UNIT INFORMATION

UNIT CODE	PE216
UNIT NAME	Learning about Teaching: Planning for Learning (7-12)
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Secondary)
	Bachelor of Arts/Bachelor of Education (Secondary)
DURATION	One Semester
LEVEL	Intermediate
CORE / ELECTIVE	Core

WEIGHTING

Unit credit points   10 (0.125 EFTSL)
Course credit points:

320 - Bachelor of Education (Secondary)

320 - Bachelor of Arts/Bachelor of Education (Secondary)

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 forum.
- 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

ES126 Introduction to Teaching and Learning (7-12)

30 credit point in the Discipline Studies strand

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RATIONALE

Enduring Understanding:

Effective preparation and planning provides a solid foundation for engaging teaching and learning.

This unit is designed to introduce secondary pre-service teachers to some of the core practices they will need to exercise in Year 7-12 classrooms. The ability to effectively plan and implement engaging learning experiences tailored to secondary adolescents is a fundamental skill for all secondary teachers. Reflection is required at each stage of the teaching and learning cycle. Planning engaging and flexible learning experiences for adolescent learners can be challenging and specific strategies to facilitate this need to be part of the pre-service teacher's tool-kit.

Opportunity for pre-service teachers to integrate theory and practice is provided as part of the unit in the context of a school-based professional experience block of four weeks within a secondary classroom context. The planning concepts and processes addressed in this unit will form the basis for building deeper and broader expertise across all subsequent school-based professional experiences.

CONTENT

1. Introduction to planning processes: Developing individual learning experiences within secondary contexts (7-12):
    1.1. Queensland Curriculum and Assessment Authority (QCAA): Six elements of planning (Identify Curriculum; Develop Assessment; Sequence Teaching and Learning; Make Judgements; Moderate; Evaluate and Quality Assure)
    1.2. Professional conversations in planning and assessing
    1.3. Providing feedback on student learning
    1.4. Reflection for next-step teaching

2. Enacting national and State curriculum requirements, including literacy and numeracy demands:
    2.1. Australian Curriculum, Assessment and Reporting Authority (ACARA) and QCAA curriculum documentation
    2.2. Queensland Certificate of Education (QCE) system
    2.3. Embedding the general capabilities in Years 7-10
    2.4. Literacy and numeracy in senior secondary (Years 11-12)

3. Effective pedagogical strategies for adolescent learners including the use of ICTs:
    3.1. Understanding by Design: Stage 1, 2 and 3 of lesson planning
        - Lesson goals
        - Content selection
        - Demonstration of learning
    3.2. Sequencing teaching and learning
        - Engage, explore and review phases
    3.3. Pedagogical strategies, including the use of ICTs
    3.4. Communication strategies:verbal and non-verbal
    3.5. Planning for learning from a Christian worldview perspective

4. Reviewing the Australian Professional Standards for Teachers (APST), ethical standards and codes of conduct for teaching in secondary contexts:
    4.1. Queensland College of Teachers (QCT) Code of Ethics and Professional Boundaries.
    4.2. APST Domains of Teaching – Professional Knowledge; Professional Practice; Professional Engagement
    4.3. APST Seven Standards

5. Using "reflection in action" and "reflection on action" for the improvement of teaching and learning:
    5.1. Reflective practices in planning, implementation and student learning
    5.2. Reflection-on-action, refelction-in-action (Schön)

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6. Christian perspectives on pedagogical practices:
    6.1. Five-fold activities of teachers: Praying; Planning; Organising; Implementing; Assessing (Reflecting)
    6.2. Understanding by Design: Enduring Understanding; Christian and values perspectives to develop and support lesson planning and implementation

7. Professional Experience block in secondary school contexts

LEARNING OUTCOMES

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

1. planned effective lessons across a range of learning areas in the secondary context based on relevant curriculum documentation
Graduate Teacher Standards: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2
Graduate Attributes: 1, 2, 4

2. utilised a range of developmentally appropriate teaching and learning strategies and resources including ICTs and communication (verbal and non-verbal) when planning learning experiences
Graduate Teacher Standards: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.5
Graduate Attributes: 1, 2, 4

3. developed an understanding of reflective practices to guide planning for learning
Graduate Teacher Standards: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.5
Graduate Attributes: 1, 2, 4, 7

4. demonstrated a capacity to engage in reflective practice in relation to personal and professional qualities, conduct and code of ethics, and APST standards relevant to the role of a teacher
Graduate Teacher Standards: 3.6, 6.1,6.3, 7.1
Graduate Attributes: 1, 2, 4, 7

5. evaluated the links between theory and practice and the relationship to "teaching Christianly" and
Graduate Teacher Standards: 7.1
Graduate Attributes: 3

