UNIT INFORMATION

UNIT CODE	CE511
UNIT NAME	PEP 1 Philosophy of Teaching for Learning (P-6)
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Teaching (Primary)
DURATION	One Semester
LEVEL	Level 8
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 160 - Master of Teaching (Primary)

LEARNING DELIVERY

Internal/On Campus

- Weekly lecture
- Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

- Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forums.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	**150 hours**

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS

Nil

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RATIONALE

Enduring Understanding:

A teacher's underlying philosophical beliefs or assumptions influence their view of the learner, approach to teaching practice and construction of the learning environment.

The pre-service teacher will critically examine the dominant humanistic education worldview against a Christ-centred, Bible-based worldview, and will be challenged to reflect upon their own personal assumptions and teaching practice.

Pre-service teachers will develop a deep knowledge of and evaluate core Australian Curriculum (Years Prep-6) curriculum areas including General Capabilities and Cross-curriculum Priorities. They will develop skills in formulating valid learning goals and lesson plans, designed, and framed with reference to the Wiggins & McTighe's (2007) 10 Learning Principles to guide and inform their pedagogical practice. Central to this will be the application of AITSL standards to planning, implementing and reflecting upon teaching and learning in Years Prep-6 school contexts.

The studied concepts and processes will be applied within the pre-service teacher's first school-based professional experience program (PEP). The pre-service teachers will critically reflect upon their PEP performance utilising the AITSL Professional Standards for Teachers (graduate career stage).

Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching program.

CONTENT

1.   The relationship between teacher beliefs, philosophy and educational practice using Knight's (2006) model

2.   Planning for learning in primary (Years Prep-2 and Years 3-6) contexts by:

   2.1.   Setting achievable learning goals across domains of learning
   2.2.   Developing effective learning and teaching sequences
   2.3.   Scaffolding learning with effective teaching strategies integrating ICTs and other resources to engage students

3.   Developing and maintaining effective classroom environments through:
   3.1.   Clear learning expectations
   3.2.   Consistent practices of classroom management
   3.3.   Respectful relationships and safe learning places
   3.4.   Christ-centred Bible-based learning culture
   3.5.   Inclusive classrooms catering for Aboriginal and Torres Strait Islander peoples, cultural backgrounds, learning needs and disability

4.   Understanding how to use Australian Curriculum documentation in primary school contexts to construct a sequence of learning, informed by:
   4.1.   Disciplinary knowledge, skills and understanding
   4.2.   General Capabilities and Cross-curriculum Priorities
   4.3.   Achievement standards

5.   Exploring Pedagogical Practices through the framework of Wiggins & McTighe's (2007) 10 Learning Principles informed by a Christ-centred, Bible-based worldview

6.   Integrating Biblical perspectives, theories and the practice of reflection, based on data and evidence gathered from observations, teaching and professional discussions

7.   Reflecting on schools, teaching, learning and the professional ethical responsibilities and legislative requirements of a beginning primary teacher, including:

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7.1. The Queensland College of Teachers Code of Ethics and Professional Boundaries documentation
7.2. School-based staff codes of conduct
7.3. School-based policies and procedures relating to safety, child protection and classroom management

8. Developing teaching practice and capacity through:
8.1. A commitment to continuous professional learning guided by the Australian Professional Standards for Teachers
8.2. Professional interaction with qualified practitioners and implementation of constructive feedback
8.3. School environmental contextualisation within an embedded professional experience block

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. applied pedagogical knowledge and planning skills to create a secure, inclusive and culturally sensitive learning environment which effectively engages learners needs and disability strategies in the primary school context (Years Prep- 6)
   Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 4.3, 4.4
   Graduate Attributes: 1, 4, 7

2. critically reflected upon curriculum planning, teaching and learning that aligns with relevant Australian Curriculum documentation and teaching strategies which are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic, learning needs and disability backgrounds
   Graduate Teacher Standards: 1.3, 1.6, 2.1, 2.2, 4.1
   Graduate Attributes: 1, 4, 7

3. applied current pedagogical theories and a Christ-centred, Bible-based worldview of education to classroom environment, planning and implementing teaching and learning in the primary school context (Years Prep- 6)
   Graduate Teacher Standards: 1.3, 1.6, 2.1, 2.2, 4.1
   Graduate Attributes: 1, 3, 4, 7

