



CHRISTIAN HERITAGE COLLEGE

ED656

**TEACHER CAREER CYCLE AND
PROFESSIONAL GROWTH**

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	ED656
Unit name	Teacher Career Cycle and Professional Growth
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Robert Herschell
Core/Elective	Elective
Weighting	Unit credit points: 10 Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	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.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	Current state national and international attempts to provide teachers with meaningful career progression paths and professional development will be examined and critiqued. Legal, ethical, professional and social aspects will be considered. This unit seeks to inform students of current practices and to enable them to critique these from an informed perspective.
Learning outcomes	On completion of this unit, students will have provided evidence that they have: <ol style="list-style-type: none"> 1. demonstrated understanding of the legal, social and ethical responsibilities associated with being a member of the teaching profession; 2. articulated a personal philosophy of teaching; 3. critiqued their role as professional partners and participants in local, national and global communities; 4. demonstrated an understanding of the theoretical bases of professional development, mentoring and supervision; 5. demonstrated knowledge of how to apply professional development, mentoring and supervision in work settings; and 6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.

Content	<p>Career cycles in early learning, primary and secondary contexts.</p> <p>Legal, ethical, professional and social responsibilities.</p> <p>Personal philosophy and effective teaching.</p> <p>Goal setting and evaluation.</p> <p>Teacher performance and development.</p> <p>Mentoring and supervising.</p>
Assessment tasks	<p>Task 1: Review of relevant literature</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1, 3, 4, 6</p> <p>Assessed: Y - 2017, S - 2, W - 8</p> <p>Task 2: Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2016, S - 2, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Australian Institute for Teaching and School Leadership (2012). <i>Australian Teacher Performance and Development Framework</i> . Carlton South: AITSL.
Recommended readings	<p>Abbott-Chapman, J. (2005). <i>Let's keep our beginning teachers! Principal Matters: The official journal of the Secondary Principals</i>: Associations of Australia, Summer 2005, 2-4.</p> <p>Ainscow, M., Booth, T., & Dyson, A. (2006). <i>Improving schools, developing inclusion</i>. London: Routledge</p> <p>Akkerman, S., & Meijer, P. (2011). <i>A dialogical approach to conceptualizing teacher identity</i>. <i>Teaching and Teacher Education</i>, 27(2), 308-319.</p> <p>Anspal, T., Eisenschmidt, E., & Löfström, E. (2012). <i>Finding myself as a teacher: Exploring the shaping of teacher identities through student teachers' narratives</i>. <i>Teachers and Teaching</i>, 18(2), 197-216.</p> <p>Beijaard, D., Verloop, N., & Vermunt, J. (2000). <i>Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective</i>. <i>Teaching and Teacher Education</i>, 16, 749-764.</p> <p>Day, C., Elliot, B., & Kington, A. (2005). <i>Reform, standards and teacher identity: Challenges of sustaining commitment</i>. <i>Teaching and Teacher Education</i>, 21(5): 563-567.</p> <p>Ingvarson, L. (2013). <i>Reforming career paths for Australian teachers</i>. <i>International Perspectives on Education and Society</i>, 19, 237-273.</p> <p>Khamis, M. (2000). <i>The beginning teacher</i>. In S. Dinham & C. Scott (Eds.), <i>Teaching in Context</i>. Camberwell. Vic: Australian Council for Educational Research.</p> <p>Killen, R. (2013). <i>Effective teaching strategies: Lessons from research and practice South Melbourne</i>. Victoria: Engage Learning Australia.</p> <p>Lewis, H. (2007). <i>Excellence without a soul: Does liberal education have a future?</i>. New York: Public Affairs.</p>

<p>Recommended readings (continued)</p>	<p>Morrison, C. M. (2013). <i>Teacher Identity in the Early Career Phase: Trajectories that Explain and Influence</i> Australian Journal of Teacher Education, 38(4).</p> <p>Ross, J. (2011). <i>Online professional development: Design, deliver, succeed!</i>. Thousand Oaks, CA: Corwin/Learning Forward.</p> <p>Synott, J. (2009). <i>Quality education: Global perspectives for Australian schools</i>. Terrigal, NSW: David Barlow Publishing.</p> <p>Schifter, C. (2008) <i>Infusing technology in the classroom: Continuous practice improvement</i>. Hershey, PA: Information Science Pub.</p> <p>Journals and Periodicals</p> <p>Issues in Educational Research</p> <p>Critical Studies in Education</p> <p>Education Research & Development</p> <p>Journal of Career Development</p> <p>Journal of Further and Higher Education</p> <p>Websites</p> <p>http://opportunityculture.org/reach/career-paths/</p> <p>http://education.qld.gov.au/hr/recruitment/teaching/teaching-career.html</p> <p>http://www.prospects.ac.uk/primary_school_teacher_career_development.htm</p> <p>http://www.theguardian.com/teacher-network/teacher-blog/2013/may/01/professional-development-future-of-teaching</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>This unit considers the professional growth of teachers and the life cycle from initial teaching to experienced professional. Changes in educational communities, especially within the Australian context, are considered as is attaining a balance between self-conducted and assisted professional development at each stage in the life cycle of a teacher.</p>