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

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/REFLECTION (SMALL GROUP)

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Learning Plan: Create a learning sequence (45-60 min) suitable for a 7-10 or 11-12 context within a KLA. Present the plan to a small group for constructive feedback. Provide an academic justification for lesson elements and design. Utilise the CHC lesson template inclusive of:

- learning goals
- lesson sequence and phases
- Differentiation components
- Resources

Word Length/Duration: 1 x 45-60 minute plan
Weighting: 30%
Assessed: Week 7

TASK 2: PROFESSIONAL EXPERIENCE FOLIO

Mentor Report, Lecturer Report, Professional Diary

Word Length/Duration: 2,000 words
Weighting: 50%
Assessed: Week 15

TASK 3: REFLECTIVE JOURNAL

Reflective Journal: Preparation of a Reflective Journal which critically reflects upon your learning and teaching throughout PEP, drawing upon APST Self-audit and Goal-setting tools, studied theoretical perspectives and Christian worldview.

Word Length/Duration: 1,500 words
Weighting: 20%
Assessed: Week 15

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1-3, 6	1, 2, 3, 6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	1, 2, 3, 4, 6, 7
Task 2	1-6	1, 2, 3, 4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.5, 6.1, 6.3, 7.1	1, 2, 3, 4, 6, 7
Task 3	4-6	4, 5, 6	3.6, 6.1, 6.3, 7.1	1, 2, 3, 4, 6, 7

ASSESSMENT ELABORATION

Task 1: Planning/Reflection (small group)

Lesson Plan

Prepare one 45-60-minute lesson plan for a selected year level from a specific learning area using the supplied CHC lesson plan format. The lesson plan should demonstrate your understanding of the various approaches to and strategies for learning and teaching that have been addressed through your studies thus far and incorporate ICTs.

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You will conference with two of your classmates to explain your approach in the completed lesson plan and receive their written feedback. Finally, you will critically reflect on the planning process with a focus on student learning, giving consideration to the following matters:

- Alignment of learning goals with the curriculum, their clarity and achievability
- Integration of a Christian worldview perspective connecting students with the Big Idea contained in the Enduring Understanding, Learning goals and Essential Questions
- Organisation of the content into an effective teaching and learning sequence
- The approach taken to identifying and emphasising key concepts
- Choice of teaching strategies and questioning to complement the content
- Evidence of student learning (formative/summative feedback)
- Your response to the written feedback from your peers (include the feedback in appendices)
- Reflection on the planning process for quality teaching and learning

It is important, for the learning topic to be selected in the light of the syllabus documentation for the learning area being taught. That is, you will need to identify from at least one syllabus document (either state or national) that your chosen topic and activities are appropriate for the year level selected. This will be demonstrated by the inclusion of relevant syllabus links on the lesson plan.

All resource materials required for the implementation of the learning activities should be identified, developed and included as an Appendix (e.g., Appendix A: KWL chart) to the Lesson Plan. You may need to PDF these items for Turnitin submission.

Types of materials that may be included are:

- Activity Cards
- Learning Centre Instructions
- Stimulus Texts and/or Materials
- Activity Sheet Masters
- PowerPoint Presentations
- WebQuests

Task 2: Professional Experience Folio

Component I: Weekly Reflections
> At the end of each week during PEP you will write a reflection (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.
>
> Once PEP is completed you will use these reflections to assist you in completing Task#3: Reflective Journal. Consult the rubric for Task#2 to ensure that your reflections meet the requirements of the task.

NB: Please save in a Word (or other similar) document and include in a separate folder, labelled – *Weekly Reflections* when submitting the Professional Experience Folio.

Component II: Mentor's Summative Report
> During the course of your PEP block your mentor will complete two reports. These are a **formative** report by the middle of the second week and a **summative** one at the end of the third week. **You are only required to submit the fully signed summative report in the Folio**.

Component III: Lecturer's Report
> Sometime during the course of 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 30-45-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

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- 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 prior to 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. **Templates to be used for these activities are available for download on the STUDENT PEP Portal.** Please note that in order 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.

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.