4. evaluated a range of classroom experiences with theoretical perspectives as a basis for teaching and learning in the primary school (Years Prep- 6) context
   Graduate Teacher Standards: 3.1, 3.2, 3.3, 3.4, 4.2
   Graduate Attributes: 1, 4, 7

5. demonstrated autonomy, well-developed judgement, adaptability responsibility (ethical and legislative, Professional Code of Conduct, administrative and organisational policies and processes), and an understanding of effective teaching skills and communications strategies (verbal and nonverbal) to support student engagement and competencies to an appropriate AITSL Graduate Teacher Standard and
   Graduate Teacher Standards: 3.5, 4.2, 4.3, 4.4, 4.5, 6.1, 6.3, 7.1, 7.2
   Graduate Attributes: 1, 2, 3, 4, 5, 7

6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation
   Graduate Attributes: 6

ASSESSMENT TASKS

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

- submit and PASS all assessment tasks
- achieve a summative exit grade of PASS or above
- attend compulsory activities, experiences, or briefings

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A percentage weighting is assigned to the Professional experience Folio to indicate its relative contribution to the assessment load for the unit. Successful completion of the Professional experience folio will constitute and ungraded pass and as such will not contribute to the calculation of the final unit grade.

TASK 1: PLANNING AND DELIVERY OF ENGAGING LEARNING EXPERIENCES

Construct two lesson plans, each for a different Learning Area. One lesson plan must cater for students in primary Years Prep to 2 and the other lesson plan must cater for students in primary Years 3-6. Planning will demonstrate how you have considered teaching strategies which are responsive to the learning strengths and needs of all students, including those from diverse linguistic, cultural, Australian and Torres Strait Islander, religious, disability and low socioeconomic backgrounds.

Deliver an 8-10-minute segment from one lesson with your peers.

Critically reflect upon the planning process, implementation and learner experience considering the requirements of the Australian Curriculum and/or QCAA, and a Christ-centred, Bible-based philosophy of education.

Word Length/Duration: 3,000 words + 8-to-10-minute teaching demonstration
Weighting: 50%
Assessed: Week 9

TASK 2A: ELECTRONIC PROFESSIONAL EXPERIENCE FOLIO: PART A

Professional Experience Folio: PEP Reports, Planning Documentation, Reflections, AITSL Graduate Teacher Standards Goal-setting Tool and AITSL Graduate Teacher Standards Self -Audit Tool.

Word Length/Duration: 1,500 words
Weighting: 30%
Assessed: 1 week after PEP Block

TASK 2B: ELECTRONIC PROFESSIONAL EXPERIENCE FOLIO: PART B

Critically reflect on your personal beliefs about teaching, learning and the concepts of "teaching ministry" and what it means to "teach Christianly". Use the knowledge and understanding you have gained in this unit (including your PEP experience) to reflect upon the personal beliefs that you brought into this unit.

Word Length/Duration: 1,000 words
Weighting: 20%
Assessed: 1 week after PEP Block

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1-3, 6	1, 2, 3 ,4	1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	1, 3, 4, 6, 7
Task 2a	1-3, 5, 6	2, 3, 4, 5, 6	2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 4.5, 6.3, 7.1, 7.2	1, 2, 3, 4, 5, 6, 7

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| Task 2b | 3, 4, 6 | 1, 4, 5, 6 | 6.1, 7.1 | 1, 3, 4, 6, 7 |

ASSESSMENT ELABORATION

TASK 1: PLANNING AND DELIVERY OF ENGAGING LEARNING EXPERIENCES

Part A: Lesson Plan Guidance:

- Use the CHC lesson plan template.
- Each lesson plan is to be between 30 – 60 minutes in length.
- Utilise the Australian Curriculum for the Prep-2 and Year 3-6 lessons from a different learning area for each lesson.
- Planning must demonstrate how you have designed teaching strategies which are responsive to the learning strengths and needs of all students, **including any two** from diverse linguistic, cultural, Aboriginal and Torres Strait Islander, religious, disability or low socioeconomic backgrounds.
- Resources and teaching materials should be provided and included as an appendix or URLs in the lesson plan. If bulky items (books, posters, building blocks, microscopes etc.) are used, then a photo or photocopy can be provided.
- Reflections completed for the 'planning' section only. In the planning section, reflect on the alignment of learning goals with the curriculum, their clarity and achievability. Also reflect on the integration of a Christian worldview perspective connecting students with the Big Idea contained in the enduring understandings, the learning goals and essential questions.

