



CHC
Higher Education

EDUCATION COURSES HANDBOOK 2017

SCHOOL OF EDUCATION, HUMANITIES & BUSINESS

**Christian Heritage College
School of Education, Humanities and Business
Education Courses Handbook 2017**

Published by:

Christian Heritage College
322 Wecker Road
Carindale Queensland 4152

PO Box 2246
Mansfield BC QLD 4122
AUSTRALIA

Phone: (07) 3347 7900
Fax: (07) 3347 7911
web: <http://www.chc.edu.au>
email: enquiries@chc.edu.au

ABN: 94 107 091 001

Copyright © 2017 Christian Heritage College

Information in this publication was correct at time of printing: July 2017
Version 5

NB: All CHC policy statements, information sheets and forms referred to in this Handbook are available on the [CHC website](#).

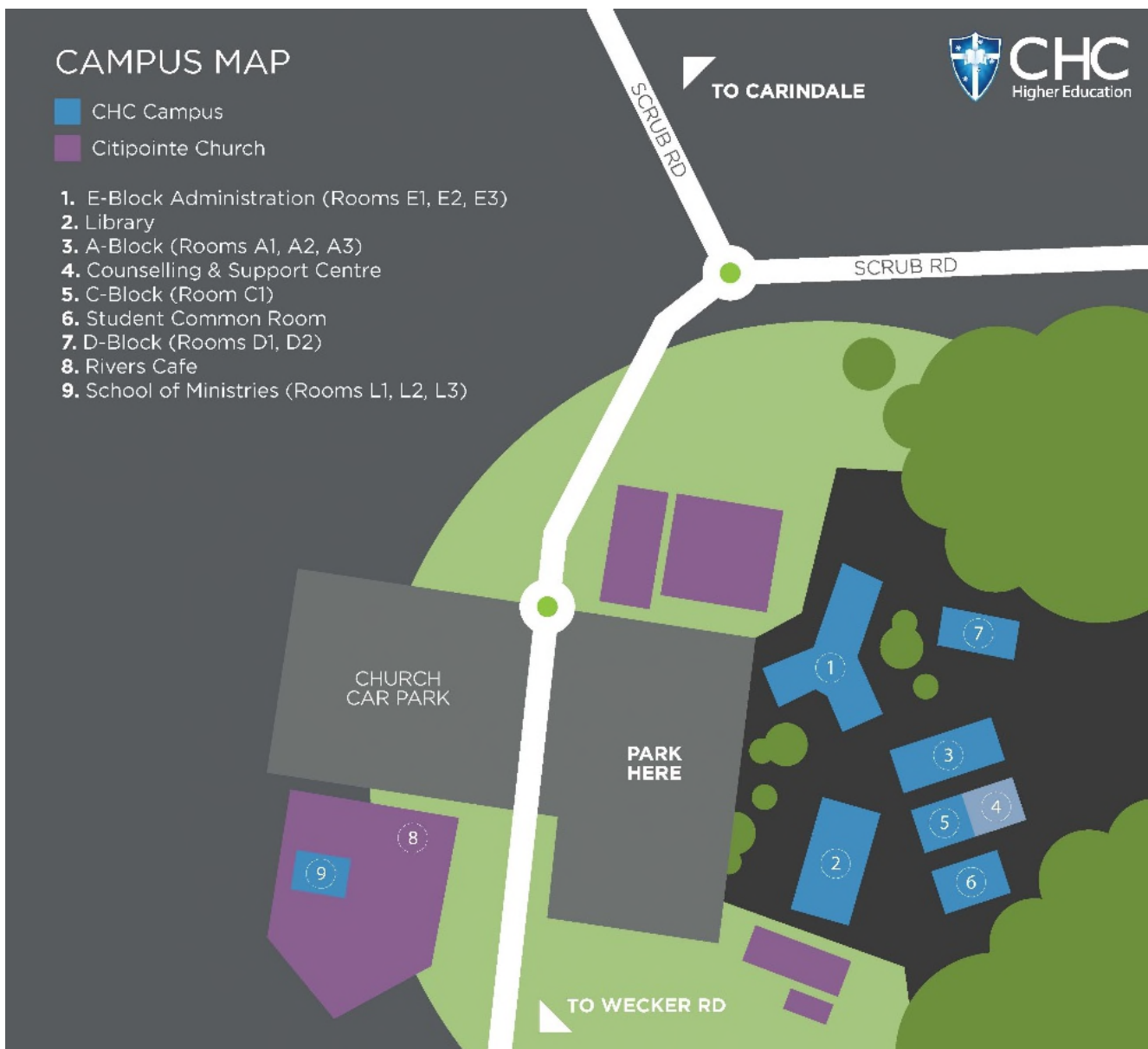
Contents

Campus map	5
Welcome	6
CHC calendar 2017	8
Important dates 2017	10
Education courses calendar 2017	11
Section 1: General information	13
1.1 School of Education, Humanities and Business staff – Education courses	13
1.2 Contacting staff	13
1.3 Mid-year entry	15
1.4 Transfer of credit	15
1.5 Blue Card requirements	15
1.6 Cross-institutional study	16
1.7 Literacy and Numeracy for Initial Teacher Education (LANTITE)	17
1.8 Course completion	17
1.9 Applying for teacher registration	18
Section 2: Teaching and learning practices	19
2.1 Academic integrity	19
2.2 Modes of study	21
2.3 Attendance	21
2.4 Classroom conduct	22
2.5 Workload	23
Section 3: Assessment practices	24
3.1 Assessment framework	24
3.2 Assessment genres	25
3.3 Submission of assessment tasks	31
3.4 Inappropriate academic practice	32
3.5 Extensions	33
3.6 Calculation of exit results	35

Contents

Section 4: Professional Experience Program (PEP)	36
4.1 Professional Experience Program – Bachelor of Education courses	36
4.2 Professional Experience Program – Graduate Diploma in Education (Secondary)	37
4.3 Professional Experience Program requirements	37
4.4 Withdrawal from Professional Experience Program units	38
Section 5: Evidence Folio requirements	39
5.1 Australian Professional Standards for Teachers	39
5.2 Evidence Folio requirements	39
Section 6: Preservice Education courses information	40
6.1 Bachelor of Education (Primary) (ED21)	40
6.2 Bachelor of Education (Middle Years) (ED22) CONTINUING STUDENTS ONLY	56
6.3 Bachelor of Education (Secondary) (ED23) <i>and</i> Bachelor of Arts/Bachelor of Education (Secondary) (CC23)	58
6.4 Graduate Diploma in Education (Secondary) (ED25)	66