Task 3: Reflective Journal

You are to prepare a journal that reflects critically and spiritually *throughout* to consider the learning and teaching you have experienced on PEP as this relates to:

- *The Self-Audit Tool (SAT)*;
- *The Goal-Setting Tool (GST)*;
- Relevant theoretical perspectives related to your specialist teaching area/s;
- Your personal commitment to teaching and learning and your gifting and suitability for the ministry of teaching, and
- What it means to 'teach Christianly'

This journal should reflect on your PEP, using the three weekly reflective submissions (**submitted as an Appendix**) to assist. Using the *SAT* and *GST*, identify a strength in your teaching experience and an area that would benefit from further focus and attention. Analyse these reflections from a philosophical, theoretical and practical perspective providing a narrative and explanations to identify personal and professional responses for the future to the identified situations. The reflective journal should incorporate an investigation of the teachings of Scripture in relation to Jesus' ministry as a teacher, as well as reflect upon a Bible-based and Christ-centred perspective in relation to the ministry of teaching in the 21st Century. Some relevant readings in this area are provided on the PE21* Moodle page to help you get started. It is also important that you integrate concepts about teaching and learning that have been covered across your course so far, particularly reviewing reflective activities. In this way, you will be constructing your own ideas about how Christian perspectives apply to the process of becoming a teacher.

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A list of stimulus questions that may assist you to develop your 'teaching Christianly' element of this journal has been provided below. Please note that this list is neither exhaustive, **nor is it necessary to answer one or all of these questions**. You will need to personally determine the focus of your reflective journal as you critically and spiritually reflect on the issues of what it means to 'teach Christianly'.

You may consider some of the following questions to assist:

- How did Jesus teach?
- What were the scope, structure and purposes of His teaching?
- Why did He teach in the manner He selected? With what implications and outcomes?
- How do His strategies match or mismatch with those considered through classes and your personal reading?
- Is it possible for 21st Century teachers to teach as Jesus taught? How? Why?
- What changes, additions and deletions would you make to Jesus' model? For whom? How? Why?
- How are Jesus' strategies relevant for teaching and learning in the 21st Century?
- What, in your view, does it mean to be a Christian teacher who knows how to teach Christianly?

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Cavanagh, M., & Prescott, A. (2021). *Your professional experience handbook: A guide for pre-service teachers*. (2nd edition). Frenchs Forest, NSW: Pearson Australia.

Professional Experience Program Handbook available via the Moodle™ site for this unit.

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

RECOMMENDED READINGS

CURRICULUM READINGS

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

Davies, A., Norman, M., & Hobson, A. (Eds). (2016). *Getting into secondary teaching: Critical learning.* Northwich, UK: Critical Publishing.

Dawson, V., Venville, G., & Donovan, J. (Eds). (2019). *The art of teaching science: a compehensive guide to the teaching of secondary school science.* (3rd ed.).

Fyson, S. (2014). *Serving God in the classroom: A handbook for developing Christian teaching practice.* Gosford, NSW: Resolve Consulting Group.

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

Killen, R. (2015). *Effective teaching strategies: Lessons from research and practice* (7th ed.). South Melbourne, VIC: Cengage Learning.

Mercier, C., Philpott C., & Scott H. (Eds). (2013). *Professional issues in secondary teaching.* London, UK: SAGE.

National Institute for Christian Education. (2015). *Transformation by design: A curriculum development resource for Christian schools.* Penrith, NSW: NICE.

JOURNALS

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Australian Council for Educational Research
Asia-Pacific Journal of Teacher Education
Teacher

WEBSITES

Australian Curriculum, Assessment and Reporting Authority:

http://www.acara.edu.au/home_page.html

Australian Curriculum v8.1:

http://www.australiancurriculum.edu.au

Australian Institute for Teaching and School Leadership:

http://www.aitsl.edu.au/australianprofessional-standards-for-teachers/standards/list

QCursive: A Queensland handwriting resource for lower primary:

https://learningplace.eq.edu.au/cx/resources/file/6ec3c227-4ee7-9d60-91cc-1eb43021a9d4/3/index.html

Queensland Curriculum and Asessement Authority:

https://www.qcaa.qld.edu.au

Scootle: https://www.scootle.edu.au

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/REFLECTION LESSON PLAN

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1	Selection, of Curricular Intentions and connection of Enduring Understanding and Learning Goals	Insightful, expertly framed and linked for clearly articulating purposes: • Intentions • Understandings and • Learning Goals	Well framed and linked for identifying specific or clear purposes: • Intentions • Understandings and • Learning Goals	Clear and linked and describe appropriate purposes: • Intentions • Understandings and • Learning Goals	Linked and describe mostly relevant purposes: • Intentions • Understandings and • Learning Goals	Poorly linked or fail to identify appropriate purposes: • Intentions • Understandings and • Learning Goals
1, 2	Development of the stages of the lesson plan across all stages. Including teaching strategies and learning experiences for fulfilling Curricular intentions, Goals and Enduring Understanding	Logical, creative and highly effective development of: • Teaching strategies • Learning experiences • Goals and • Enduring Understanding	Logical and highly effective development of: • Teaching strategies • Learning experiences • Goals and • Enduring Understanding	Relevant and mostly engaging development of: • Teaching strategies • Learning experiences • Goals and • Enduring Understanding	Appropriate development of planning across all stages: • Teaching strategies • Learning experiences • Goals and • Enduring Understanding	Some difficulties or appreciation of the requirements for planning in a number of stages: • Teaching strategies • Learning experiences • Goals and • Enduring Understanding
1, 2	Selection, of essential questions that link to Intentions, Enduring Understandings and Learning Goals to allow progression to higher order thinking	Insightful and expertly linked selection of Essential questions that link to: • Intentions, • Enduring Understandings • Learning Goals	Logical and clearly linked selection of essential questions that link to: • Intentions, • Enduring Understandings • Learning Goals	Clearly linked selection of essential questions that provide some progression towards developing higher order thinking and link to: • Intentions, • Enduring Understandings • Learning Goals	A range of questions are included that are generally linked with some progression towards developing thinking and link to: • Intentions, • Enduring Understandings • Learning Goals	Either a limited/inappropriate range of questions or the questions have problematic links or limited purposeful sequencing for thinking and challenging links to: • Intentions, • Enduring Understandings • Learning Goals

