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: Teaching for Learning: Curriculum and Planning (P-7)

Unit Code: PE334

Award: Bachelor of Education (Primary)

Core/Elective: Core

Prerequisite: PE213 Learning about Teaching: Planning for Learning (P-3) or PE214 Learning about Teaching: Planning for Learning (P-7)

Mode: Internal

Weighting: 10 credit points

Delivery/Contact hrs:
- Class contact: 23 hours
- School site placement: 100 hours
- Assignment preparation: 17 hours
- Total: 140 hours

Teaching Staff:
- Colette Alexander (Unit Coordinator)
- Garth Hentzschel (PEP Coordinator)

Unit Rationale:
This unit provides opportunities for the consolidation and integration of knowledge, skills and abilities previously developed in two former professional experience placements. It also guides the preservice teacher to design, develop, implement and evaluate units of work.

The curriculum work of teachers in designing, developing and implementing quality teaching and learning is fundamental to success in the classroom. As such, the development of student teachers' personal paradigms for and practices in planning and implementing curriculum form an important foundation for the successful functioning in a range of classroom contexts. Consequently, this unit will maintain a focus on the process-driven and critically-reflective nature of curriculum work applying this to the specific needs of the primary context and learners (P-7).

In developing these paradigms and practices it is important for preservice teachers to be cognisant of the various dimensions, orientations, and elements of curriculum and curriculum work, and to be able to identify and apply these to various levels of curriculum documentation. In doing so, they will also need to analyse and evaluate the specific needs of learners in the primary contexts (P-7) and use these in designing learning activities and environments that are responsive to these needs. With the more recent development of middle years philosophy (upper primary 4-7), middle years contexts have sought to develop curriculum which focuses on motivating and engaging students in learning through curricular and pedagogical practices such as cooperative learning, collaborative teaching, integrated curriculum, authentic assessment and smaller learning communities. Alternately, early phase settings (P-3) involve different curriculum, with clear articulations towards the learning and developmental needs of the child and preparing individuals for futures in the school context. Teachers in the early phase will need to grapple with the contestation between guided play verses ‘seat’ or academic work which is significantly guided by the external, systemic requirements placed upon them by the governing educational body, as well as by the need to encourage increasing independence in their learners, through the increasing complexity of the demands made on school students in terms of subject matter, knowledge, cognitive processes, languages skills and contexts.

The development of a preservice teacher’s personal paradigm, and related planning skills and strategies, form an important basis for their successful functioning in primary contexts (P-7). Knowledge and interpretation of current syllabus documents for primary both early phase and middle years contexts (P-7), cogniscance of external curriculum processes and requirements, analysis of context and learners’ needs, and the design of appropriate learning activities and environments whilst maintaining ongoing evaluation of learning outcomes are essential for sound educational pedagogy.
Preservice teachers will have had experiences in a variety of teaching tasks and learning activities and should build upon these for experimentation with a variety of teaching strategies, learning experiences, organisation and management strategies and a greater response to the needs of individual learners through the planning of the unit of work.

Learning Outcomes:

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

1. Understood a range of curriculum models, orientations and elements as applied to primary classrooms and contexts (P-7).
2. Linked issues relevant to the primary context to the practices of curriculum and curriculum work.
3. Used curriculum documents and observations of learners’ abilities, needs and interests when planning for learning.
4. Used a variety of teaching strategies, learning experiences and an increasing range of educational resources and media in the development of curriculum for classroom contexts.
5. Planned, implemented and reviewed a unit of work and developed required coherent, logical and motivating resources.
6. Integrated faith and learning in the development of learning experiences and units of work.
7. Taken responsibility for teaching and learning of a group/class over a two-week period.
8. Operated with increasing confidence and competence in the areas of organisation, management and discipline within the professional experience context.
9. Reflected critically upon personal and professional growth in terms of planning, teaching, organisation, management, personal qualities and curriculum issues from a Christian perspective.
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:

Successful engagement with the learning opportunities provided in this unit will contribute to and provide substantial evidence of the practice, knowledge and values of the following QCT 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.