Section 7: Postgraduate Education courses information	69
7.1 Graduate Certificate in Christian Education (ED42)	69
7.2 Master of Education (ED51)	70
7.3 Relationship between courses	71
Section 8: Unit information	73
8.1 Prerequisite requirements	73
8.2 Units for focus areas, majors and minors	77
Section 9: Resource requirements	80
9.1 Computing facilities	80
9.2 Text books	80
9.3 Other requirements	80
Section 10: Staff contacts	81
10.1 Staff contacts	81

Campus map



Welcome

Welcome to CHC Teacher Education. You have just joined the best profession in the world and we are delighted to be part of your formation as a teacher!

There is a saying that *everybody remembers a good teacher*, and no doubt you have been inspired by extraordinary teachers during your time at school or since graduating from a tertiary course. What we know about such people is they have a capacity to touch the heart of the student and draw out a positive and purposeful response to their learning. Good teachers inspire and give courage, as well as challenge their students to excel. The entire team at the School of Education and Humanities wish to support you to become such a teacher.

Of the many universities and higher education providers available, you have chosen CHC. We are distinctly Christian in our approach and openly, and intentionally, acknowledge Christ as the most important part of our College life. This flows into our personal, professional and academic work collectively and individually. We acknowledge that God is the creator and sustainer of all things and that through faith in Christ we can have a personal relationship with him. Christ, through the Holy Spirit transforms us from within to serve as stewards of God's amazing creation. We therefore encourage you to enjoy these years of study and take time for spiritual reflection as well as academic growth; at CHC we see them as integral to each other. Take time to explore what it means to be in a loving relationship with a personal God and to outwork that through your professional calling as a teacher.

Teaching is a wonderfully diverse calling. Teacher education at CHC will provide you with subject knowledge as well as the pedagogical understandings, knowledge and skills required to teach in the exciting world of education and schooling in the future. Most importantly, you will gain an understanding of how learning occurs and how you can engineer opportunities for each student to learn.

