



CHRISTIAN HERITAGE COLLEGE

**CE512**

**PEP 1 PHILOSOPHY OF TEACHING FOR LEARNING**

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

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

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

<b>Unit code</b>	CE512																
<b>Unit name</b>	PEP 1 Philosophy of Teaching for Learning																
<b>Associated higher education awards</b>	Master of Teaching (Secondary)																
<b>Duration</b>	One semester																
<b>Level</b>	AQF Level 8																
<b>Core/elective</b>	Core																
<b>Weighting</b>	Unit credit points: 10 Course credit points: 160																
<b>Delivery mode</b>	On campus; External																
<b>Student workload</b>	<p><i>On campus</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Directed study</td> <td>30 hours</td> </tr> <tr> <td>Personal study</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	<b>TOTAL</b>	<b>150 hours</b>	Directed study	30 hours	Personal study	50 hours	Assignment preparation	70 hours	<b>TOTAL</b>	<b>150 hours</b>
Contact hours	30 hours																
Reading, study, preparation	50 hours																
Assignment preparation	70 hours																
<b>TOTAL</b>	<b>150 hours</b>																
Directed study	30 hours																
Personal study	50 hours																
Assignment preparation	70 hours																
<b>TOTAL</b>	<b>150 hours</b>																
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisite</i></p> <p>CE501 Biblical Worldview and Education</p>																
<b>Rationale</b>	<p><b>Enduring Understanding:</b></p> <p>A teacher's underlying philosophical beliefs or assumptions influence their view of the learner, approach to teaching practice and construction of the learning environment.</p> <p>Pre-service teachers will recognise that students in the secondary school years face significant challenges both developmentally, and as they seek to understand who they are as an individual and their place in the world. A Bible-based, Christ-centred philosophy of education will be used to help pre-service teachers critically reflect upon the dominant humanistic paradigm in relation to learners and learning.</p> <p>Pre-service teachers will plan and implement meaningful learning experiences that demonstrate understanding of the effect on learning of the physical, social, intellectual and spiritual developments that are distinct to the secondary years of schooling.</p> <p>Pre-service teachers will develop their planning and pedagogical skills to integrate ICTs into the 21st Century globalised classroom, while equipping students to exercise both cooperative and autonomous skills in their learning as they enter and progress through secondary school.</p>																

	<p>Wiggins &amp; McTighe's (2007) 10 Learning Principles will be used to guide and inform their pedagogical practice, together with the application of the AITSL Graduate Teacher Standards for planning, implementing and reflecting upon the learning and teaching cycle.</p> <p>Pre-service teachers will apply their learning to their teaching area specialties in real world school contexts through regular school visits as well as a professional experience teaching block.</p> <p>Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching (Secondary).</p>
<p><b>Learning delivery process</b></p>	<p>The Master of Teaching Professional Experience Program (PEP) is intentionally delivered through a work-integrated learning model. This model integrates knowledge and practice which enables pre-service teachers to learn and apply theoretical understandings and skills in an authentic real-world context.</p> <p>The PEP active-learning units are organised in a cohesive sequential development which builds upon previous knowledge and acquired expertise:</p> <ul style="list-style-type: none"> <li>• PEP 1: Developing learning: lesson design and classroom environment (20 days);</li> <li>• PEP 2: Assessing learning: unit design, assessment and reporting (20 days);</li> <li>• PEP 3: Differentiating learning: learning for all students in an inclusive classroom (20 days);</li> <li>• PEP 4: Integrating learning: measuring <i>impact on learning</i> in a capstone PEP (25 days).</li> </ul> <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p> <p><b>On campus mode:</b></p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> <li>• Weekly lecture.</li> <li>• Weekly tutorial (where applicable).</li> </ul> <p>Plus on-line resources (see below).</p> <p><b>External mode:</b></p> <p>Interactive engagement through on-line resources.</p> <p><i>On-line resources</i></p> <ul style="list-style-type: none"> <li>• CHC learning portal (Moodle™): <ul style="list-style-type: none"> <li>– weekly lecture (may include lecture video capture, PowerPoint presentation and resources);</li> <li>– weekly readings;</li> <li>– study guides; and</li> <li>– assessment guides.</li> </ul> </li> <li>• Collaborative forums: Student forums and News forum.</li> <li>• Video conferencing (external students only).</li> <li>• Turnitin assessment and feedback tool.</li> </ul> <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>

