core units CR131 Introduction to Language, Literature and Literacy CR232 Curriculum and Pedagogy: English and Literacy CR330 Phonics instruction and Fundamental of Literacy CR335 Advanced Studies in English and Literacy *Elective units (choose one)* LIT101 Great Books of the Western World I LIT102 Great Books of the Western World II LIT190 Creative Writing LIT200 Classical Literature and Drama: Greece and Rome LIT220 Religion and the Literary Imagination, 1300-1700 LIT226 Australian Literature LIT235 Modern Literature LIT266 Children's and Adolescent Literature LIT316 The Works of Shakespeare LIT346 The Bible as Literature	*Core units* CR161 Introduction to Mathematics and Numeracy CR262 Curriculum and Pedagogy: Mathematics and Numeracy CR363 Advanced Studies in Mathematics and Numeracy *Elective units (choose one)* BZ201 Data Analysis MT100 Mathematical Applications and Extension (P-6) MT110 Foundations of Mathematics MT111 Calculus 1 MT112 Calculus 2 MT210 Calculus 3 MT311 Discrete Mathematics
HASS	***Science***
Core units CR184 Curricula and Pedagogies: Humanities and Social Sciences (P-3) CR384 Curricula and Pedagogies: Humanities and Social Sciences (4-6) Elective Units (choose one) HT101 A Map of Time: An Introduction to History HT102 The West: Culture and Ideas	*Core units* CR171 Introduction to Science CR275 Advanced Studies in Science and Technologies CR370 Curriculum and Pedagogies: Science and Technologies *Elective units (choose one)* SC120 Environmental Science SC130 Chemical and Physical Science (7-10)

For students who commenced the Bachelor of Education (Primary) prior to 2018, the following units are available for focus areas. A focus area consists of one or two core units (as applicable) and two elective units.

English	***Health and Physical Education***
Core units	*Core units*
CR131 Introduction to Language, Literature and Literacy	CR240 Content and Pedagogy: Health and Physical Education
CR232 Curriculum and Pedagogy: English and Literacy	*Elective units (choose two)*
Elective units (choose one)	HP110 Health and Fitness
LIT101 Great Books of the Western World I	HP220 Games and Coaching
LIT102 Great Books of the Western World II	HP230 Scientific Foundations of Sport and Activity
LIT190 Creative Writing	HP300 Psychology and Sociology of Sport
LIT200 Classical Literature and Drama: Greece and Rome	HP310 Sports Organisation and Management
LIT220 Religion and the Literary Imagination, 1300-1700	
LIT226 Australian Literature	
LIT235 Modern Literature	
LIT266 Children's and Adolescent Literature	
LIT316 The Works of Shakespeare	
LIT346 The Bible as Literature	
History	***Mathematics***
Core units	*Core units*
CR182 Introduction to History, Civics and Citizenship	CR161 Introduction to Mathematics and Numeracy
Elective units (choose two)	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
HT101 A Map of Time: An Introduction to History	*Elective units (choose two)*
HT102 The West: Culture and Ideas	BZ201 Data Analysis
HT212 War and Peace 1914 - present	MT110 Foundations of Mathematics
HT213 Social and Political Movements in the 20th Century	MT111 Calculus 1
HT231 Ancient Greece and the Threshold of Democracy	MT112 Calculus 2
HT241 A History of Christianity	MT210 Calculus 3
HT242 History and Theology of the Reformation	MT311 Discrete Mathematics
HT320 Turning Points in Australian History	
Science	***The Arts***
Core units	*Core units*
CR172 Introduction to Science and Technologies	CR220 Content and Pedagogy: The Arts
CR275 Advanced Studies in Science and Technologies	*Elective units (choose two)*
Elective units (choose two)	DM100 The Elements of Drama
SC110 A Christian Approach to Scientific Inquiry	DM120 Introduction to Dramatic Performance
SC120 Environmental Science	DM211 Expressive Forms
SC130 Physical and Chemical Sciences (7-10)	DM220 Advanced Dramatic Performance
	DM241 Drama in Film and Television and New Media
	DM285 Contemporary Drama
	DM391 Advanced Theatre Production
	LIT200 Classical Literature and Drama: Greece and Rome
	LIT316 The Works of Shakespeare

8.3 Units for Secondary teaching areas, majors and minors

The following areas are available in the Bachelor of Education (Secondary) [ED23] as teaching areas (TA), and in the Bachelor of Arts/Bachelor of Education (Secondary) [CC23] as majors (MAJ) and minors (MIN), as noted.

