



CHRISTIAN HERITAGE COLLEGE

**ED652**

**PERSONAL PEDAGOGY AS A  
LIVING CURRICULUM**

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>	ED652
<b>Unit name</b>	Personal Pedagogy as a Living Curriculum
<b>Associated higher education awards</b>	Graduate Certificate in Christian Education Master of Education
<b>Duration</b>	One semester
<b>Level</b>	Postgraduate
<b>Unit Coordinator</b>	Dr Robert Herschell
<b>Core/Elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
<b>Student workload</b>	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
<b>Delivery mode</b>	External
<b>Pre-/Corequisites</b>	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education <b>OR</b> ED602 Philosophical Perspectives on Education
<b>Rationale</b>	<p>Teaching for transformation is a major emphasis in Christian education. Transformation of the whole person – spiritually, intellectually, emotionally, physically and socially – is what is envisaged of a professional teacher (Romans 12:1-2). The school, in partnership with the home and church, has a major contribution to make in this process. It is considered that if this is not taking place, then teachers, students, classrooms and Christian schools are not working towards fulfilling their God-given calling.</p> <p>A clear understanding of principles associated with the transformational processes of personal growth and professional development will help all those involved in their particular roles. This includes those in curriculum leadership and teacher pedagogy, since such developments are enhanced when the overall culture of the school is that of a learning, as well as a faith-based community. Attention will also be given to leadership in faith development.</p> <p>This unit contributes to the ministry of Christian education by focussing on the relationships between the personal life of educators and their professional praxis that creates a context for integration – that is, a living curriculum. This will also provide a base from which further research could be undertaken.</p>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. provided evidence of a well-developed understanding of Christian growth and personal spirituality;</li> <li>2. critically evaluated various views, and articulated their own developing convictions;</li> <li>3. practised, and helped others to practice, the spiritual disciplines in appropriate ways;</li> <li>4. integrated principles from Scripture with knowledge of child development and learning processes to form principles to guide the development and integration of personal and professional aspects of their role(s);</li> <li>5. explored and discussed barriers to personal and professional development;</li> <li>6. related concepts of Christian growth to the curriculum;</li> <li>7. made practical application of principles of Christian nurture to various ministry settings, to demonstrate the inter-relationships between various components of a living curriculum;</li> <li>8. determined, and implemented strategic initiatives that have promoted a living curriculum; and</li> <li>9. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.</li> </ol>
<b>Content</b>	<p>Review of key principles and practices relating to transformational learning and Christian spiritual growth.</p> <p>Investigation of theories, principles and practices that underpin a curriculum focussed on the living curriculum that complements the formal and hidden curricula.</p> <p>Design of frameworks that promote living curriculum outcomes.</p> <p>Processes that promote and hinder transformational learning.</p>
<b>Assessment tasks</b>	<p><b>Task 1:</b> Journal article</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-4, 9</p> <p>Assessed: Y - 2016, S - 2, W - 10</p> <p><b>Task 2:</b> Project development and investigative report</p> <p>investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-9</p> <p>Assessed: Y - 2016, S - 2, W - 15</p>
<b>Specialist resource requirements</b>	Nil
<b>Prescribed text(s)</b>	Gangel , K., & Wilhoit, J. (Eds). (1994). <i>The Christian educator's handbook on spiritual formation</i> . Grand Rapids, MI: Baker Books.

<p><b>Recommended readings</b></p>	<p>Kraft, W. (2000). <i>Ways of the desert: Becoming holy through difficult times</i>. New York: Haworth.</p> <p>McNeal, R. (2006). <i>Practicing greatness: 7 disciplines of extraordinary spiritual leaders</i>. San Francisco, CA: Jossey-Bass Publications.</p> <p>Moore, M. (1998). <i>Teaching from the heart: Theology and educational method</i>. Philadelphia, PA: Trinity Press.</p> <p>Palmer, P. (1993). <i>To know as we are known</i>. San Francisco, CA: Jossey-Bass Publications.</p> <p>Russel , T., &amp; Loughra, J. (2007). <i>Enacting a pedagogy of teacher education: Values, relationships and practices</i>. New York, NY: Routledge.</p> <p>Tisdell, E. (2003). <i>Exploring spirituality and culture in adult and higher education</i>. San Francisco, CA: Jossey-Bass Publications.</p> <p>Van Dyk, J. (2000). <i>The craft of Christian teaching</i>. Sioux Center, IA: Dordt College Press.</p> <p>Willard, D. (1996). <i>The spirit of the disciplines: Understanding how God changes lives</i>. London: Hodder &amp; Stoughton.</p> <p>Palmer, P. (2008). <i>The courage to teach: Exploring the inner landscape of a teacher's life</i>. San Francisco: Jossey-Bass Publications.</p> <p><b>Journals and Periodicals</b></p> <p>Australian Journal of Education</p> <p>Curriculum Perspectives</p> <p>Journal of Christian Education</p> <p>Journal of Curriculum &amp; Pedagogy</p> <p>Journal of Pedagogy, Culture &amp; Society</p> <p><b>Websites</b></p> <p><a href="http://deta.qld.gov.au/initiatives/learningandwellbeing/curriculum.html">http://deta.qld.gov.au/initiatives/learningandwellbeing/curriculum.html</a></p> <p><a href="http://www.hybridpedagogy.com/Journal/files/Personal_Learning_Networks.html">http://www.hybridpedagogy.com/Journal/files/Personal_Learning_Networks.html</a></p> <p><a href="https://www.learningplace.com.au/deliver/content.asp?pid=50301">https://www.learningplace.com.au/deliver/content.asp?pid=50301</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</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>
<p><b>Unit summary</b></p>	<p>This unit provides students with the pedagogical content knowledge and analytical procedures to describe, map, and critically review their stages of and pathways towards a 'living curriculum'. The unit also explores avenues for the enhancement and integration of personal and professional growth, through the trial and review of an innovation within students' educational settings.</p>