<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. The relationship between teacher beliefs, philosophy and educational practice using Knight's (2006) model.</li> <li>2. Planning effective and engaging secondary learning experiences by:       <ol style="list-style-type: none"> <li>2.1 Setting achievable learning goals across domains of learning;</li> <li>2.2 Developing effective learning and teaching sequences; and</li> <li>2.3 Scaffolding of learning with effective teaching strategies to cater for student context, development and diversity in the 21st Century classroom within the distinct Years 7-10 and Years 11-12;</li> <li>2.4 Integrating ICTs and other resources to engage students in learning.</li> </ol> </li> <li>3. Developing and maintaining effective classroom environments through creating:       <ol style="list-style-type: none"> <li>3.1 Clear learning expectations;</li> <li>3.2 Consistent practices of classroom management;</li> <li>3.3 Respectful relationships and safe learning places;</li> <li>3.4 Bible-based, Christ-centred learning culture;</li> <li>3.5 Inclusive classrooms catering for Aboriginal and Torres Strait Islander peoples, cultural backgrounds, learning needs and disability</li> </ol> </li> <li>4. Understanding the relationship between Australian Curriculum and QCAA curriculum documentation in secondary school contexts for years 7-10 and 11-12 and the implications for:       <ol style="list-style-type: none"> <li>4.1 Planning effective and engaging learning experiences; and</li> <li>4.2 Addressing the General Capabilities (including literacy, numeracy and ICT capabilities) and Cross-curriculum Priorities.</li> </ol> </li> <li>5. Examining theories of pedagogy through the framework of Wiggins &amp; McTighe's (2007) 10 Learning Principles and a Bible-based, Christ-centred worldview including:       <ol style="list-style-type: none"> <li>5.1 Bloom's Taxonomy;</li> <li>5.2 Solo Taxonomy; and</li> <li>5.3 Behaviourist, Constructivist, Humanist and Student-Centred approaches.</li> </ol> </li> <li>6. Integrating Biblical perspectives, theories and the practice of reflection, based on data and evidence gathered from observations, teaching and professional discussions.</li> <li>7. Reflecting on schools, teaching, learning and the professional ethical responsibilities and legislative requirements of a beginning secondary teacher, including:       <ol style="list-style-type: none"> <li>7.1 The Queensland College of Teachers Code of Ethics and Professional Boundaries documentation;</li> <li>7.2 School-based staff codes of conduct; and</li> <li>7.3 School-based policies and procedures relating to safety, child protection and classroom management.</li> </ol> </li> <li>8. Development of teaching practice and capacity through:       <ol style="list-style-type: none"> <li>8.1 A commitment to continuous professional learning guided by the Australian Professional Standards for Teachers;</li> <li>8.2 Professional interaction with qualified practitioners and implementation of constructive feedback; and</li> <li>8.3 School environmental contextualisation within an embedded professional experience block.</li> </ol> </li> </ol>
-----------------------	--