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LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2	Consideration of organisational issues for Learning in planning; including preparation of ready-made and user-friendly learning materials to support learning experiences	All identifiable issues have been logically considered throughout the stages of the lesson with quality materials prepared, and presented	All identifiable issues have been considered throughout the stages of the lesson with quality materials prepared, and presented	All identifiable issues have been considered throughout the stages of the lesson with appropriate materials prepared, and presented	Most identifiable issues have been considered throughout the stages of the lesson with appropriate materials prepared, and presented	Limited or no consideration of organizational issues and/or limited or inappropriate learning materials presented
1, 3	Critical reflection upon the effectiveness of planning and responsiveness to student's needs: considering elements such as opportunities for all students	Succinct and insightful reflections about: • a range of teaching and learning issues and • planning to meet student needs • peer feedback	Succinct reflections about: • a range of teaching and learning issues and • planning to meet student needs • peer feedback	Appropriate and well-considered reflections about: • a range of teaching and learning issues and • planning to meet student needs • peer feedback	Appropriate reflections about: • teaching and learning issues and • planning to meet student needs • peer feedback	Limited or cursory reflections about: • teaching and learning issues and • planning to meet student needs • peer feedback
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 across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning Comprehensive referencing across of wide range of sources with very few minor inconsistencies	Very few minor lapses in controlling the conventions of academic writing Adequate referencing across a range of sources with minor inconsistencies	Some minor lapses in controlling the conventions of academic writing Adequate referencing of sources with some inconsistencies	Writing demonstrates frequent lapses of control of language conventions Lack of adequate referencing

COMMENT

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RUBRIC

TASK 2: PROFESSIONAL EXPEREIUNCE FOLIO

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

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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
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
	☐ **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

RUBRIC

TASK 3: REFLECTIVE JOURNAL

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
4	Connection between teaching/learning theory and required standards	Succinct and insightful explanations of connections between: • teaching and learning theory, and • standards	Clear and succinct explanations of connections between: • teaching and learning theory, and • standards	Clear and appropriate explanations of connections between: • teaching and learning theory, and • standards	Appropriate explanations of the connections between: • teaching and learning theory, and • standards	Limited or inaccurate explanations of connections between: • teaching and learning theory, and • standards
5	Description of what teaching Christianly' entails	Perceptive and succinct descriptions of Christian perspectives in teaching and learning	Clear and succinct descriptions of Christian perspectives in teaching and learning	Clear and appropriate descriptions of Christian perspectives in teaching and learning	Appropriate descriptions of Christian perspectives in teaching and learning	Limited or irrelevant descriptions of Christian perspectives in teaching and learning
4, 5	Development of a personal model for 'teaching Christianly' with connection to processes and standards	Perceptive and coherent model that considers a range of aspects of teaching Christianly	Clear and coherent model that considers relevant aspects of teaching Christianly	Clear and appropriate model that considers relevant aspects of teaching Christianly	Model is appropriate with relevant aspects of teaching Christianly	Model is limited in scope and considers few relevant aspects of teaching Christianly
4, 5	Analysis of the practical outworking of 'teaching Christianly' in a classroom context	Succinct and insightful explication of the nature of Christian teaching in a classroom context	Clear and succinct explication of the nature of Christian teaching in a classroom context	Clear and appropriate explication of the nature of Christian teaching in a classroom context	Appropriate explication of the nature of Christian teaching in a classroom context	Limited or no attempt at explicating the nature of Christian teaching in a classroom context are evident
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 across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning. Comprehensive referencing across of wide range of sources with very few minor lapses	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	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

Unit Outline: PE2126Learning about Teaching: Planning for Learning (7-12)
CRICOS Provider Name: Christian Heritage College
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