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.
In this unit, preservice teachers will examine contemporary issues, priorities and directions in teaching and learning in the Australian context. Preservice teachers bring to their initial studies of teaching and learning a variety of experiences and perceptions about the teacher, the learner and teaching for learning. This unit seeks to both challenge these assumptions and develop broader conceptions and understandings about teaching and learning. In doing so, the unit is focused on praxis, drawing upon a range of theories in identifying quality teaching practice and applying these to Years 4 to 9 classrooms and contexts.

Throughout this unit preservice teachers will be required to investigate the theoretical ideas of a number of theorists and then compare and contrast the teaching and learning practices that stem from their theories. In doing so, they will become familiar with teaching practices that use both teacher-centred and student-centred learning activities; cover the range of cognitive, psychomotor and affective domains; and require both lower and higher levels of thinking and action. Preservice teachers will also be introduced to the scope of relevant current national and state-based syllabus documentation and curricular expectations for both early and key learning areas, comparing the structures of these documents and identifying common knowledge, practice and values structures. These are then used in exploring the planning and implementation of learning experiences suitable for Years 4-9 classrooms with their peers.

Preservice teachers will be encouraged and supported in their development and formation as both professionals and distinctively Christian teachers who are considering teaching as a ministry. They will engage in an initial self-audit against the Professional Standards for Queensland Teachers which will be used in preparing for their first professional experience in 2nd year.

This unit is foundational in that it introduces preservice teachers to the significant practical implications of the range of teaching and learning theories being studied, in components of teaching including planning, instructing, explaining, organising and managing. This emphasis upon praxis is a distinguishing feature of this particular unit, whereby preservice teachers will be encouraged to practically and personally observe, implement and reflect upon the teaching and learning theories they will be investigating.
Learning Outcomes:

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<tr>
<td>On completion of this unit, preservice teachers will have provided evidence that they have:</td>
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<tr>
<td>1.</td>
<td>Explored and explained a range of theories and ideas about teaching and learning.</td>
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<td>2.</td>
<td>Accessed, explored and used national and state-based syllabus documents for Years 4-9 classrooms and contexts.</td>
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<td>3.</td>
<td>Identified from observations the practical application of a variety of theorists’ ideas about teaching and learning.</td>
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<td>4.</td>
<td>Implemented and reflected upon a lesson based on theoretical understandings of teaching and learning in middle phase (Years 4-9) contexts.</td>
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<td>5.</td>
<td>Compared and contrasted various teaching and learning theories and practices.</td>
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<td>6.</td>
<td>Reflected upon Christian perspectives of teaching and learning theories</td>
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<td>7.</td>
<td>Developed basic skills, in questioning, explaining and giving instructions, required for teaching and learning.</td>
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<td>8.</td>
<td>Recognised and described examples of a range of theories and skills in Years 4-9 classrooms and other teaching and learning contexts.</td>
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<td>9.</td>
<td>Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).</td>
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Professional Standards for Queensland Teachers:

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<td>The learning opportunities provided in this unit contribute to the development of the following Professional Standards for Queensland Teachers:</td>
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<tr>
<td>1.</td>
<td>Design and implement engaging and flexible learning experiences for individuals and groups.</td>
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<td>2.</td>
<td>Design and implement learning experiences that develop language, literacy and numeracy.</td>
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<tr>
<td>3.</td>
<td>Design and implement intellectually challenging learning experiences.</td>
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<td>5.</td>
<td>Create and maintain safe and supportive learning environments.</td>
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<td>6.</td>
<td>Contribute effectively to professional teams.</td>
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Successful completion of this unit will provide significant evidence about the following Professional Standards for Queensland Teachers:

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<tr>
<td>6.</td>
<td>Support personal development and participation in society.</td>
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<td>8.</td>
<td>Foster positive and productive relationships with families and the community.</td>
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Christian Teacher Practitioner Standards:

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<tr>
<td>1.0</td>
<td>Committed to understanding and applying a distinctive yet wide-ranging Christian worldview in all aspects of their life, character, scholarship and profession.</td>
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<tr>
<td>4.0</td>
<td>Skilled professionals demonstrating a comprehensive knowledge base and higher order thinking that informs all aspects of their pedagogy, curriculum, professional relationships and practice.</td>
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<tr>
<td>6.0</td>
<td>Learner-focused and committed to developing contextually relevant, safe, supportive and stimulating learning environments that are inclusive, socially just, intellectually challenging and sensitive to socio-cultural imperatives.</td>
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<td>7.0</td>
<td>Reflective professionals who are praxis oriented and committed to ongoing transformation, personal and professional renewal and development within their learning communities.</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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| 1    | Contemporary issues in teaching and learning in the Australian context  
- What is teaching - the call to teach  
- The vocation of teaching in Years 4-9 classrooms and contexts  
- Indigenous issues impact on teaching in Australia |
| 2    | Curriculum documentation in the Australian context  
- The scope of syllabus documents for the middle phase:  
  - Australian Curriculum (4-9)  
  - QSA Essential Learnings for the key learning areas |
| 3-5  | The domains and conditions of learning  
- Piaget's legacy to education  
- Vygotsky's theories of scaffolding and proximal development  
- Bloom's Taxonomy  
- Creative classroom thinking strategies: Organisation of the learning context - investigating Dunn & Dunn for Years 4-9 classrooms  
- Learning Styles  
- Phases of instruction  
- Brian Camborne’s condition of learning  
- The domains of learning - cognitive, affective and psychomotor  
- Middle years classroom learning environments |
| 6-7  | Models of communication  
- Instructing, explaining and questioning  
- Communicating effectively with learners in the early and primary years  
- Creative classroom thinking strategies: 'Thinking outside the box' - investigating de Bono for Years 4-9 classrooms  
- Experimenting with thinking strategies with middle years learners |
| 8-9  | Curriculum and planning  
- Instructional modes and the 'wheel' of instructional choices - teacher-centred approaches  
- Instructional modes and the 'wheel' of instructional choices - student-centred approaches  
- Creative classroom thinking strategies: How many ways can you be smart? - investigating Gardner for Years 4-9 classrooms |
| 10-12| Creative teaching strategies  
- deBono's Six Thinking Hats  
- Gardner’s multiple intelligences  
- Frangenheim’s higher order thinking strategies  
- Indigenous teaching strategies and practices |
| 13-14| Classroom organisation  
- Foundations in classroom management and motivation – comparing the nature of relationships and motivation in middle phase classrooms  
- Foundations in classroom management and motivation - preventative strategies in Years 4-9 classrooms  
- Behaviouristic classrooms - investigating Skinner and Canter in Years 4-9 classrooms  
- Democratic classrooms - investigating Kouin and Dreikurs in Years 4-9 classrooms  
- Humanistic classrooms - investigating Rogers and Marland in Years 4-9 classrooms  
- Cultural influences on organisation and management for indigenous students  
- Distinctively Christian perspectives on teaching and learning in Years 4-9 classrooms  
- Professional Standards for Queensland Teachers: Self Audit Matrix  
- Mapping exercises demonstrating evidence of attainment of PSQT and CTPS/C |
Set Text Requirements:


Frangenheim, E 2007, Reflections on Classroom Thinking Strategies, 9th edn, Rodin Educational Consultancy, Loganholme, QLD.

Students will need to access all relevant state and national curriculum documents through the ACARA and QSA web sites.

Recommended Readings:


Armstrong, T 2000, Multiple Intelligences in the Classroom, 2nd edn, Association for Supervision and Curriculum Development, Alexandria, VA.


Brown, DF & Knowles, T 2007, What Every Middle School Teacher Should Know, 2nd edn, Heinemann, Portsmouth, NH.


De Bono, E 2008, Six Thinking Hats, rev edn, Penguin, Camberwell, VIC.


Moyles, J (ed.) 2007, Beginning Teaching: Beginning Learning, Open University Press, Maidenhead, UK.


Sternberg, RJ, Jarvin, L & Grigorenko, EL 2009, Teaching for Wisdom, Intelligence, Creativity and Success, Corwin Press, Thousand Oaks, CA.

Wormeli, R 2001, Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher, Stenhouse, Portland, ME.
### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQT</th>
<th>CTPC</th>
<th>Week Due</th>
<th>Weighting</th>
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<tr>
<td>STEP Experience Report (1500 words)</td>
<td>Undertake and report on three days of wider field experience involving teaching and learning in non-classroom contexts with middle years learners. The report should discuss at least five exemplar teaching vignettes and include a personal journal of involvement in and thoughts about teaching across the selected contexts.</td>
<td>1, 3-4</td>
<td>6p1; 6p2; 6p3; 6p4; 6p5; 6p6; 6p8; 6p9; 6k1; 6k2; 6k3; 6k4; 6k10; 8p1; 8p2; 8p3; 8p4; 8p6; 8k1; 8k2; 8k3; 8k4; 8k5; 8k9</td>
<td>1.3; 1.4; 1.6; 4.1</td>
<td>Week 9</td>
<td>20%</td>
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</table>
| Group Tutorial Presentation (1000-1500 words) | Part A: Plan and present a mini-learning episode designed for a specific middle phase (4-9) year level and linked to a relevant state and/or national syllabus. The session should include a specific thinking strategy and demonstrate questioning, explaining and giving instructions.  
Part B: Active engagement and reflection in all tutorial presentations for the semester. | 2-3, 5-8                    | 6p1; 6p5; 6p7; 6k1; 6k2; 6k7; 8p3; 8p5 | 1.4; 1.7; 4.1; 4.2; 4.4; 4.5; 4.6; 6.1; 6.4; 6.6 | Weeks 6-13 | Part A: 30%  
Part B: 10% |
| Research Paper (1500 words)         | Research and prepare a paper about an issue relating to learning about teaching and discuss its application across Years 4-9 classrooms.  
Suitable issues include:  
- Cooperative Learning  
- Multiple Intelligences  
- Individual Differences  
- Classroom Discussions  
- Behaviour Management  
- The Art of Questioning | 1-8                         | 6p2; 6p4; 6p8; 6k1; 6k2; 6k3; 6k10; 8p5; 8k9 | 1.2; 1.3; 1.6; 1.8; 4.1; 7.3; 7.4 | Week 14 | 40%       |

### Unit Overview:

This unit is designed to introduce middle phase (Years 4-9) preservice teachers to the many theories, strategies, approaches and methods that facilitate effective practice in the classroom. In doing so, it will build their knowledge, understanding and experience of a range of basic teaching skills and approaches. This unit introduces preservice teachers to the significant practical implications of the range of teaching and learning theories to middle phase classrooms and contexts. This emphasis upon praxis is a distinguishing feature of this particular unit, whereby preservice teachers will be encouraged to practically and personally observe, implement and reflect upon the teaching and learning theories they will be investigating.