<p><b>Learning outcomes</b></p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. applied theoretical knowledge to create a safe, secure and inclusive learning environment which will motivate and engage learners in the secondary school context [Graduate Teacher Standards: 1.1-1.3, 4.1-4.3; Graduate Attributes: 1, 4, 7];</li> <li>2. critically reflected upon curriculum planning, teaching and learning that aligns with relevant state and national curriculum documentation [Graduate Teacher Standards: 2.1, 2.2; Graduate Attributes: 1, 4, 7];</li> <li>3. applied current pedagogical theories and a Bible-based, Christ-centred philosophy of education to classroom environment, planning and implementing teaching and learning in the secondary school context (Years 7-12) [Graduate Teacher Standards: 2.1, 2.2; Graduate Attributes: 1, 3, 4, 7];</li> <li>4. critically evaluated a range of classroom experiences with theoretical perspectives as a basis for teaching and learning in the secondary school context [Graduate Teacher Standards: 3.1-3.4, 4.2; Graduate Attributes: 1, 4, 7];</li> <li>5. demonstrated autonomy, well-developed judgement, adaptability, responsibility (ethical and legislative) and an understanding of effective teaching skills, communications strategies (verbal and nonverbal) and competencies to an appropriate AITSL Graduate Teacher Standard [Graduate Teacher Standards: 3.5, 4.2-4.5, 6.1, 6.3, 7.1, 7.2; Graduate Attributes: 1-5, 7]; and</li> <li>6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation [Graduate Attributes: 6].</li> </ol>
<p><b>Assessment tasks</b></p>	<p><b>Task 1: Planning for Engaging Learning Experiences</b></p> <p>Design and construct two 40-minute lesson plans, one for each of your teaching area specialities. One lesson plan must cater for Years 7-10 school stage learners and the other lesson plan must cater for Years 11-12 school stage learners. Critically reflect upon the planning process and learner participation and engagement considering Australian Curriculum and QCAA curriculum imperatives and a Bible-based, Christ-centred philosophy of education. Select a 15-20-minute segment from one lesson to implement in class with peers. Explicit planning to be included on how you have considered teaching strategies which are responsive to the learning strengths and needs of students from diverse linguistic, cultural, Australian and Torres Strait Islander, religious, disability and socioeconomic backgrounds.</p> <p>*Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching (Secondary).</p> <p>Word Length/Duration: 3,000 words/15-20 minutes</p> <p>Weighting: 50%</p> <p>Assessed: Week 7</p> <p><b>Task 2A: Electronic Professional Experience Folio – Part A</b></p> <p>Professional Experience Folio: PEP Reports, Planning Documentation, Reflections, AITSL Graduate Teacher Standards Goal-setting Tool and AITSL Graduate Teacher Standards Self - Audit Tool.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Assessed: 1 week after PEP Block</p>

	<p><b>Task 2B: Electronic Professional Experience Folio – Part B</b></p> <p>Critical reflection on the pre-service teacher’s personal thesis on teaching, learning and concept of ‘teaching ministry’, including a perspective on ‘what it means to teach Christianly’.</p> <p>Word Length/Duration: 1,000 words</p> <p>Weighting: 20%</p> <p>Assessed: 1 week after PEP Block</p>			
<b>Assessment alignment</b>	<i>Assessment Task</i>	<i>Learning Outcome</i>	<i>Content</i>	<i>Graduate Teacher Standards</i>
	Task 1	1-3, 6	1-4	1.1-1.3, 2.1-2.3, 2.6, 3.1-3.6, 4.1, 4.2
	Task 2A	1-3, 5, 6	2-6	3.3, 3.5, 4.5, 6.1, 6.3, 7.1, 7.2
	Task 2B	4, 6	1, 4-6	3.1-3.4
<b>Prescribed text(s)</b>	<p>The following text will be used in all PEP units: Cavanagh, M., &amp; Prescott, A. (2015). <i>Your professional experience handbook: A guide for pre-service teachers</i>. Frenchs Forest: Pearson Australia.</p> <p>Pre-service teachers will need to access all relevant state and national curriculum documents through the Australian Curriculum and QCAA internet sites.</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA):  <a href="http://www.australiancurriculum.edu.au">http://www.australiancurriculum.edu.au</a></p> <p>Queensland Curriculum and Assessment Authority (QCAA):  <a href="https://www.qcaa.qld.edu.au">https://www.qcaa.qld.edu.au</a></p> <p>Selected readings will be available via the Moodle™ site for this unit</p> <p>The following text will be used in all PEP units:</p> <p>Cavanagh, M., &amp; Prescott, A. (2015). <i>Your professional experience handbook: A guide for pre-service teachers</i>. Frenchs Forest, NSW: Pearson Australia.</p> <p>Pre-service teachers will need to access all relevant state and national curriculum documents through the ACARA and QCAA internet sites.</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA):  <a href="http://www.australiancurriculum.edu.au">http://www.australiancurriculum.edu.au</a></p> <p>Queensland Curriculum and Assessment Authority (QCAA):  <a href="https://www.qcaa.qld.edu.au">https://www.qcaa.qld.edu.au</a></p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>			

