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>Unit Name</th>
<th>Teaching for Learning: Curriculum and Planning (P-7 GradDipEd)</th>
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</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>PE342</td>
</tr>
<tr>
<td>Awards</td>
<td>Graduate Diploma of Education (Primary)</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>Core</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>PE214  Learning about Teaching: Planning for Learning (P-7 GradDipEd)</td>
</tr>
<tr>
<td>Modes</td>
<td>Internal</td>
</tr>
<tr>
<td>Weighting</td>
<td>10 credit points</td>
</tr>
<tr>
<td>Delivery/Contact hrs</td>
<td>Class contact 10 hours</td>
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<td></td>
<td>School site placement 150 hours</td>
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<tr>
<td></td>
<td>Assignment preparation 10 hours</td>
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<td></td>
<td>Total 170 hours</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Colette Alexander (Unit Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Garth Hentzschel (PEP Coordinator)</td>
</tr>
</tbody>
</table>
| Unit Rationale                | This unit is based around the final school-based professional experience for preservice teachers prior to their entry into the teaching profession. Unlike other novice professionals, who assume responsibility gradually (e.g. lawyers, accountants, doctors), beginning teachers assume full responsibility on the first day of their professional life (Kestner, 1994). The transition for beginning teachers from pre-service preparation in the tertiary institution to the reality of professional practice in schools is often a difficult and challenging process. The literature characterises this period as extremely traumatic (Silvernail & Costello, 1983), reality shock (Weinstein, 1988), and an abrupt transition (Johnson et al., 1993). This professional experience, consequently, is conceived as an opportunity for preservice teachers to develop more fully a range of skills, knowledge and attitudes more closely related to those of a beginning teacher and outlined by the Professional Standards for Queensland Teachers (Graduate Level).

Preservice teachers should have developed already a practical understanding of the roles and responsibilities of a teacher. They have had experiences in a variety of teaching tasks and learning activities including observing learners, planning and teaching mini-lessons, whole class lessons and will now develop the skills needed for full days and the implementation of units of work. It is intended that this practice period should help preservice teachers to experience what it will be like to be a teacher with major responsibility for observing, planning, implementing and evaluating units of work in their three weeks of continuous teaching. Other skills will also be embedded including working as a team in the school setting, communication with parents and a community focussed approach.

This professional experience provides opportunities for simulating a teacher’s role, as well as enabling preservice teachers to experience and participate in the wider life of the school community through extra-curricular involvement and other services to support the school. |

**Learning Outcomes:**

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

1. Demonstrated competency in their ability to observe learners, plan units and relate planning to implementation and to evaluation.
2. Engaged in quality teaching for learning, especially the development of learner/teacher relationships, teaching strategies/learning experiences, diagnosis and remediation, and the nurture and pastoral care of learners.
3. Developed experimental applications of teaching theories, approaches, abilities and skills.
4. Designed evaluation and assessment strategies, implemented assessment procedures, and reported on learners’ achievement.
5. Evaluated their progress and teaching programs within a critically reflective framework and continued their personal growth and professional teacher development processes in preparation for beginning teaching and linked to the Professional Standards for Queensland Teachers (Graduate Level).
6. Showed personal qualities such as Christian character, industry, enthusiasm, commitment, teachability, dress, deportment, dependability, confidence, co-operation and concern for others.
7. 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.