Christian Teacher Practitioner Standards:

1.0 Committed to understanding and applying a distinctive yet wide-ranging Christian worldview in all aspects of their life, character, scholarship and profession.
2.0 Dedicated to learning in relationship through consultative, cooperative and critical partnerships embedded in learning communities.
3.0 Life-long and life-wide learners who are able to apply a wide range of language, literacy, numeracy, ICT and communication skills relevant to their professional roles and responsibilities.
4.0 Skilled professionals demonstrating a comprehensive knowledge base and higher order thinking that informs all aspects of their pedagogy, curriculum, professional relationships and practice.
5.0 Evaluate assess and report on student learning in constructive, innovative and authentic ways.
6.0 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.
7.0 Reflective professionals who are praxis oriented and committed to ongoing transformation, personal and professional renewal and development within their learning communities.
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</table>
| 1-2  | **Foundations of curriculum work**  
- Organisational and conceptual models of planning  
- Introduction to curriculum work; the layers of influence on classroom activity  
- Understanding contexts for teachers’ curriculum work; Early and Middle Years in the primary contexts (P-7)  
- **Unit writing**: Setting the context - Describing and comparing Early and Middle Years development within the primary context  
- **Unit writing**: Creating rationales for authentic learning tasks |
| 3-5  | **Planning units of work for the Key Learning Areas**  
- Introduction to curriculum orientations in primary contexts  
- Comparing outcomes-based and standards-based orientations to planning  
- Developing meaningful integration across the key learning areas  
- Building authentic Christian worldview perspectives into curriculum work  
- **Unit writing**: Identifying and unpacking curricular intentions from state and/or national documents  
- **Unit writing**: Developing assessment plans and strategies for learners in primary contexts |
| 6-7  | **Planning units for Early Learning contexts**  
- Introduction to curriculum orientations in Early Phase contexts  
- Developing meaningful integration in Early Learning contexts  
- Essential components of units in Early Phase contexts  
- Guided play versus academic ‘seat work’ |
| 8-11 | **Professional Experience block in allocated school contexts**  
Four- week school-based professional experience within a primary (P-7) classroom |
| 12-14| **Personal and professional curriculum philosophies, orientations and metaphors**  
- Critical reflection on the implementation of units of work  
- Working in teams - Approaches to curricular integration and differentiation  
- Wider influences on curriculum - Social, political and economic agendas Evaluating the national and state curriculum landscape  
- Curriculum as metaphor - Conceptualising and comparing curriculum work in early and primary contexts |

### 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.

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


Kellough, RD & Kellough, NG 2008, *Teaching Young Adolescents: Methods and Resources for Middle Grades Teaching*, 5th edn, Merrill/Prentice Hall, Upper Saddle River, NJ.


McLean, SV 2001, *Toward a Deeper Understanding of the Middle Years: Unravelling the Complexities of Multiple Meaning*, MYSa, Toowong, QLD.


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**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>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan (8 week plan)</td>
<td>Prepare a unit plan for a primary context using the CHC unit plan format, including required classroom resources for teaching, learning and assessment.</td>
<td>1, 4, 5, 7, 11</td>
<td>1-5, 7</td>
<td>Week 6</td>
<td>20%</td>
</tr>
</tbody>
</table>
Professional Diary (1000 words)

<table>
<thead>
<tr>
<th>Part A: Mentor’s Report</th>
<th>Part B: Lecturer’s Report</th>
<th>Part C: Professional Diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative assessment based on extended observations of the preservice teacher in context.</td>
<td>Qualitative assessment based on observation of a single learning episode.</td>
<td>Collate a diary of professional activities undertaken during the professional experience block. This should include reflections about critical incidents in relation to the planned unit of work.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1-11</th>
<th>1-10</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>10%</td>
<td>Pass/Fail</td>
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</tbody>
</table>

Curriculum Metaphor (1500 words)

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<tr>
<th>Present a model with an accompanying paper on ‘Thinking metaphorically about curriculum work in primary contexts (P-7)’</th>
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| 1, 5, 7-10 | 10       | Week 15 | 30%        |

Unit Overview:

This unit is designed to assist preservice teachers for participating in curriculum work for primary classrooms and contexts (P-7). The unit will focus on meaningful and authentic learning tasks and contexts, giving specific attention to the development of unit planning. It will reflect upon integrative processes and practices and cross-curricular priorities within the primary contexts (P-7) and reflect upon a range of disciplinary approaches to curriculum. Preservice teachers will also be engaged in their third four-week professional experience and begin to develop greater autonomy and responsibility within the classroom. They will take greater responsibility for observing, planning and teaching during two weeks of continuous practice based on the unit plan they will develop. Preservice teachers will be encouraged to experiment with diverse approaches using learner needs and to design lesson sequences which, in the unit will seamlessly integrate faith and learning principles and imperatives. The notions of the interplay between knowledge of school students’ development, curriculum pedagogies, current syllabus documentation and practices, as well as learning experiences and the learning environments inform the core knowledge of the unit and its praxis.