<p><b>Recommended readings</b></p>	<p><b>Curriculum Readings</b></p> <p>Burggraaf, H. (Ed.). (2014). <i>Transformational education: A framework for Christian teaching</i>. Mt Evelyn: MECS.</p> <p>Clarke, M., &amp; Pittaway, S. (2014). <i>Marsh's becoming a teacher</i>. (6th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p>Davies, A., Norman, M., &amp; Hobson, A. (Eds). (2016). <i>Getting into secondary teaching: Critical learning</i>. Northwich, UK: Critical Publishing.</p> <p>Hattie, J. (2012). <i>Visible learning for teachers</i>. New York, NY: Routledge.</p> <p>Joyce, B., Weil, M., &amp; Calhoun, E. (2014). <i>Models of teaching</i>. (9th ed.). Boston, MA: Pearson.</p> <p>Killen, R. (2015). <i>Effective teaching strategies: Lessons from research and practice</i>. (7th ed.). South Melbourne, VIC: Cengage Learning.</p> <p>Knight, G. (2006). <i>Philosophy and education: An introduction in Christian perspective</i>. Berrien Springs MI: Andrews University Press.</p> <p>Mercier, C., Philpott C., &amp; Scott H. (Eds). (2013). <i>Professional issues in secondary teaching</i>. London, UK: SAGE.</p> <p>National Institute for Christian Education. (2015). <i>Transformation by design: A curriculum development resource for Christian schools</i>. Penrith, NSW: NICE.</p> <p>Venville, G., &amp; Dawson, V. (Eds). (2012). <i>The art of teaching science: For middle and secondary school</i>. (2nd ed.). Crows Nest, NSW: Allen &amp; Unwin.</p> <p>Wiggins, G., &amp; McTighe, J. (2007). <i>Schooling by design: Mission, action and achievement</i>. Alexandria, VA: ASCD.</p> <p><b>Journals and Periodicals</b></p> <p>International Journal of Pedagogies and Learning</p> <p>Issues of Teaching and Learning</p> <p>Journal of Education and Christian Belief</p> <p>The Australian Journal of Teacher Education</p> <p>The Journal of Teacher Education</p> <p><b>Websites</b></p> <p>Australian Curriculum Assessment and Reporting Authority (Australian Curriculum):  <a href="https://www.acara.edu.au/curriculum">https://www.acara.edu.au/curriculum</a></p> <p>Australian Institute for Teaching and School Leadership (AITSL):  <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list</a></p> <p>New Learning: Transformational Design for Pedagogy and Assessment:  <a href="http://newlearningonline.com/multiliteracies">http://newlearningonline.com/multiliteracies</a></p> <p>Queensland Curriculum and Assessment Authority (QCAA):  <a href="https://www.qcaa.qld.edu.au/senior">https://www.qcaa.qld.edu.au/senior</a></p> <p>Scootle: Education Services Australia Limited:  <a href="https://www.scootle.edu.au/ec/p/home">https://www.scootle.edu.au/ec/p/home</a></p>
------------------------------------	--

	<p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil.

SAMPLE