Part B: Delivery of teaching segment:

- The student must record the lesson presentation and submit via your OneDrive Link on Moodle.
- Your video presentation will be 8-10 minutes.

- Introduce your lesson plan including information regarding year level, learning area, curricular intentions, enduring understanding and learning goals (2 min).
- Select a section of your lesson plan and teach the peer group this section of the lesson (6-8 min). Pretend that you have a group of students in front of you and they can respond to your questions.
- Ensure that you include some teacher exposition, questioning and summarizing, and concluding the time together.
- The audience for your video will be expected to complete an Assessment/Feedback template. This is meant to be an opportunity for positive feedback to assist your colleagues as they prepare for their PEP experience and completing Part C of this task.
- Each student will be expected to provide feedback in this way for other students.

Part C: Reflections:

- Reflections are only required to be added to the lesson plan that was presented via video with peer feedback in this section.
- There is no requirement to change your lesson plan.
- Reflect on the feedback from your peers who used the Assessment/Feedback template and your own considerations following the presentation.
- Include this peer feedback as an appendix to this lesson plan.
- Total word count for the reflections should be 300 – 500 words.
- Reflect upon the planning, delivery, and effectiveness of the lesson and how that applies in the 'implementation', 'student learning' and 'now what' sections of the lesson plan including comments related to the requirements of the Australian Curriculum and/or QCAA, and a Christ-centred, Bible-based philosophy of education.

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TASK 2A: ELECTRONIC PROFESSIONAL EXPERIENCE FOLIO: PART A

PEP Professional Conduct Form

Upload your signed Professional Conduct Commitment form in the advertised manner once you have completed the PEP Briefing process on the STUDENT-PEP Portal. This is a requirement to attend PEP.

Professional Experience Folio: PEP Reports, Planning Documentation, Reflections, AITSL Graduate Teacher Standards Goal-Setting Tool and AITSL Graduate Teacher Standards Self-Audit Tool.

Read the Master of Teaching Professional Experience Handbook which is available for download on the STUDENT PEP Portal.

The Professional Experience Folio consists of four key components which are explained more fully below. These components are:

COMPONENT	DETAILS	WEIGHTING
Component I:	Weekly Reflections *(also submitted as an Appendix to Task #2B)*	Pass/Fail
Component II:	Mentor's Summative Report *(published on the Student PEP Portal)*	Pass/Fail
Component III:	Lecturer's Report *(published on the Student PEP Portal)*	Pass/Fail
Component IV:	Professional Diary *(templates published on the Student PEP Portal)*: • Goal-Setting Tool • Self-Audit Tool • 5 x Formal Observations on planning for teaching (Completed over Observation week and Week 1 of PEP) • 3 x Professional Discussions on planning and preparation • 2 x lesson segments (Mini-Lesson Plans) • 8 x whole lessons (Lesson Plans) • Reflections must appear on all planning documents	Pass/Fail

Collate your folio in your CHC OneDrive folder and share the link to the completed folder by uploading it to the unit Moodle page Turnitin for Task #2A.

Students are strongly advised to progressively construct their folio throughout the PEP block so that it can be quickly checked for completeness and submitted by the due date once PEP is over.

Component I: Weekly Reflections

At the end of each week during PEP you will write a reflection (Word doc of no more than 200-250 words each) in which you consider the nature of your learning experiences over the week and your thoughts about those experiences with respect to your development as a teacher and how this may relate to the idea of 'teaching Christianly', even if you are attending a non-Christian school.

NB: Please save in a Word (or other similar) document and include in a separate folder, labelled –

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Weekly *Reflections* when submitting the Professional Experience Folio.

Your first weekly reflection should be submitted via Turnitin on the CE51* Moodle site at the end of the first week of PEP to receive formative feedback from your lecturer. The Turnitin link for this first reflection will be open from midnight Thursday to midnight Monday for this purpose. The reflection will only be accessible by yourself, and lecturing staff attached to this unit. No other Moodle participants will be able to read your reflection.

Should you have trouble uploading your reflection to Turnitin please email a copy to your lecturer by midnight on the Monday of the second week of PEP to receive feedback. Later submission may not receive feedback due to lecturer visits.

