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 Name
Curriculum and Pedagogy: Teaching Area #1

### Unit Code
CR308

### Awards
- Bachelor of Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)

### Core/Elective
Core

### Prerequisite
40 credit points in the selected teaching area

### Mode
Internal

### Weighting
10 credit points

### Delivery/Contact hrs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class contact</td>
<td>33</td>
</tr>
<tr>
<td>Engagement with unit materials readings</td>
<td>44</td>
</tr>
<tr>
<td>Assignment preparation</td>
<td>63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>140</td>
</tr>
</tbody>
</table>

### Teaching Staff
To be appointed (Unit Coordinator)
School-based teaching area specialist (as required)

### Unit Rationale
Teachers who will be engaged in teaching in secondary schools need to have knowledge of both theoretical and practical issues which relate to their selected subject specialisations. Preservice teachers thus need to develop and apply skills which enable them to use appropriate pedagogical approaches and develop teaching and learning resources which are relevant to their chosen subjects.

This unit prepares preservice teachers to manage their first subject specialisation as it allows them to investigate pedagogical principles that underpin teaching and learning in one of their chosen subject areas. The development of a working knowledge of relevant syllabus documentation is also integral to this unit.

### Learning Outcomes:

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Reviewed and evaluated relevant literature relating to pedagogical approaches for the selected teaching area.
2. Identified and investigated pedagogical approaches relevant to the selected teaching area.
3. Applied relevant pedagogical innovations to the planning and implementation of teaching and learning for the selected teaching area.
4. Developed teaching and learning resources and materials that implement pedagogical innovations relevant to the selected teaching area.
5. Critically reflected upon and evaluated the impact of contemporary pedagogical innovations on practice in the selected teaching area.
6. Critically reflected on pedagogical and curriculum issues from a Christian perspective.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | *Education in Secondary Contexts*  
- Who, what and why of curriculum and pedagogy for the selected teaching area |
| 2-4  | *Understanding and interpreting syllabus documentation*  
- Middle phase curriculum for the selected teaching area; Essential Learnings  
- Senior phase curriculum for the selected teaching area;  
- Literate, numerate and digital demands; reading and writing in the selected teaching area |
| 5-7  | *Pedagogical approaches for the middle phase*  
- Investigating contemporary pedagogical innovations for the selected teaching area  
- Engaging middle phase learners in the selected teaching area  
- Connecting with teaching and learning for other teaching areas |
| 8-10 | *Pedagogical approaches for the senior phase*  
- Investigating discipline-based pedagogies for the selected teaching area  
- Advancing senior phase learners in the selected teaching area |
| 11   | *Developments in syllabus and pedagogy*  
- Innovations for the selected teaching area; future developments |

## Set Text Requirements:

The text for this unit is the website of the relevant governing authority/authorities in secondary contexts, and the syllabus documentation relevant to their teaching area/s.

## Recommended Readings:

- Brady, L & Kennedy, K 2007, *Curriculum Construction*, 3rd edn, Pearson Education Australia, Frenchs Forest, NSW.

## Useful websites

- Queensland Studies Authority: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- National Curriculum Board: [www.ncb.org.au](http://www.ncb.org.au)
- International Review of Curriculum and Assessment Frameworks: [www.inca.org.uk](http://www.inca.org.uk)
## Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Concept Map (1000 words)</td>
<td>Develop and present a concept map that considers the nature and scope of the selected teaching area; identifying core pedagogical content, processes and values.</td>
<td>1, 2, 5-7</td>
<td>Week 5</td>
<td>40%</td>
</tr>
<tr>
<td>Unit Plan - Middle Phase</td>
<td>Develop a unit plan based on a topic that is part of the curriculum for the middle years; ensuring that the pedagogical approaches are suitable for use with middle phase learners. Include task sheets and detailed guides to making judgements for the assessment tasks included.</td>
<td>3-7</td>
<td>Week 8</td>
<td>30%</td>
</tr>
<tr>
<td>Work Program - Senior Phase</td>
<td>Develop a work program for Years 11 and 12 for one subject that is part of the selected teaching area. Include a folio of assessment task sheets that are linked to the program.</td>
<td>3-7</td>
<td>Week 11</td>
<td>30%</td>
</tr>
</tbody>
</table>

## Unit Overview:

This unit of study gives preservice teachers an opportunity to investigate in some depth curriculum and pedagogy that is of relevance to their first teaching area, and to investigate and review curriculum resources and pedagogical approaches that are both professionally relevant and contextually appropriate to secondary school contexts.