A teaching professional will also provide you with valuable management skills as well as many opportunities for leadership and international work. For some, teaching is a call to mission and service to those in need, while for others it might mean aspiring to senior leadership and influencing our nation at the highest level.

From this point on we will not see you as *just a student*, but rather, as a novice teacher. To be a good teacher you will need to challenge the assumptions, habits and traditions that have shaped you through your own schooling experience. This includes ideas about the purpose of schools, of teaching and curriculum and particularly the nature of the child. Your beliefs will govern your teaching. We will therefore ask you to constantly reflect on your teaching practice against nationally agreed standards and to develop a reflective disposition that will help you continually improve throughout your career. CHC would also value an ongoing relationship with you during your future professional life.

This Handbook is a great tool and includes important information that will help make your time at CHC positive and productive. Read it, refer to it, and do not hesitate to contact our friendly administration staff if you have further queries. They will happily direct your inquiry to the most appropriate person.

We very much look forward to meeting you personally and getting to know you. Most importantly, we want you to become one of those great teachers your students will remember forever!

Unity and Maturity in the Body of Christ (Ephesians 4:1-16)

¹As a prisoner for the Lord, then, I urge you to live a life worthy of the calling you have received. ²Be completely humble and gentle; be patient, bearing with one another in love. ³Make every effort to keep the unity of the Spirit through the bond of peace. ⁴There is one body and one Spirit, just as you were called to one hope when you were called; ⁵one Lord, one faith, one baptism; ⁶one God and Father of all, who is over all and through all and in all. ⁷But to each one of us grace has been given as Christ apportioned it. ⁸This is why it says:

“When he ascended on high, he took many captives and gave gifts to his people.”

⁹(What does “he ascended” mean except that he also descended to the lower, earthly regions? ¹⁰He who descended is the very one who ascended higher than all the heavens, in order to fill the whole universe.) ¹¹So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, ¹²to equip his people for works of service, so that the body of Christ may be built up ¹³until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.

¹⁴Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming. ¹⁵Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ. ¹⁶From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.

Dr Craig Murison
Dean, School of Education, Humanities and Business

CHC calendar 2017

The information provided below is correct at the time of publication. Please check the [Calendar](#) on the CHC website on a regular basis as dates are subject to change.

SEMESTER 1, 2017 (2017S1)						WINTER SEMESTER, 2017 (2017WS) ⁽⁴⁾					
COMMENCING	CHC WEEK	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION ⁽¹⁾	MINISTRIES	MILLIS INSTITUTE	COMMENCING	CHC WEEK	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION	MINISTRIES	MILLIS INSTITUTE
20 February	0	2017S1 Orientation	2017S1 Orientation	2017S1 Orientation	2017S1 Orientation	5 June	1 ☉				
27 February	1					12 June	2 ★				
6 March	2 ☉					19 June	3 ☐				
13 March	3					26 June	4				
20 March	4 ★					3 July	5				
27 March	5 ☙†					10 July	6				
3 April	6					17 July		2017S1 Def/Supp exams 2017S2 Orientation	2017S1 Def/Supp exams 2017S2 Orientation	2017S1 Def/Supp exams 2017S2 Orientation	2017S1 Def/Supp exams 2017S2 Orientation
10 April	7 ①			Easter Break ⁽³⁾							
17 April ⁽²⁾	8 ②	Easter Break	Easter Break	Easter Break ⁽³⁾	Easter Break						
24 April	9 ③										
1 May	10 ④										
8 May	11										
15 May	12										
22 May	13										
29 May	14				Study Week						
5 June	15	Study Week									
12 June	16	Exam Week	Study Week	Study Week							
19 June	17	Exam Week	Exam Week	Exam Week							

Important Dates: ☉ Last day for adding units: 2017S1 - **Friday 10 March**; 2017WS - **Friday, 9 June** ★ Census date (Last day for dropping units without financial penalty): 2017S1 - **Wednesday 22 March**; 2017WS - **Monday, 12 June**

☐ Last day for dropping units without academic penalty: 2017S1 - **Friday 28 April**; 2017WS - **Friday 23 June**

Public Holidays: ① Good Friday: Friday 14 April ② Easter Monday: Monday 17 April ③ ANZAC Day: Tuesday 25 April ④ Labour Day: Monday 1 May **CHC Events:** ☙† School of Ministries Graduation (2016 graduands): Sunday 26 March

Notes: (1) Students in initial teacher education courses are to consult the calendar contained in the *School of Education, Humanities and Business – Education courses* handbook for the dates that apply to PEP units and Study/Exam Weeks.