 Once PEP is completed you will use these three reflections to assist you in completing Task#2B: Reflective Essay. Consult the rubric for Task#2A to ensure that your reflections meet the requirements of the task. These three reflections will be included as an Appendix for Task #2B.

Component II: Mentor's Summative Report

During your PEP block your mentor will complete two reports using the same form. These are a formative report no later than the end of the second week and a summative one at the end of the final week. You are only required to submit the fully signed summative report in the Folio.

Component III: Lecturer's Report

Sometime during their PEP block, all students will have a lecturer visit them to review a lesson either personally, or via 'video recording' if a personal visit is not possible. These visits are arranged by the PEP Office and involve a range of full-time, part-time and sessional lecturers. During the visit, the lecturer will:

- observe you teaching a lesson of between 30- and 45-minutes' duration.
- engage you in a professional discussion.
- complete a Lecturer's Report relating to the observed lesson and discussion.
- if possible, discuss your progress with your mentor; and
- give you the Lecturer's Report or inform you when the completed document will be provided to you (usually within 24 hours of the visit).

You are required to include a fully signed copy of this report in your Folio.

Component IV: Professional Diary

- Goal Setting Tool (download from STUDENT PEP Portal)

This document needs to be completed at the start of PEP to identify professional and personal areas that you would like to direct your focus on during the PEP. You should discuss, refine and monitor these goals with your mentor at the start of and throughout the PEP experience. This document needs to be signed by the student and mentor. **You are required to submit a fully signed copy of the Tool in your Folio.**

- Self-Audit Tool (download from STUDENT PEP Portal)

By the time you graduate, you need to have attained the listed requirements of the Australian Professional Standards for Teachers (graduate level). In each PEP, a specific Tool is provided as a checklist for you to personally reflect on and assess your learning against relevant standards. This document needs to be completed by you and signed by the mentor by the completion of the PEP. It should form part of the general professional discussions that you engage in with your mentor throughout PEP in relation to your progress. **You are required to submit a fully signed copy of the Tool in your Folio.**

- Observations, Professional Discussions, Planning and Reflections

The Formal Observations and Professional Discussions to be included in your Folio must relate to the PEP focus of planning and implementation of lessons. Three Observation templates can be completed in your Observation Week (Timing, Space and Lesson Plan). Templates to be used for these activities are available for download on the STUDENT PEP Portal. Please note that to get the most out of PEP you should be engaging in other observations and professional discussions in addition to what is required for your folio.

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There must be written evidence of reflections and mentor feedback throughout the planning documentation. Where mentor's comments are handwritten, you will need to scan these for inclusion in the folio. If your mentor gives verbal feedback, you should take notes and confirm their accuracy with your mentor to include in your folio.

Make sure that you include the required number of activities in your folio or include a document explaining any shortfall due to contextual circumstances beyond your control.

All documents in the OneDrive folder should have clear file names and be organised into folders for ease of navigation by the person marking the folio, for example:

- Lecturer and Supervisor Reports
- Goal-Setting and Self-Audit Tools
- Observation Week
- Week 1 Activities
- Week 2 Activities
- Week 3 Activities

Please note the outcomes regarding the submission of the Professional Experience Folio.

- Where there are minor omissions in the PEP documentation (e.g., missing signatures) students   receive an RP at Examiner's Meeting, after which, it is their responsibility to obtain feedback on how they need to meet the requirements in order to obtain a result for the unit.
- Where there are entire documents missing, such as the Goal Setting Tool or Self-Audit Tool, students receive an RP at Examiner's Meeting. It is the students' responsibility to follow up with the PEP Office to rectify the problem and obtain a result.
- Where there are other flaws in planning (e.g., some inconsistencies or omissions in the expression of learning goals, or problems with successful linking to Curricular Intentions): If the problems are of a consistently recurring or substantial nature, the student will not pass Component IV of the Professional Experience Folio.

TASK 2B: ELECTRONIC PROFESSIONAL EXPERIENCE FOLIO: PART B

Task Statement:

Critically reflect on your personal beliefs about teaching, learning and the concepts of "teaching ministry" and what it means to "teach Christianly". Use the knowledge and understanding you have gained in this unit (including your PEP experience) to reflect upon the personal beliefs that you brought into this unit.