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.
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.
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    | Lecture: Curriculum and Planning; Introduction to Units and Daily Planning for Learning.  
      Tutorial A: Placing a Learning Plan into a daily plan.  
      Tutorial B: School student centred planning. |
| 2    | Lecture: Integration of Curriculum the world and Unit Planning.  
      Tutorial A: The Rationale for a Unit (connected to real world learning and interests, overview, Cross-curricular links and Literate, Numerate and Digital Practices).  
      Tutorial B: Understanding to context and placement of the unit. |
| 3    | Lecture: Assessment of Learning through Curriculum Development and Unit Planning.  
      Tutorial A: Collecting, evaluating, assessment and reporting school students’ work and developing evidence strategies.  
      Tutorial B: Formative and Summative assessment and authentic assessment strategies. |
| 4    | Lecture: Different types of Unit Plans (Thematic, Integrated, Inquiry-based).  
      Tutorial A: Unpacking the different phases of learning and Inquiry-based.  
      Tutorial B: Catering for special needs of the learning in the unit. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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</table>
| 5    | **Lecture:** The Development of a full Unit.  
       **Tutorial A:** Group activity of unit development in Mathematics, Science, Arts or HPE.  
       **Tutorial B:** Group activity of unit development in Mathematics, Science, Arts or HPE. |
| 6    | **Lecture:** Enhancing the Unit plan, using formative assessment, observations and school student feedback to improve the unit on the go, embedding Values and Christian Perspectives in the unit.  
       **Tutorial A:** Relationships in the School Setting.  
       **Tutorial B:** Preparation for Orientation day and revisit daily plans. |
| 7    | School Orientation (preparation for School Based Experience)                                        |
| 8    | **Lecture:** Writing post unit reflections and its impact on future teaching and learning.  
       **Tutorial A:** Teacher Management and Organisation Strategies.  
       **Tutorial B:** Preparation for School-based Professional Experience. |
| 9-12 | **School-based Professional Experience:**  
       - Engagement with personnel working in the context: teachers, teaching assistants, leadership, and ancillary staff  
       - Observation of teaching and learning across the key learning areas  
       - Plan, implement and reflect upon lessons across the key learning areas (must include Mathematics, Science, Arts and HPE)  
       - Design, administer and review evidence of school students’ learning  
       - Undertake reflective action relating to teaching and learning  
       - Reflect critically on progress against Professional Standards for Queensland Teachers |
| 13   | **Lecture:** Reflecting on Experience for Personal Development. Reflections on Teaching and Learning.  
       **Tutorial A:** School-based Professional Experience planning brief.  
       **Tutorial B:** Reflections and problem-solving about Learning Plans. |
| 14   | **Lecture:** Getting ready for the full responsibility of teaching.  
       **Tutorial A:** Focus on the classroom and the school - pastoral care in a caring environment.  
       **Tutorial B:** Focus on self (Can I survive?) linking to professional associations. |
| 15   | **Lecture:** Developing a community focus – the school in the wider setting.  
       **Tutorial A:** Dealing with parents and the wider community (interest groups and P&Cs).  
       **Tutorial B:** Developing partnerships. |

**Set Text Requirements:**


Queensland Studies Authority – students will require syllabus documentation and resources provided for all relevant subject areas.

**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>PSQT</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plans (2000 words)</td>
<td><strong>Part A: Formative Unit Plan</strong>&lt;br&gt;Prepare one formative unit plan showing either curriculum or thematic continuity for a selected year level covering at least two teaching areas.</td>
<td>1-6</td>
<td>1-7,10</td>
<td>Part A: Week 6&lt;br&gt;Part B: Week 13</td>
<td>Part A: 20%&lt;br&gt;Part B: 30%</td>
</tr>
<tr>
<td>Professional Experience Folio (1000 words)</td>
<td><strong>Part A: Folio</strong>&lt;br&gt;A folio of the teaching period will be produced with assessment focused on daily plans, and a reflective journal. Lesson plans for HPE, the Arts, Mathematics and Science are to be included.</td>
<td>1-6</td>
<td>1-10</td>
<td>Week 14</td>
<td>Part A: 20%&lt;br&gt;Part B: 20%&lt;br&gt;Part C: 10%</td>
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<td><strong>Part B: School-based Experience Exit Report</strong>&lt;br&gt;Qualitative assessment by the school coordinator and mentor based on extended observations of the preservice teacher in context.</td>
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<td><strong>Part C: Lecturer’s Report</strong>&lt;br&gt;Qualitative assessment based on observation of a single learning episode.</td>
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Unit Overview:

This professional experience is the capstone of the Education program and is designed to orientate and induct preservice teachers into the world of a beginning teacher along with developing the planning of units and daily plans. This unit builds upon preservice teachers' previous professional experience and is intended to serve as a transition between preservice teaching and employment. The preservice teacher will be involved in a four-week professional experience program with the assumption of major responsibility for a group/class for at least three weeks. Preservice teachers will observe, plan, teach and evaluate all areas needing to be taught including at least two units of work related to Mathematics, Science, the Arts or HPE. They will be expected to exhibit teaching competence closely related to beginning teaching proficiency as outlined by the *Professional Standards for Queensland Teachers - Graduate Level.*