(2) Universities Australia common vacation week (3) The School of Ministries has a two-week Easter break. (4) 2017WS is available to Millis Institute students only. Not available to commencing students.

SEMESTER 2, 2017 (2017S2)						SEMESTER 3, 2017 (2017S3) ⁽⁸⁾					
COMMENCING	CHC WEEK	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION ⁽⁵⁾	MINISTRIES	MILLIS INSTITUTE	COMMENCING	CHC WEEK	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION	MINISTRIES	MILLIS INSTITUTE
17 July	0	2017S1 Def/Supp exams 2017S2 Orientation	2017S1 Def/Supp exams 2017S2 Orientation	2017S1 Def/Supp exams 2017S2 Orientation	2017S1 Def/Supp exams 2017S2 Orientation	20 November	1				
24 July	1					27 November	2 ☒				
31 July	2 ☒ ①					4 December	3				
7 August	3					11 December	4 ★ ☞	2017S2 Def/Supp exams	2017S2 Def/Supp exams	2017S2 Def/Supp exams	2017S2 Def/Supp exams
14 August	4 ☞ ★					18 December	5				
21 August	5					25 December ⁽⁹⁾	☞ ☞	Summer Break	Summer Break	Summer Break	Summer Break
28 August	6					1 January	6 ☞ ☞				
4 September	7					8 January	7				
11 September	8 ☞					15 January	8				
18 September	9					22 January	9 ☞				
25 September ⁽⁶⁾		Spring Break	Spring Break	Spring Break ⁽⁷⁾	Spring Break	29 January	10				
2 October	10 ☞			Spring Break ⁽⁷⁾		5 February	11				
9 October	11					12 February	12				
16 October	12					19 February	13	Exam Week	Exam Week	Exam Week	Exam Week
23 October	13										
30 October	14	Study Week			Study Week						
6 November	15	Exam Week	Study Week	Study Week	Exam Week						
13 November	16	Exam Week	Exam Week	Exam Week	Exam Week						

Important Dates: ☞ Last day for adding units: 2017S2 - **Friday 4 August**; 2017S3 - **Friday 1 December** ★ Census date (Last day for dropping units without financial penalty): 2017S2 - **Thursday 17 August**; 2017S3 - **Monday 11 December**

☞ Last day for dropping units without academic penalty: 2017S2 - **Friday 15 September**; 2017S3 - **Friday 5 January**

☞ Brisbane Exhibition: Wednesday 16 August ☞ Queen's Birthday: Monday 2 October ☞ Christmas Day: Monday 25 December ☞ Boxing Day: Tuesday 26 December ☞ New Year's Day: Monday 1 January ☞ Australia Day: Friday 26 January

CHC Events: ① Open Day: Saturday 5 August ☞ Graduation (2016 graduands - not School of Ministries): Friday, 15 December

Notes: (5) Students in initial teacher education courses are to consult the calendar contained in the *School of Education, Humanities and Business – Education courses handbook* for the dates that apply to PEP units and Study/Exam Weeks.

(6) Universities Australia common vacation weeks (7) The School of Ministries has a two-week Easter break. (8) 2017S3 is a non-compulsory study period with a limited range of units on offer. Not available to commencing students.

(9) CHC closed Monday 25 December - Monday 2 January (inclusive)

Important dates 2017

The information provided below is correct at the time of publication. Please check the [Important Dates](#) on the CHC website on a regular basis as dates are subject to change.