Accounting (ED23 - N/A; CC23 - MIN)	***Biblical Studies (ED23 - TA; CC23 - MAJ or MIN)***
BZ102 Accounting Principles	JA101 Biblical Interpretation and Application
BZ202 Financial Management	JA102 Biblical Studies in the Old Testament
BZ211 Financial Accounting	JA103 Biblical Studies in the New Testament
BZ212 Management Accounting	JA205 History of Christian Thought and its Practice
BZ213 Company Accounting	JB104 Spiritual Transformation
BZ310 Business Planning	JB201 A Biblical Understanding of the Church
BZ311 Tax Law and Practice	JB204 Reflections in Theology
BZ312 Auditing	JB205 Christian Apologetics
BZ313 Law of Corporations	JB314 Jesus - His Life and Ministry
	JB315 Paul - His Life and Theology
	JB316 Major Themes of Luke-Acts

Business Education (ED23 - TA; CC23 - MIN)	***Drama (ED23 - TA; CC23 - MAJ or MIN)***
BZ100 Introduction to Business and Management BZ102 Accounting Principles BZ103 Introduction to Marketing BZ104 Economics BZ106 Information Systems and Technology for Business BZ201 Data Analysis BZ202 Financial Management BZ203 Business Law BZ211 Financial Accounting BZ212 Management Accounting BZ213 Company Accounting BZ230 International Business BZ231 Human Behaviour in Organisations BZ232 Leadership in Organisations BZ252 Marketing Communication BZ300 Christian Philosophy of Business BZ310 Business Planning BZ311 Tax Law and Practice BZ312 Auditing BZ313 Law of Corporations BZ332 Human Resource Management BZ343 Strategic Planning and Management BZ352 Event Management	DM100 The Elements of Drama DM120 Introduction to Dramatic Performance DM211 Expressive Forms DM220 Advanced Dramatic Performance DM241 Drama in Film and Television and New Media DM285 Contemporary Drama DM391 Advanced Theatre Production DM397 Research Project in Drama LIT200 Classical Literature and Drama: Greece and Rome LIT316 The Works of Shakespeare
English (ED23 - TA; CC23 - MAJ or MIN)	***Health and Physical Education (ED23 - TA; CC23 - MIN)***
LIT101 Great Books of the Western World I LIT102 Great Books of the Western World II LIT190 Creative Writing LIT200 Classical Literature and Drama: Greece and Rome LIT220 Religion and the Literary Imagination, 1300-1700 LIT226 Australian Literature LIT235 Modern Literature LIT266 Children's and Adolescent Literature LIT316 The Works of Shakespeare LIT346 The Bible as Literature LIT397 Research Project in Literature	HP100 Introduction to Health and Physical Education HP110 Health and Fitness HP220 Games and Coaching HP230 Scientific Foundations of Sport and Activity HP300 Psychology and Sociology of Sport HP310 Sports Organisation and Management
History (ED23 - TA; CC23 - MAJ or MIN)	***Mathematics (ED23 - TA; CC23 - MIN)***
HT101 A Map of Time: An Introduction to History HT102 The West: Culture and Ideas HT212 War and Peace 1914 - present HT213 Social and Political Movements in the 20th Century HT231 Ancient Greece and the Threshold of Democracy HT241 A History of Christianity HT242 History and Theology of the Reformation HT320 Turning Points in Australian History HT385 Philosophies of History HT397 Research Project in History	BZ201 Data Analysis MT110 Foundations of Mathematics MT111 Calculus 1 MT112 Calculus 2 MT210 Calculus 3 MT311 Discrete Mathematics
Psychology (ED23 - TA; CC23 - MIN)	***Science (ED23 - TA; CC23 - MIN)***
SO102 Introduction to Applied Social Theories SO112 Introduction to Human Behaviour BZ201 Data Analysis CO213 Introduction to Mental Health CO220 Development through the Lifespan HB241 Social Psychology HB342 Contemporary Technology and Human Behaviour HB343 Neuroscience and Human Behaviour	SC110 A Christian Approach to Scientific Inquiry SC120 Environmental Science SC130 Physical and Chemical Sciences (7-10) *Students are to source units from other higher education providers to complete their Science teaching area (ED23) or minor (CC23).*

