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.
<table>
<thead>
<tr>
<th><strong>Unit Name</strong></th>
<th>Learning about Teaching: Planning for Learning (P-7 GradDipEd)</th>
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<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>PE241</td>
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<tr>
<td><strong>Awards</strong></td>
<td>Graduate Diploma of Education (Primary)</td>
</tr>
<tr>
<td><strong>Core/Elective</strong></td>
<td>Core</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Modes</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>10 credit points</td>
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<tr>
<td><strong>Delivery/Contact hrs</strong></td>
<td></td>
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<tr>
<td>Class contact</td>
<td>23 hours</td>
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<tr>
<td>School site placement</td>
<td>125 hours</td>
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<tr>
<td>Assignment preparation</td>
<td>17 hours</td>
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<tr>
<td><strong>Total</strong></td>
<td>165 hours</td>
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<tr>
<td><strong>Teaching Staff</strong></td>
<td></td>
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<tr>
<td>Angela Pratt (Unit Coordinator)</td>
<td></td>
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<tr>
<td>Garth Hentzschel (PEP Coordinator)</td>
<td></td>
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<tr>
<td>Deb Ayling (Lecturer)</td>
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<tr>
<td><strong>Unit Rationale</strong></td>
<td>This unit is designed to introduce preservice teachers to the context of schools and the core practices of teachers. It will introduce preservice teachers to the range of actions and activities required to be successful in teaching. However, when first preparing for teaching, preservice teachers are of necessity focussed upon their own actions through three phases of teaching and learning: namely preparation, implementing 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 two school-based professional experience blocks. While all five of these teacher activities will be highlighted through the unit, specific attention will be given to the processes of observation and mini sessions in Mathematics, Science, SOSE, Arts, HPE and Technology (tied in with ES442) along will lesson planning across all key learning areas with focus on English, SOSE and Technology. 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 Queensland and national 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 that is the praxis of 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 ES401. This application of worldview issues will contribute to preservice teachers’ initial understandings of what it means to be a ‘Christian teacher who teaches Christianly’ (Herschell, 1999).</td>
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Learning Outcomes:

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

1. Understood the purposes, functions, roles and responsibilities of schools and teachers.
2. Linked 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.
4. Observed, planned, implemented and reflected upon single mini sessions in Mathematics, Science, SOSE, Arts, HPE and Technology.
5. Observed, planned, implemented and reflected and whole-class lessons within all key learning areas but special focus on English, SOSE and Technology.
6. Displayed the personal and professional qualities needed in the role of the 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 learners, questioning and responding to promote learning, organising and managing the learning context, and variability.
8. Proposed personal perspectives on what it means to ‘teach Christianly’.
9. Considered their commitment to teaching and learning, their giftings and suitability for the ministry of teaching and their future goals in connection with the Professional Standards Goal Setting Tool (PSGST) and Professional Standards for Queensland Teachers - Self-Auditing Tool (PSQT-SAT).
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:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually challenging learning experiences.
4. Design and implement learning experiences that value diversity.
5. Assess and report constructively on student learning.
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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| 1    | Lecture: Introduction to Planning for Learning; Linking theories of learning with practice; The 5 key activities to plan for of learning; Introduction to the Learning Plan, curricula intentions and outcomes.  
  Tutorial A: Practical uses of learning theories (Cambourne, Vygotsky and others) an introduction into teaching strategies and why they are used.  
  Tutorial B: Introduction to unpacking Curricular intentions and linking to Instructional Outcomes. |
| 2    | Lecture: Logically sequencing learning and teaching; Phases of learning; Linking teaching to the needs of the learner.  
  Tutorial B: Planning and preparing mini and/or small group sessions in Mathematics, Science, SOSE, Arts, HPE and Technology and writing a reflection. |
### 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:


Brady, L 2006, *Collaborative Learning in Action*, Pearson/Prentice Hall, Frenchs Forest, NSW.


Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQ</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
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<tbody>
<tr>
<td>Formative Plan (300 words)</td>
<td>Prepare two mini sessions in School-based Professional Experience: Orientation to Schools</td>
<td>1-3, 4, 7</td>
<td>1-4, 7, 9, 10</td>
<td>Week 6</td>
<td>10%</td>
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<tr>
<td>Summative Plan (1200 words)</td>
<td>Learning Plans</td>
<td>3, 4, 6, 8, 9</td>
<td>1-4, 7</td>
<td>Week 12</td>
<td>20%</td>
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<td>Submit three ‘best practice’ plans, with all relevant learning and assessment resources, as developed during the professional experience block. The plans have to be in SOSE, English and Technology.</td>
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| Professional Experience Program Folio (1000 words) | **Part A: PEP Reflections**<br>Collate a diary of observations, review of school students’ learning and critical self-reflections based on professional experiences in a classroom context, including a self-audit against the Professional Standards for Queensland Teachers.  
**Part B: Mentor’s Report**<br>Qualitative assessment based on extended observations of the preservice teacher in context.  
**Part C: Lecturer’s Report**<br>Qualitative assessment based on observation of a single learning episode. | 1-9 | 1-4, 6-10 | Week 12 | Part A: 10%  
Part B: 20%  
Part C: 20% |
| Reflective Article (1500 words) | Prepare a journal article that follows the conventions of professional academic journals and is titled: ‘Teaching Christianly: personal and professional perspectives and practices’. | 1-3, 7-9 | 7-10 | Week 14 | 20% |

**Unit Overview:**

This unit is designed to introduce preservice teachers to the context of schools and the core practices of teachers. It will introduce preservice teachers to the range of actions and activities required to be successful in teaching and in particular places strong emphasis on the processes and practices of planning for learning. The theories of teaching and learning will then be directly applied through a fully integrated one week professional experience for observations focusing on the key learning areas (KLAs) of Mathematics, Science, SOSE, Arts, HPE and Technology and also mini sessions in these areas (this is tied in with ES442). A four week professional experience block for learning plan development and implementation will cover all KLAs with a focus on English, SOSE and Technology. Following this experience, preservice teachers will then be introduced to reflective processes in considering the nature of teaching Christianly and how this connects to their personal journey of becoming a teacher.