Understanding the task:

In the first weeks of the unit you will document a range of beliefs about teaching, education and the role of your personal faith in shaping why, how and what you would teach. It is not important whether your position on these topics is "right" or that they are clearly articulated. Rather, they will act as a starting point to reflect upon in this task. You will be graded on your reflection and not your original beliefs and ideas. These beliefs and ideas are to be presented in the appendix of your task.

You will engage with a wide variety of resources and experience teaching in a school and these will help you gain a greater understanding of teaching, learning, ministry and Christian education. Use these to criticall reflect upon your original beliefs.

Writing your response:

- Select a recognised reflective process or framework. Resources are provided in Moodle.
- Reference your initial beliefs and ideas (placed in Appendix A)
- Reference your PEP experience and relevant PEP documents eg. The Self-Audit Tool (SAT), Goal Setting Tool (GST); professional discussions, and planning and reflection documents.
- Use APA7 guidelines for formatting and referencing.

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When researching what a teaching ministry is and what it means to "teach Christianly", consider:

- The readings provided in Moodle.
- Authoritive statements and documents concerning education in Australia (e.g. The Alice Springs (Mparntwe) Education Declaration, ACARA, QCAA)
- Further reseach. Use academic sources (e.g. published books, peer reviewed articles) rather than web pages, blogs etc.
- The examples of Jesus' ministry and teachings as a teacher/rabbi/prophet.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

The following text will be used in all PEP units:

Cavanagh, M., & Prescott, A. (2021). *Your professional experience handbook: A guide for pre-service teachers*. (2nd edition). Frenchs Forest, NSW: Pearson Australia. Pre-service teachers will need to access all relevant state and national curriculum documents through the ACARA and QCAA internet sites.

Australian Curriculum, Assessment and Reporting Authority (ACARA): http://www.australiancurriculum.edu.au

Queensland Curriculum and Assessment Authority (QCAA): https://www.qcaa.qld.edu.au

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Burggraaf, H. (Ed.). (2014). *Transformational education: A framework for Christian teaching.* MECS.

Clarke, M., & Pittaway, S. (2014). *Marsh's becoming a teacher.* (6th ed.). Pearson Australia.

Hattie, J. (2012). *Visible learning for teachers.* Routledge.

Hudson, P. (2013). *Learning to teach in the primary school.* Cambridge University Press.

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching.* (9th ed.). Pearson.

Killen, R. (2016). *Effective teaching strategies: Lessons from research and practice.* (7th ed.). Cengage Learning.

Knight, G.(2006). *Philosophy and education: An introduction in Christian perspective.* (4th ed.). Andrews University Press.

Nash, R. (2020). *The interactive classroom: Practical strategies for involving students in the learning process.* (3rd ed.). Corwin Press.

Sellars, M. (2017). *Reflective practice for teachers.* (2nd ed.) SAGE.

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action and achievement.* ASCD.

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JOURNALS

International Journal of Pedagogies and Learning
Issues of Teaching and Learning
Learning and Teaching
Journal of Education and Christian Belief http://www.calvin.edu/kuyers/jecb/17-2013.html?dotcmsredir=1
The Journal of Teacher Education http://jte.sagepub.com/

WEBSITES

Australian Curriculum, Assessment and Reporting Authority (Australian Curriculum):
http://www.australiancurriculum.edu.au

Queensland Curriculum and Assessment Authority (QCAA):
https://www.qcaa.qld.edu.au

Australian Institute for Teaching and School Leadership (AITSL):
http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

New Learning: Transformational Design for Pedagogy and Assessment:
http://newlearningonline.com/multiliteracies

Scootle: Education Services Australia Limited:
https://www.scootle.edu.au/ec/p/home

