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
Learning about Teaching: Planning for Learning (4-9)

### Unit Code
PE215

### Award
Bachelor of Education (Middle Years)

### Core/Elective
Core

### Prerequisite
ES125 Introduction to Teaching and Learning (4-9)

### 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>23</td>
</tr>
<tr>
<td>School site placement</td>
<td>100</td>
</tr>
<tr>
<td>Assignment preparation</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
</tr>
</tbody>
</table>

### Teaching Staff
Angela Pratt (Unit Coordinator)
Garth Hentzschel (PEP Coordinator)
Peter Price (Lecturer)

### Unit Rationale
This unit is designed to introduce preservice teachers to Middle Years contexts and to the core practices of teachers. It will introduce preservice to the range of actions and activities required to be successful in teaching. When first preparing for teaching, preservice teachers are of necessity focussed upon their own actions through three core phases of teaching and learning; namely preparation, the learning episode and reflection. Throughout these phases preservice teachers need to participate in five key activities; praying, planning, organising, implementing and assessing. This unit introduces preservice teachers to the application of these five activities across the three identified phases of teaching and learning and provides them with an opportunity to embed these ideas in the context of a school-based professional experience block of four weeks within a Middle Years classroom context.

While all five of these teacher activities will be highlighted through the unit, specific attention will be given to the processes of planning across the key learning areas. For preservice teachers to become successful in teaching for learning they require detailed assistance with developing learning experiences grounded in relevant curriculum documentation and then planning for that learning. This unit introduces them to the key types of planning that teachers are involved with at a classroom level; in particular lesson planning and the sequencing of learning experiences. This is done through explanations, demonstrations and experiences of planning models designed at CHC. At the same time, this planning is also embedded in the context of national and state-based curriculum documentation as a means of engaging preservice teachers with pedagogical content knowledge across all key learning areas relevant in their selected professional experience context. These planning concepts and processes are then used as the basis for building deeper and broader expertise across all subsequent school-based professional experiences.

Following the professional experience block that is linked with this unit, preservice teachers will be provided with opportunities to reflect upon their initial experiences in their ministry of teaching. This reflection will also provide links with the worldview studies undertaken in Christian Studies units. This application of worldview issues will contribute to preservice teachers’ initial understandings of what it means to be a ‘Christian teacher who teaches Christianly’.
Learning Outcomes:

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

1. Understood the purposes, functions, roles and responsibilities of schools and teachers in Middle Years classrooms and contexts.
2. Linked middle school and classroom experiences to salient theoretical perspectives from the literature.
3. Observed and reflected upon various aspects of teaching, learning, learning contexts and learners’ abilities, needs and interests as a basis for the processes of teaching and learning in the Middle Years.
4. Planned, implemented and reviewed single mini and whole-class lessons across a range of key learning areas.
5. Developed appropriate connections between planning and relevant state and national syllabus documentation relating to all key learning areas and the literacy and numeracy indicators.
6. Displayed the personal and professional qualities needed in the role of teacher; with a focus on teacher presence, initiative, inter-personal skills, and reliability.
7. Developed effective teaching skills and competencies to an appropriate beginning standard; with particular attention to communicating with Middle Years learners, questioning and responding to promote learning, organising and managing middle years learning context, and variability.
8. Proposed personal perspectives on what it means to ‘teach Christianly’.
9. Considered their commitment to teaching and learning and their giftings and suitability for the ministry of teaching with a focus on the Middle Years.
10. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).

Professional Standards for Queensland Teachers:

The learning opportunities provided in this unit contribute to the development of the following Professional Standards for Queensland Teachers:

2. Design and implement learning experiences that develop language, literacy and numeracy.
4. Design and implement learning experiences that value diversity.
6. Support personal development and participation in society.
7. Create and maintain safe and supportive learning environments.
8. Foster positive and productive relationships with families and the community.
9. Contribute effectively to professional teams.
10. Commit to reflective practice and professional renewal.

Successful completion of this unit will provide significant evidence about the following Professional Standards for Queensland Teachers:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
3. Design and implement intellectually challenging learning experiences.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>The core activities of teachers in school contexts</td>
</tr>
<tr>
<td></td>
<td>- Introduction to planning for learning in Middle Phase contexts (4-9)</td>
</tr>
<tr>
<td></td>
<td>- The three phases of teaching; planning, implementing and reflecting</td>
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<tr>
<td></td>
<td>- Core activities of teachers - praying, planning, organising, implementing and assessing</td>
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<tr>
<td>2</td>
<td>Understanding the Essential Learnings for lesson planning in specific teaching areas; Years 7-9</td>
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<td></td>
<td>Identifying curricular intentions:</td>
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<tr>
<td></td>
<td>- National and state syllabuses for guiding learning and teaching in specific teaching areas (7-9)</td>
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<tr>
<td></td>
<td>- Knowledge and practice across Years 7-9</td>
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<tr>
<td></td>
<td>- Literacy and numeracy indicators across specific teaching areas (7-9)</td>
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<td>Page</td>
<td>Section</td>
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<td>------</td>
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</table>
| 3    | Planning for the Middle Phase | - Logically sequencing teaching and learning - the Herbartian model  
- Developing pedagogical strategies across the early and key learning areas; Sequencing teaching and learning for middle phase learning  
- Demonstrating a Middle Years (4-9) learning session - observing planning and implementation  
- Integrating worldview perspectives and values across the key learning areas  
- Christian worldview perspectives in planning, implementing and reflecting |
| 4-6  | Professional Experience block in allocated school contexts | Four-week school-based professional experience within a Middle Phase (4-9) classroom |
| 7-10 | Reflecting on schools, teaching and becoming in teaching | - Reflecting on school-based experience for personal and professional development  
- Contemporary models and strategies for Middle Years teaching  
- Integrating worldview thinking with teaching and learning - faith and learning in practice  
- Engaging with the Professional Standards for Queensland Teachers  
- Personal perspectives on teaching Christianly; How did Jesus teach? |

Set Text Requirements:


Preservice teachers will need to access all relevant state and national curriculum documents through the ACARA and QSA internet sites.

Recommended Readings:


Fetherston, T 2007, Becoming an Effective Teacher. Thomson Learning, South Melbourne.


**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQT</th>
<th>Week Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Learning Plans (1000 words)</td>
<td>Part A: Formative Plans</td>
<td>3-5, 7, 9, 10</td>
<td>1, 3</td>
<td>Part A: Week 6</td>
<td>Part A: 10%</td>
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<td></td>
<td>Prepare two formative learning plans for a 4-9 setting using the supplied CHC learning plan format for formative assessment and feedback regarding planning prior to the professional experience block.</td>
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<tr>
<td></td>
<td>Part B: Summative Plans</td>
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<td>Part B: Week 11</td>
<td>Part B: 20%</td>
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<td>Identify and submit four best practice plans as developed during the professional experience block.</td>
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Unit Overview:

This unit is designed to introduce preservice teachers to Middle Years (4-9) contexts within schools and to the core practices of teachers within these contexts. It will introduce preservice teachers to the range of actions and activities required to be successful in teaching and places strong emphasis on the processes and practices of planning for and reflecting on learning in developmentally appropriate ways. The unit includes a four-week professional experience block within a Middle Years classroom context. Preservice teacher will also consider the nature of teaching Christianly and how this connects to their personal journey of becoming a teacher.