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>Teaching for Transformation: Meeting Learner Needs (7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>PE446</td>
</tr>
<tr>
<td><strong>Awards</strong></td>
<td>Bachelor of Education (Secondary)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts/Bachelor of Education (Secondary)</td>
</tr>
<tr>
<td><strong>Core/Elective</strong></td>
<td>Core</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>PE334  Teaching for Learning: Curriculum and Planning (7-12)</td>
</tr>
<tr>
<td><strong>Mode</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>Class contact 23 hours</td>
</tr>
<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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<tr>
<td></td>
<td><strong>Total</strong> 140 hours</td>
</tr>
<tr>
<td><strong>Teaching Staff</strong></td>
<td>Sadie Praeger (Unit Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Garth Hentzschel (PEP Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Sadie Praeger (Lecturer)</td>
</tr>
<tr>
<td><strong>Unit Rationale</strong></td>
<td>This is the last professional experience unit for preservice teachers prior to their internship. Consequently this professional experience 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 beginning teaching, in preparation for the subsequent internship experience. Therefore students will consider the gaps and silences evident in discourses about learners and learning. Throughout this unit, preservice teachers will critically engage with ethical practices for inclusivity in secondary contexts (7-12) and develop their own personal code of ethics.</td>
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<tr>
<td></td>
<td>Preservice teachers should have developed already a practical understanding of the roles and responsibilities of a classroom teacher in secondary contexts. They have had experiences in a variety of classroom tasks and activities including planning and teaching a range of planning and have taken responsibility for teaching a class for six continuous days in their last two PEP units. It is intended that this professional experience period should help preservice teachers to experience what it will be like to be a classroom teacher with major responsibility for a class, with three out of the four weeks being continuous teaching and an expectation that they will teach to transform the school student. Preservice teachers will be expected to plan, implement and evaluate units of work during this period. One unit will also encourage the preservice teachers to develop the capacity to focus on the needs of individual school students (learning needs, gifted and talented, indigenous, ESL, minority groups, etc) and ethically cater for school students within the context of the secondary school. The preservice teachers are to specifically plan an individualised program encouraging them to develop their teaching for transformation.</td>
</tr>
</tbody>
</table>
Learning Outcomes:

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

1. Taken major responsibility for a group/class over a protracted period (approximately 3 weeks).
2. Developed a wide range of teaching practices across the Professional Standards for Queensland Teachers.
3. Demonstrated a commitment to personal and professional reflective processes for continuing professional development.
4. Critically investigated inclusive practice and diversity in a secondary context (7-12).
5. Observed and analysed learners’ abilities, needs and interests as the basis for the planning of teaching and learning to support inclusion and diversity in the secondary context.
6. Identified, designed and effectively used a variety of inclusive learning experiences appropriate for the developmental needs of a diverse range of school students.
7. Developed a personal code of ethics developed in light of the Professional Standards for Queensland Teachers and Christian Teachers Practitioners Standards.
8. 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.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Subtopics</th>
</tr>
</thead>
</table>
| 1-4  | Sustainable and ethical approaches to learner diversity | - Critical reflection regarding inclusion and diversity in secondary contexts  
- Critical and ethical analysis of practice in relation to the Professional Standards for Queensland Teachers Ethics in the school setting  
- Ethical approaches to learner diversity  
- Applying ethical approaches to teaching in a personal code of ethics |
| 5    | Learners and learning | - Revisiting the developmental needs of learners  
- Identifying gaps; learning that goes unnoticed in the classroom  
- Identifying silences; learners that go unnoticed in the classroom |
| 6-7  | Repertoires of practice | - Engaging a diversity of learners on learning  
- Repertoires of practice; engaging school students’ gifts and talents  
- Repertoires of practice; engaging school students’ learning difficulties |
| 8-9  | Inclusion and diversity in secondary contexts (7-12) | - Models and practices for inclusion in secondary contexts, including indigenous perspectives  
- Preparation and planning for individual learners in 7-12 classroom contexts |
**Professional experience block in allocated school context**

Four-week professional experience block in secondary contexts (7-12)

- Celebration of diversity in the classroom
- PEP debrief

### Set Text Requirements:


### Recommended Readings:


Barry, K & King, L 2002, *Beginning Teaching and Beyond*, 3rd edn, Social Science Press, Katoomba, NSW.

Brady, L 2006, *Collaborative Learning in Action*, Pearson/Prentice Hall, 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: Unraveling the Complexities of Multiple Meaning*, MYSA, Toowong, QLD.


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>Personal Code of Ethics (1200 words)</td>
<td>A personal code of ethics and rationale linked to relevant Professional Standards.</td>
<td>2, 3, 7, 8</td>
<td>1-10</td>
<td>Week 6</td>
<td>20%</td>
</tr>
<tr>
<td>Differentiation Report (1800 words)</td>
<td>Part A Annotated bibliography relating to inclusion and diversity for early phase contexts to support the Differentiation Report.</td>
<td>1-6, 8</td>
<td>1-9</td>
<td>Part A: Week 8</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Part B Differentiation report relating to a school student from the professional experience classroom context.</td>
<td></td>
<td></td>
<td>Part B: Week 16</td>
<td></td>
</tr>
<tr>
<td>Professional Diary (1000 words)</td>
<td>Part A: Mentor's Report Qualitative assessment based on extended observations of the preservice teacher in an early phase context.</td>
<td>1-6, 8</td>
<td>1-10</td>
<td>Week 14</td>
<td>Part A: 25%</td>
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<tr>
<td></td>
<td>Part B: Lecturer's Report Qualitative assessment based on observation of a single learning episode in an early phase context.</td>
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<td>Part B: 25%</td>
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<tr>
<td></td>
<td>Part C: Professional Diary Diary of professional activities undertaken during the professional experience block. This should include planning and reflections about critical incidents in developing differentiated learning opportunities for individual school students in early phase contexts which will be included in the Differentiation Report.</td>
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<td></td>
<td>Part C: Pass/Fail</td>
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</tbody>
</table>

Unit Overview:

This penultimate four-week professional experience will involve continuous practice and the assumption of major responsibility for a group/class for at least three weeks. Preservice teachers will observe, plan, teach and evaluate at least two units of work. Included in one unit will be an embedded individualised program for a specific school student to support inclusion and diversity. The unit also gives the preservice teacher the opportunity to develop a personal code of ethics allowing them to think about justice in secondary contexts (7-12). Successful completion of this unit provides access to the internship program.