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

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RUBRIC

TASK 1: Planning and Delivery of Engaging Learning Experiences

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2,3	Selection of Curricular Intentions, Enduring Understanding, Learning Goals and Essential Questions	All elements are insightful, accurate and clearly articulated. Strong cohesion and alignment of intentions, understandings, goals, and questions.	Elements are accurate and clearly articulated. Demonstrated cohesion and alignment of intentions, understandings, goals, and questions.	Elements are mostly accurate. Demonstrated typical alignment of intentions, understandings, goals, and questions.	Intentions, understandings, goals, and questions are mostly appropriate, however inconsistencies of cohesion or alignment between them.	Intentions, understandings, goals, and questions are mostly inappropriate, with inconsistencies of cohesion or alignment between them.
2, 3	Learning phases and learning sequence fulfilling curricular intentions, enduring understandings, and learning goals	Creative, engaging and highly effective: • Teaching strategies • Learning experiences Complete fulfillment of intentions, enduring understandings and learning goals	Logical, engaging, and effective: • Teaching strategies • Learning experiences Complete fulfillment of intentions, enduring understandings and learning goals	Mostly engaging or effective: • Teaching strategies • Learning experiences Learning experiences mostly address stated intentions, enduring understandings and learning goals	A range of effective: • Teaching strategies • Learning experiences Learning experiences address some stated intentions, enduring understandings and learning goals	Ineffective or incomplete: • Teaching strategies • Learning experiences Learning experiences address some stated intentions, enduring understandings and learning goals
1	Resources, differentiation, and assessment strategies	Wide selection and utilization of resources and strategies supports the creation of a safe, secure and inclusive learning environment that engages learners.	Wide selection and utilization of resources and strategies mostly supports the creation of a safe, secure and inclusive learning environment that engages learners.	Selection and utilization of resources and strategies mostly supports the creation of a safe, secure and inclusive learning environment and engage learners.	Selection and utilization of resources and strategies mostly supports the creation of a safe, secure and inclusive learning environment OR they engage learners.	Selection and utilization of resources and strategies fail to adequately support the creation of a safe, secure and inclusive learning environment or engage learners.

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LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
5	Application of teaching strategies and delivery of learning experiences.	Delivered lesson segment: • Adheres to time allocation. • Accurately reflects lesson plan. • Engages all learners. Confident and clear instructions and organisation of students and learning experiences.	Delivered lesson segment mostly: • Adheres to time allocation. • Accurately reflects lesson plan. • Engages all learners. Mostly confident and clear instructions and organisation of students and learning experiences.	Delivered lesson segment mostly: • Adheres to time allocation. • Accurately reflects lesson plan. • Engages all learners. Suitable instructions and organisation of students and learning experiences.	Delivered lesson segment mostly: • Adheres to time allocation. • Reflects lesson plan. • Engages learners. Some deficiencies in instructions or organisation of students and learning experiences.	Delivered lesson segment generally does not: • Adhere to time allocation. • Reflect lesson plan. • Engage learners. Deficiencies in instructions or organisation of students and learning experiences.
2,4	Critical reflection of the planning, delivery, and effectiveness of lesson.	Succinct and insightful reflections about: • A range of teaching and learning issues. • Planning to meet student needs. • Delivery of lesson.	Succinct and well considered reflections about: • A range of teaching and learning issues. • Planning to meet student needs. • Delivery of lesson.	Well-considered reflections about two of: • Range of teaching and learning issues. • planning to meet student needs. • Delivery of lesson.	Appropriate reflections about: • teaching and learning issues. • planning to meet student needs. • Delivery of lesson.	Limited or cursory reflections about: • teaching and learning issues. • planning to meet student needs. • Delivery of lesson.
6	Communicated at an appropriate tertiary standard: with special attention to design elements, grammar usage, logical relations, style, referencing and presentation	Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing (APA7) across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning. Comprehensive referencing (APA7) across of wide range of sources with very few minor inconsistencies	Very few minor lapses in controlling the conventions of academic writing. Adequate referencing (APA7) across a range of sources with minor inconsistencies	Some minor lapses in controlling the conventions of academic writing. Adequate referencing (APA7) of sources with some inconsistencies	Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing

COMMENT

RUBRIC

TASK 2: PART A
(Note: all components must receive a passing grade to pass this unit, however, the graded contribution is calculated using Task #1 and Task #2B only)

LO	PEP FOLIO COMPONENT	PASS	FAIL
	Component I – Task-Specific Criteria for Weekly Reflections.		
4	Description of teaching and learning practice of self, mentor/s and other teachers as experienced throughout the PEP block	Appropriate descriptions of teaching or learning practices of self, mentor/s and other teachers	Limited or irrelevant descriptions of teaching or learning practices of self, mentor/s and other teachers
4, 5	Demonstration of critical review of personal commitment to and suitability for teaching and learning	Appropriate considerations that provide evidence of a personal commitment to teaching and learning	Limited evidence of a personal consideration of, suitability for, or commitment to teaching and learning
3, 4, 5	Depth of critical reflection and evaluation of personal and professional teaching practice in relation to 'teaching Christianly	Appropriate reflections about the core elements of teaching, learning, classrooms, and school contexts are evident with personal perspectives about 'teaching Christianly'	Limited, or cursory reflections about teaching, learning, classrooms, or school contexts and what it means to 'teach Christianly'
6	Communicated at an appropriate tertiary standard: with special attention to design elements, grammar usage, logical relations, style, referencing and presentation	Very few minor lapses in controlling the conventions of academic writing. Adequate referencing across a range of sources and controls conventions for the most part	Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing
1-6	Component II – Mentor Report

