



CHRISTIAN HERITAGE COLLEGE

PE216

**LEARNING ABOUT TEACHING:
PLANNING FOR LEARNING (7-12)**

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	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 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, contribution to professional learning experiences 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>Prerequisites:</i> ES126 Introduction to Teaching and Learning (7-12) and 30 credit points in the Discipline Studies strand
Rationale	<u>Enduring Understanding:</u> 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.
Prescribed text(s)	Whitton, D., Barker, K., Nosworthy, M., Sinclair, C., & Nanlohy, P. (2015). <i>Learning for teaching: Teaching for learning</i> (2nd ed.). South Melbourne, VIC: Cengage. Professional Experience Program Handbook available via the Moodle™ site for this unit. Selected readings will be available via the Moodle™ site for this unit.

<p>Recommended readings</p>	<p>Books</p> <p>Clarke, M., Pittaway, S., & Marsh, C. (2014). <i>Marsh's becoming a teacher</i> (6th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p>Davies, A., Norman, M., & Hobson, A.J. (Eds). (2016). <i>Getting into secondary teaching: Critical learning</i>. Northwich, UK: Critical Publishing.</p> <p>Fyson, S.J. (2014). <i>Serving God in the classroom: A handbook for developing Christian teaching practice</i>. Gosford, NSW: Resolve Consulting Group.</p> <p>Joyce, B., Weil, M., & 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>Mercier, C., Philpott C., & 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., & Dawson, V. (Eds). (2012). <i>The art of teaching science: For middle and secondary school</i> (2nd ed.). Crows Nest, NSW: Allen & Unwin.</p> <p>Journals</p> <p><i>Australian Council for Educational Research</i></p> <p><i>Asia-Pacific Journal of Teacher Education</i></p> <p><i>Teacher</i></p> <p>Websites</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.acara.edu.au/home_page.html</p> <p>Australian Curriculum http://www.australiancurriculum.edu.au</p> <p>Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au</p> <p>Scoutle https://www.scoutle.edu.au</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Introduction to planning processes: Developing individual learning experiences within secondary contexts (7-12) 2. Enacting national and state curriculum requirements, including literacy and numeracy demands 3. Effective pedagogical strategies for adolescent learners including the use of ICTs 4. Reviewing the ethical and conduct codes for teaching in secondary contexts 5. Using “reflection in action” and “reflection on action” for the improvement of teaching and learning 6. Christian perspectives on pedagogical practices

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"> planned effective lessons across a range of learning areas in the secondary context based on relevant curriculum documentation; utilised a range of developmentally appropriate teaching and learning strategies and resources including ICTs when planning learning experiences; developed an understanding of reflective practices to guide planning for learning; demonstrated a capacity to engage in reflective practice in relation to professional qualities relevant to the role of a teacher; evaluated the links between theory and practice and the relationship to 'teaching Christianly'; and communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. 																		
Assessment tasks	<p>Task 1: Planning/Reflection</p> <p>Learning Plan</p> <p>Word Length/Duration: 1 x 45-60 minute plan</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Week 7</p> <p>Task 2: Planning/Demonstration/Reflection</p> <p>Professional Experience Folio: Mentor Report, Lecturer Report, Professional Diary</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p> <p>Task 3: Exposition/Reflection</p> <p>Reflective Journal</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 4-6</p> <p>Assessed: Week 16</p>																		
Australian Professional Standards for Teachers (APST)	<p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p> <table border="1" data-bbox="384 1576 1442 2027"> <thead> <tr> <th colspan="2" data-bbox="384 1576 968 1641"><i>Graduate Teacher Standards</i></th> <th data-bbox="968 1576 1206 1641"><i>Learning Outcomes</i></th> <th data-bbox="1206 1576 1442 1641"><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1641 456 1805">2.1</td> <td data-bbox="456 1641 968 1805">Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td> <td data-bbox="968 1641 1206 1805">1, 2</td> <td data-bbox="1206 1641 1442 1805">1, 2</td> </tr> <tr> <td data-bbox="384 1805 456 1906">2.2</td> <td data-bbox="456 1805 968 1906">Organise content into an effective learning and teaching sequence.</td> <td data-bbox="968 1805 1206 1906">1, 2</td> <td data-bbox="1206 1805 1442 1906">1, 2</td> </tr> <tr> <td data-bbox="384 1906 456 2027">2.3</td> <td data-bbox="456 1906 968 2027">Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td> <td data-bbox="968 1906 1206 2027">1, 2</td> <td data-bbox="1206 1906 1442 2027">1, 2</td> </tr> </tbody> </table>			<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2	1, 2	2.2	Organise content into an effective learning and teaching sequence.	1, 2	1, 2	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2	1, 2
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	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1-3	1, 2
	3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1-3	1, 2
	3.3	Include a range of teaching strategies.	1, 2	1, 2
	3.4	Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	2	1, 2
	3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2	2
	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2	1, 2
	4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	2	2
	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	3, 4	2
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	4, 5	2, 3
Unit summary	The specific challenges of planning engaging learning experiences for adolescent learners in the secondary (7-12) context will be addressed in this unit. Various teaching and learning strategies appropriate to this age group will be explored.			