Semester 1, 2017 last day of Early Bird payment (QTAC applications)	30 September 2016
Semester 1, 2017 unit selection on-time submission	20 January
Semester 1, 2017 close of applications	18 February
Semester 1, 2017 orientation program for commencing students	22-24 February
Semester 1, 2017 commences	27 February
Semester 1, 2017 last day for adding units	10 March
Semester 1, 2017 last day for dropping units without financial penalty	22 March ¹
School of Ministries graduation ceremony (2016 graduands)	26 March
Semester 1, 2017 mid-semester Break	17-21 April
Semester 1, 2017 last day for dropping units without academic penalty	28 April
On-time date for application to graduate - mid-year conferral	1 May
Winter Semester, 2017 unit selection on-time submission ²	15 May
Semester 2, 2017 close of on-time applications ³	19 May
Winter Semester, 2017 commences	5 June
Winter Semester, 2017 last day for adding units	9 June
Winter Semester, 2017 last day for dropping units without financial penalty	12 June ¹
Semester 1, 2017 exam period	12-23 June
End of Semester 1, 2017	23 June
Winter Semester, 2017 last day for dropping units without academic penalty	23 June
Semester 2, 2017 unit selection on-time submission	30 June
Semester 1, 2017 results released	10 July
Semester 2, 2017 close of applications	14 July
End of Winter Semester, 2017	14 July

Semester 1, 2017 deferred and supplementary exam period	17-21 July
Semester 2, 2017 orientation program for commencing students	20 July
Winter Semester, 2017 results released	25 July
Semester 2, 2017 commences	24 July
Applications for 2018 open	1 August
Semester 2, 2017 last day for adding units	4 August
Open Day	5 August
Semester 2, 2017 last day for dropping units without financial penalty	17 August ¹
On-time date for application to graduate - end-of-year conferral	1 September
Semester 2, 2017 last day for dropping units without academic penalty	15 September
Semester 2, 2017 mid-semester Break	25-29 September
Semester 1, 2018 last day of Early Bird payment (QTAC applications)	30 September
Semester 3, 2017 unit selection on-time submission ⁴	27 October
Semester 2, 2017 exam period	6-17 November
End of Semester 2, 2017	17 November
Semester 3, 2017 commences	20 November
Semester 3, 2017 last day for adding units	1 December
Semester 2, 2017 results released	4 December
Semester 3, 2017 last day for dropping units without financial penalty	11 December ¹
Semester 2, 2017 deferred and supplementary exam period	11-15 December
CHC graduation ceremony (2016 graduands) (not School of Ministries)	15 December
Semester 3, 2017 last day for dropping units without academic penalty	5 January 2018
End of Semester 3, 2017	23 February 2018
Semester 3, 2017 results released	12 March 2018

¹ Semester Census dates.

² Winter Semester is available to Millis Institute students only. Not available to commencing students.

³ Due date to apply and to submit documentation for major offer round.

⁴ Semester 3 is not available to commencing students.

Education courses calendar 2017

The calendars below refer to on campus studies for the initial teacher education courses for Semesters 1 and 2, 2017. For administrative dates (eg census date), dates of public holidays and CHC events, please refer to the CHC Calendar above.

SEMESTER 1, 2017						
COMMENCING	WEEK	GradDipEd	Year 1 – BEd & BA/BEd	Year 2 – BEd & BA/BEd	Year 3 – BEd & BA/BEd	Year 4 – BEd & BA/BEd
20 February	0	2017S1 Orientation	2017S1 Orientation	2017S1 Orientation	2017S1 Orientation	2017S1 Orientation
27 February	1	TW1	TW1	TW1	TW1	TW1
6 March	2	TW2	TW2	TW2	TW2	TW2
13 March	3	GradDip Observation Week	TW3	TW3	TW3	TW3
20 March	4	TW3	TW4	TW4	TW4	TW4
27 March	5	TW4	TW5	TW5	TW5	TW5
3 April	6	TW5	TW6	TW6	TW6	TW6
10 April	7	TW6	TW7	TW7	TW7	TW7
17 April		Easter Break	Easter Break	Easter Break	Easter Break	Easter Break
24 April	8	TW7	TW8	TW8	TW8	TW8 PE450 Internship W1
1 May	9	TW8	TW9	TW9	TW9	TW9 PE450 Internship W2
8 May	10	PEP W1	TW10	PEP W1	PEP W1	PEP W1 PE450 Internship W3
15 May	11	PEP W2	TW11	PEP W2	PEP W2	PEP W2 PE450 Internship W4
22 May	12	PEP W3	TW12	PEP W3	PEP W3	PEP W3 PE450 Internship W5
29 May	13	PEP W4	TW13	PEP W4	PEP W4	PEP W4 PE450 Internship W6
5 June	14	TW9	Study Week	TW10	TW10	TW10
12 June	15	TW10	Exam Week	Study Week	Study Week	Study Week
19 June	16	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week
26 June		Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
3 July		Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
10 July		Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
17 July		2017S1 Deferred & Supplementary Exams	2017S1 Deferred & Supplementary Exams	2017S1 Deferred & Supplementary Exams	2017S1 Deferred & Supplementary Exams	2017S1 Deferred & Supplementary Exams

