



CHRISTIAN HERITAGE COLLEGE

CR308

CURRICULUM AND PEDAGOGY: TEACHING AREA #1

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

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

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

Unit code	CR308
Unit name	Curriculum and Pedagogy: Teaching Area #1
Associated higher education awards	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisite:</i> 40 credit points of study in the relevant discipline area
Rationale	<u>Enduring Understanding:</u> Quality teaching requires the development of effective pedagogical practice in secondary schooling that can be strategically used to enhance and facilitate quality learning in a diverse range of contexts. Pre-service teachers who will be engaged in teaching adolescent learners in the secondary school context require both theoretical and practical knowledge relevant to their selected teaching areas. In this unit pre-service teachers will have the opportunity to investigate how various models of teaching can help create communities of expert learners. Engaging with one of their chosen teaching areas to develop a working knowledge of the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) syllabus documentation will give pre-service teachers opportunities to investigate pedagogical principles and develop skills in a variety of pedagogical practices appropriate for that teaching area. Pre-service teachers will be tutored by well-qualified secondary school teachers in the chosen teaching area through an engagement in the curriculum and pedagogy specific to the discipline.
Prescribed text(s)	Joyce, B., & Weil, M. (2015). <i>Models of teaching</i> (9th ed.). Boston, MA: Pearson. Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	Books Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A., Letts, W., & Mackay, J. (2013). <i>Teaching: Making a difference</i> (2nd ed.). Milton, QLD: John Wiley and Sons Australia. Clarke, M., Pittaway, S., & Marsh, C. (2014). <i>Marsh's becoming a teacher</i> (6th ed.). Sydney, NSW: Pearson.

- Gargiulo, R.M., & Metcalf, D. (2013). *Teaching in today's inclusive classroom: A universal design for learning approach*. Belmont, CA: Wadsworth Cengage.
- Gould, J. (2013). *Learning theory and classroom practice in the lifelong learning sector*. Moorabbin, VIC: Hawker Brownlow Education.
- Hattie, J. (2012). *Visible learning for teachers: Maximising impact for learning*. Abingdon, UK: Routledge.
- Killen, R. (2012). *Effective teaching strategies: Lessons from research and practice* (6th ed.). Melbourne, VIC: Cengage Learning.
- Mayes, A.S., & Moon, B. (2013). *Teaching and learning in the secondary school*. London, UK: Routledge.
- Readman, K., & Allen, B. (2013). *Practical planning and assessment*. South Melbourne, VIC: Oxford University Press.

Websites

- Australia Curriculum and Reporting Authority (ACARA)
<http://www.acara.edu.au/default.asp>
- Australian Curriculum
<http://www.australiancurriculum.edu.au/>
- Australian Government Department of Education – *Review of the Australian Curriculum: Final Report*
<https://www.education.gov.au/news/review-australian-curriculum-final-report-and-initial-australian-government-released>
- Department of Education, Training and the Arts
<http://www.education.qld.gov.au>
- Paideia – *Active Learning*
<https://www.paideia.org/>
- Queensland Curriculum and Assessment Authority (QCAA)
<https://www.qcaa.qld.edu.au/>

Professional Associations

Professional associations for the most common teaching areas undertaken in this unit:

- Australian Association for the Teaching of English (AATE) <http://www.aate.org.au>
- English Teachers Association of Queensland (ETAQ) <http://www.etaq.org.au>
- Australian Association of Mathematics Teachers (AAMT) <http://www.aamt.edu.au>
- Queensland Association of Mathematics Teachers <http://www.qamt.org>
- Australian Science Teachers Association (ASTA) <http://asta.edu.au/>
- Science Teachers Association of Queensland (STAQ) <http://www.staq.qld.edu.au/>
- History Teachers' Association of Australia <http://www.historyteacher.org.au/>
- Queensland History Teachers' Association <http://www.qhta.com.au/>

Journals

- Australian Journal of Language and Literacy*
- Curriculum Perspectives*
- International Education Journal: Comparative Perspectives*

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

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.

Specialist resource requirements	Based on teaching area specialisation Digital video recording device
Content	<ol style="list-style-type: none"> 1. Creating communities of expert learners: Models of teaching and how knowledge and understanding is developed in the secondary context in culturally diverse classrooms 2. Curriculum focus: Literacy and numeracy; ICTs; individual differences; diversity and curriculum; Australian Curriculum and QCAA Frameworks in chosen specialty area for the secondary context 3. Pedagogical practices: The information-processing family of models; the social family of models; the personal family of models; the behavioural systems family of models for the secondary context, including pedagogical practices to engage students from Aboriginal and Torres Strait Islander backgrounds 4. Towards a 'Christian' pedagogy, including using pedagogy for promoting reconciliation with Aboriginal and Torres Strait Islander peoples
Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. identified learning resources and materials that implement curriculum, assessment and pedagogical approaches including literacy and numeracy relevant to teaching areas; 2. examined curriculum, assessment and pedagogical approaches relevant to teaching areas; 3. analysed relevant curriculum, assessment and pedagogical innovations to the planning and implementation of teaching and learning for teaching areas; 4. evaluated the impact of contemporary curriculum, assessment and pedagogical innovations on practice in teaching areas; 5. synthesised curriculum, assessment and pedagogical issues from a Christian worldview perspective; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Planning</p> <p>Implementation of curriculum / work program</p> <ol style="list-style-type: none"> a) Devise a set of five interlinked lessons utilising appropriate literacy, numeracy and digital literacy frameworks that could be used to implement part of a junior secondary unit plan (including relevant assessment) in the pre-service teacher's chosen area of speciality; and b) Devise a set of five interlinked lessons utilising appropriate literacy, numeracy and digital literacy frameworks that could be used to implement part of a senior school work program (including relevant assessment) in the pre-service teacher's chosen area of speciality. <p>Word Length/Duration: 2,500 words (equivalent)</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-2, 5, 6</p> <p>Assessed: Week 7</p> <p>Task 2: Demonstration</p> <p>Multimodal teaching and learning critique</p> <p>Using a model of pedagogical practice, digitally record and review one learning and teaching episode that focusses on formative assessment (part of a lesson, sequential or edited, 8-10 minutes).</p> <p>Word Length/Duration: 8-10 minute video and 1,500 word essay</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>

Australian Professional Standards for Teachers (APST)	The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i> :			
	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students			
	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians			
	2.6 Information and Communication Technology (ICT)			
	3.4 Select and use resources			
	Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> :			
	<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>
	1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1-5	1, 2
	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1-5	1, 2
	2.2	Organise content into an effective learning and teaching sequence.	1-3, 5	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1	1	
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1, 5	1	
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1-5	1, 2	
3.3	Include a range of teaching strategies.	1	1, 2	
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	1-5	1	
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative	1-5	1, 2	
Unit summary	Pre-service teachers who will be teaching adolescent learners in the secondary school context will explore both theoretical and practical issues which relate to effective pedagogical practice in one of their teaching areas.			