<table>
<thead>
<tr>
<th><strong>Unit Name</strong></th>
<th>Teaching for Learning: Curriculum and Planning (7-12)</th>
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<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>PE336</td>
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<tr>
<td><strong>Awards</strong></td>
<td>Bachelor of Education (Secondary)</td>
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<td></td>
<td>Bachelor of Arts/Bachelor of Education (Secondary)</td>
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<tr>
<td><strong>Core/Elective</strong></td>
<td>Core</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>PE216 Learning about Teaching: Planning for Learning (7-12)</td>
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<tr>
<td><strong>Mode</strong></td>
<td>Internal</td>
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<tr>
<td><strong>Weighting</strong></td>
<td>10 credit points</td>
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<tr>
<td><strong>Delivery/Contact hrs</strong></td>
<td>Class contact 23 hours</td>
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<tr>
<td></td>
<td>School site placement 100 hours</td>
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<tr>
<td></td>
<td>Assignment preparation 17 hours</td>
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<td></td>
<td>Total 140 hours</td>
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<td><strong>Teaching Staff</strong></td>
<td>TBA</td>
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<td><strong>Unit Rationale</strong></td>
<td>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 preservice 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 secondary context and learners (7-12). 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 secondary contexts (7-12) and use these in designing learning activities and environments that are responsive to these needs. This unit will seek 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. The development of a preservice teacher’s personal paradigm, and related planning skills and strategies, form an important basis for their successful functioning in secondary contexts (7-12). Knowledge and interpretation of current syllabus documents for secondary contexts (7-12), cognisance 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.</td>
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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 secondary contexts (7-12).
2. Linked issues relevant to the secondary years contexts 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 secondary years 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, 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.
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1-2</td>
<td><strong>Foundations of curriculum work</strong>&lt;br&gt;- Organisational and conceptual models of planning&lt;br&gt;- Introduction to curriculum work; the layers of influence on classroom activity&lt;br&gt;- Understanding contexts for teachers’ curriculum work in secondary contexts (7-12)&lt;br&gt;- <strong>Unit writing:</strong> Setting the context - Describing secondary years contexts&lt;br&gt;- <strong>Unit writing:</strong> Creating rationales for authentic learning tasks</td>
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<td>3-5</td>
<td><strong>Planning units of work for the Key Learning Areas</strong>&lt;br&gt;- Introduction to curriculum orientations in secondary years contexts&lt;br&gt;- Comparing outcomes-based and standards-based orientations to planning&lt;br&gt;- Developing meaningful integration across the key learning areas&lt;br&gt;- Building authentic Christian worldview perspectives into curriculum work&lt;br&gt;- <strong>Unit writing:</strong> Identifying and unpacking curricular intentions from state and/or national documents&lt;br&gt;- <strong>Unit writing:</strong> Developing assessment plans and strategies for learners in secondary years contexts</td>
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<tr>
<td>6-7</td>
<td><strong>Planning units for senior teaching areas and contexts</strong>&lt;br&gt;- Conceptual planning processes for senior teaching areas and contexts&lt;br&gt;- Preparing units of work for the senior learning areas&lt;br&gt;- Innovative approaches for planning teaching and learning in senior years contexts</td>
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<tr>
<td>8-11</td>
<td><strong>Professional Experience block in allocated school contexts</strong>&lt;br&gt;Four-week school-based professional experience within a secondary years context (7-12).</td>
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<td>12-14</td>
<td><strong>Personal and professional curriculum philosophies, orientations and metaphors</strong>&lt;br&gt;- Critical reflection on the implementation of units of work&lt;br&gt;- Working in teams - Approaches to curricular integration and differentiation&lt;br&gt;- Wider influences on curriculum - Social, political and economic agendas; Evaluating the national and state curriculum landscape&lt;br&gt;- Curriculum as metaphor - Conceptualising curriculum work in secondary contexts</td>
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</table>

**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.

Pendergast, D & Bahr, NM 2005, Teaching Middle Years: Rethinking Curriculum, Pedagogy and Assessment, Allen & Unwin, Crows Nest, NSW.


Tyminiski, C 2010, Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success, 2nd edn, Merrill, Boston.

Van Brummelen, H 2009, Walking With God in the Classroom: Christian Approaches to Teaching and Learning, 3rd edn, Purposeful Design, Colorado Springs, CO.


**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>
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<tbody>
<tr>
<td>Unit Plan (8 week plan)</td>
<td>Prepare a unit plan for a secondary years 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>
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**Unit Overview:**

This unit is designed to assist preservice teachers for participating in curriculum work for secondary years contexts (7-12). 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 secondary years contexts (7-12) 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.