SEMESTER 2, 2017

COMMENCING	WEEK	GradDipEd	Year 1 – BEd & BA/BEd	Year 2 – BEd & BA/BEd	Year 3 – BEd & BA/BEd	Year 4 – BEd & BA/BEd	
17 July	0	2017S1 Deferred & Supplementary Exams 2017S2 Orientation	2017S1 Deferred & Supplementary Exams 2017S2 Orientation	2017S1 Deferred & Supplementary Exams 2017S2 Orientation	2017S1 Deferred & Supplementary Exams 2017S2 Orientation	2017S1 Deferred & Supplementary Exams 2017S2 Orientation	
24 July	1	Teaching Week 1	Teaching Week 1	Teaching Week 1	Teaching Week 1	Teaching Week 1	
31 July	2	TW2	TW2	TW2	TW2	TW2	
7 August	3	TW3	TW3	TW3	TW3	TW3	
14 August	4	TW4	TW4	TW4	TW4	TW4	
21 August	5	TW5	TW5	TW5	TW5	TW5	
28 August	6	TW6	TW6	TW6	TW6	TW6	
4 September	7	TW7	TW7	TW7	TW7	TW7	
11 September	8	TW8	TW8	TW8	TW8	TW8	
18 September	9	TW9	TW9	TW9	TW9	TW9	
25 September		Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
2 October	10	PEP W1	TW10	TW10	TW10	Study Week	PE450 Internship W1
9 October	11	PEP W2	TW11	TW11	PEP W1	PEP W1	PE450 Internship W2
16 October	12	PEP W3	TW12	TW12	PEP W2	PEP W2	PE450 Internship W3
23 October	13	PEP W4	TW13	TW13	PEP W3	PEP W3	PE450 Internship W4
30 October	14	PEP W5	Study Week	Study Week	PEP W4	PEP W4	PE450 Internship W5
6 November	15	PEP W6	Exam Week	Exam Week	Study Week	Study Week	PE450 Internship W6
13 November	16	Exam Week e-Folio presentations	Exam Week	Exam Week	Exam Week	Exam Week	
20 November		Summer Break	Summer Break	Summer Break	Summer Break	Summer Break	
27 November		Summer Break	Summer Break	Summer Break	Summer Break	Summer Break	
4 December		Summer Break	Summer Break	Summer Break	Summer Break	Summer Break	
11 December		2017S2 Deferred & Supplementary Exams	2017S2 Deferred & Supplementary Exams	2017S2 Deferred & Supplementary Exams	2017S2 Deferred & Supplementary Exams	2017S2 Deferred & Supplementary Exams	

Section 1: General information

- 1.1 School of Education, Humanities and Business staff – Education courses**
- 1.2 Contacting staff**
- 1.3 Mid-year entry**
- 1.4 Transfer of credit**
- 1.5 Blue Card requirements**
- 1.6 Cross-institutional study**
- 1.7 Literacy and Numeracy for Initial Teacher Education (LANTITE)**
- 1.8 Course completion**
- 1.9 Applying for teacher registration**

1.1 School of Education, Humanities and Business staff – Education courses

Academic staff

Dr Craig Murison (Dean)
Peter Collins (Preservice Course Coordinator)
Richard Leo (Graduate Diploma in Education [Secondary] Coordinator)
Dr Robert Herschell (Postgraduate Course Coordinator)
Peter Wilkinson (Professional Experience Program Coordinator)
Debra Ayling
Dr Terry Dachs
Robyn Press
Louise Schache
Paul Willis

Sessional staff

Each semester, sessional lecturers are contracted to teach a range of units in the Education courses. In the main, these are practising teachers and other education specialists with expertise in the areas related to the units which they teach.