SECTION 9: RESOURCE REQUIREMENTS

9.1 Computing facilities
9.2 Textbooks
9.3 Other requirements

9.1 Computing facilities

All students will require computer and internet access for engaging with their studies. A limited number of computers are available for student use at the Learning Hub.

Students at CHC are assigned a dedicated email address and this will be used to deliver important information and documentation. You will be assigned individualised login details for using Library services and the Moodle learning platform. You are also assigned individual space on the student server for the purpose of data storage. You are expected to check your email and access the Moodle site for relevant class materials and online activities on a regular basis.

All courses offered by CHC require the ongoing use of computer technology. To engage fully with the learning experience for the duration of their studies, students will need to have access to and be able to use internet-connected devices and have reliable connectivity to the internet. Students are expected to find, use and disseminate information, upload and download documents and video and audio files, prepare assessments and presentations, communicate with faculty using CHC student email, and manage and back up files.

9.2 Textbooks

Each semester a textbook list is published on the CHC website along with information about suggested locations where students could purchase the texts. These retailers are not given textbook list requirements by CHC so at times they may not have sufficient stock. Students are expected to source the required readings no later than orientation week. Information about required textbooks is also included in unit outlines. Students will be expected to have all required textbooks available, to read them as required by the lecturer and to use them as relevant in the preparation of assessment tasks. While the CHC Library does maintain copies of all textbooks, class sizes and reading requirements may make it impossible to access the required information as needed for classes in a timely fashion without a personal copy of the textbook.

9.3 Other requirements

Information regarding any additional specific requirements is published in the 'Specialist resource requirements' section in unit outlines.

SECTION 10: STAFF CONTACTS

10.1 Staff contacts

10.1 Staff contacts

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table below indicates the person(s) to whom you should direct your enquiries depending upon the issue.

While all staff may be consulted about general matters and questions, certain issues are the responsibility of the staff members listed below. If in doubt about whom you should approach regarding an issue, please ask at the Student Administration Office.

Topic/Issue	Staff Member
Counselling and Support Centre	counselling@chc.edu.au
Disability support	disabilitysupport@chc.edu.au
Examinations	School Administration Officers
Enrolment issues and student enquiries	Student Administration (sadmin@chc.edu.au)
FEE-HELP and HECS-HELP enquiries	Student Administration (sadmin@chc.edu.au)
IT support	itsupport@chc.edu.au
LAUNCH	Student Administration (sadmin@chc.edu.au)
Moodle support	moodle@chc.edu.au
International Student Officer	studentservices@chc.edu.au
Payment of monies	Pay Online or Student Administration
Resource materials	Library staff
Student Advocacy Officer	studentadvocacy@chc.edu.au
Student grievances	Student Services (studentservices@chc.edu.au)
Student Representative Council	studentcouncil@chc.edu.au
Student Services	Hannah Cully (studentservices@chc.edu.au)
Study Support Tutor	studysupport@chc.edu.au
Timetable	Student Administration (sadmin@chc.edu.au)
Tuition fees and student contribution amounts	CHC Accounts Office (accounts@chc.edu.au)
Unit work	Unit lecturers/tutors
School staff	
Dean, School of Education, Humanities and Business	Dr Craig Murison
Faculty Course Coordinator	Peter Collins
Year-level Coordinators – Undergraduate courses	Year 1: Robyn Press Year 2: Debra Ayling Year 3: Debra Ayling Year 4: Paul Willis
Professional Experience Program (PEP) Coordinator	Peter Wilkinson
Professional Experience Program (PEP) Placement Officer	Candace Murison
Education Administration Officer	Ada Steyn (education@chc.edu.au or asteyn@chc.edu.au)