Remember to familiarise yourself with the Mentor and Lecturer Reports published on the STUDENT PEP Portal | The preservice teacher has:
- met the professional responsibilities AND
- engaged with the assessable Graduate level descriptors to demonstrate Developing knowledge/skills or better with no more than one descriptor Below | The preservice teacher has:
- not met the professional responsibilities OR
- not engaged with the assessable Graduate level descriptors resulting in progress Below for two or more of the descriptors |
| 1-6 | Component III – Lecturer Report

Remember to familiarise yourself with the Mentor and Lecturer Reports published on the STUDENT PEP Portal | The preservice teacher has:
- met the professional responsibilities AND
- engaged with the assessable Graduate level descriptors to demonstrate Developing knowledge/skills or better with no more than one descriptor Below | The preservice teacher has:
- not met the professional responsibilities OR
- not engaged with the assessable Graduate level descriptors resulting in progress Below for two or more of the descriptors |
| 3, 4 | Component IV – Professional Diary Documents

☐   Goal – setting tool | Goals submitted AND Fully signed | Not submitted OR Not fully signed |
| 3. 4 | ☐   Self-audit tool | Self-Audit submitted AND Fully signed | Not submitted OR Not fully signed |

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LO	PEP FOLIO COMPONENT		PASS	FAIL
4	☐ Formal Observations	5	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
4	☐ Professional Discussions	3	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
1-6	☐ Mini-Lesson Plans & Reflections	2	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
1-6	☐ Lesson Plans & Reflections	8	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate

COMMENT

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TASK 2B: ELECTRONIC PROFESSIONAL EXPERIENCE FOLIO: PART B

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2,4	Identification and reflection on teaching and learning in Australia.	Accurate and insightful connections between: • teaching and learning theory, and • APSTs, and • National and state policies	Clear and accurate connections between: • teaching and learning theory and • APSTs and • National and state policies	Accurate connections between two of: • teaching and learning theory, and/or • APSTs, and/or • National and state policies	Generally accurate statements concerning two of teaching and learning theory, APSTs, and/or National and state policies	Generally inaccurate statements regarding teaching and learning theory, and/or APSTs, and/or National and state policies
3	Identification and reflection on what "teaching ministry" and "teaching Christianly" entails	Perceptive, accurate and succinct application of Christian perspectives in teaching and learning drawn from a wide range of research and connections to professional experiences.	Accurate and succinct application of Christian perspectives in teaching and learning drawn from a wide range of research and connections to professional experiences.	Clear and appropriate application of Christian perspectives in teaching and learning drawn from a range of research and connections to professional experiences.	Appropriate descriptions of Christian perspectives as they related to professional experience.	Limited or irrelevant descriptions of Christian perspectives in teaching, learning and/or professional experience.
2,3,4	Actions or outcomes from student's critical reflections.	Perceptive and coherent actions that considers aspects of ministry/vocation, teaching Christianly and the Australian educational context	Clear and coherent action that considers relevant aspects of ministry/vocation, teaching Christianly and the Australian educational context.	Clear and appropriate actions that considers some relevant aspects of ministry/vocation, teaching Christianly and the Australian educational context.	Practical actions are provided that address some aspects of ministry/vocation, teaching Christianly and/or the Australian educational context.	Actions are limited in scope or practicality.
6	Communicated at an appropriate tertiary standard: with special attention to design elements, grammar usage, logical relations, style, referencing and presentation	Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing (APA7) across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning. Comprehensive referencing (APA7) across of wide range of sources with very few minor lapses	Very few minor lapses in controlling the conventions of academic writing. Adequate referencing (APA7) across a range of sources and controls conventions for the most part	Some minor lapses in controlling the conventions of academic writing. Some referencing omissions or some lapses in control	Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing or adherence to the conventions

COMMENT

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