Administration staff

Kirsten Buckner (Executive Assistant to the Dean)
Thia Ferero (Administration Officer, Education courses)
Hayley Jakins (Professional Experience Program Placement Officer, Education courses)

1.2 Contacting staff

From time to time you will need to make contact with staff and it is important to know who can best help you with your query. Generally speaking, for academic questions relating to your study you should contact the lecturer responsible for the unit. For other questions, you should identify the person who is responsible for that area. For this reason, you need to be familiar with the following list of staff members and their roles.

Administration Office

The School Administration Office is available to help students with general questions, and to direct you to the right person when you are unsure about what to do. The staff of the School Administration Office are available to assist with general questions such as enrolment, course matters, assessment issues and extensions to assessment due dates. They are also available for making appointments with some of the School staff.

Administration Officer: Thia Ferero (education@chc.edu.au)

Course Coordinators

Course Coordinators are responsible for assisting students with their progress through a course. You should contact them when you have questions about your course progress, unit selections or if you have an academic concern or grievance. If you wish to make an appointment with any of the Course Coordinators, please contact the School Administration Office. Queries related to individual units should first be directed to lecturers.

Preservice Course Coordinator: Peter Collins (PCollins@chc.edu.au)

Peter attends to matters for students undertaking the Bachelor of Education courses that lead to registration with the Queensland College of Teachers (QCT).

Graduate Diploma in Education (Secondary) Coordinator: Richard Leo (RLeo@chc.edu.au)

Richard coordinates the Graduate Diploma in Education (Secondary) that leads to registration with the Queensland College of Teachers (QCT).

Postgraduate Course Coordinator: Dr Robert Herschell (RHerschell@chc.edu.au)

Robert supervises the postgraduate Education courses for registered teachers.

Year Level Coordinators

Year Level Coordinators for the undergraduate Education courses are available to students to help with study and time management skills. Students who are experiencing difficulties during the semester should make contact with the relevant Year Level Coordinator. They will be able to help with understanding assessment requirements and arranging extensions if applicable. Queries related to individual units should first be directed to lecturers.

- *Year 1 Coordinator:* Robyn Press (RPress@chc.edu.au)
- *Year 2 Coordinator:* Debra Ayling (DAyling@chc.edu.au)
- *Year 3 Coordinator:* Peter Collins (PCollins@chc.edu.au)
- *Year 4 Coordinator:* Paul Willis (PWillis@chc.edu.au)

Professional Experience Program Office

The Professional Experience Program (PEP) Office looks after all of the arrangements relevant to the professional experience components of the Bachelor of Education and Graduate Diploma initial teacher education courses, such as organising school-based professional experiences and verifying the completion of the required number of days of wider field experiences. As the professional experience program involves working with children, the PEP Office also looks after Blue Card issues (see Section 1.5 below).

Professional Experience Program Coordinator: Peter Wilkinson (PEP@chc.edu.au)

Peter provides oversight of the PEP program.

PEP Placement Officer: Hayley Jakins (PEP@chc.edu.au)

Hayley manages school-based placements and assists with the administration of the PEP Office. She can help with Blue Card issues and with making an appointment to see the PEP Coordinator.

1.3 Mid-year entry

Mid-year entry is offered into all Education courses except the Graduate Diploma in Education (Secondary) and the Bachelor of Education (Middle Years).

For the Bachelor-level initial teacher education courses, study programs for mid-year entry have been devised through a re-sequencing of existing units. If you start mid-year, you should be aware of the differences in the sequencing of units for your course and any subsequent differences in the length of the course as a result of entering mid-year. **Students entering Bachelor-level initial teacher education courses mid-year are required to have a Blue Card before they commence the course** (see Section 1.5 below). Further information regarding mid-year entry to the Bachelor initial teacher education courses is available from the Course Coordinator.

1.4 Transfer of credit

Students who have completed comparable or relevant studies and/or experiences prior to seeking entry to CHC may apply for transfer of credit. There are three types of transfer of credit relating to studies and experiences that happen prior to commencing at CHC: these are transfer of credit for previous studies, recognition of prior learning and recognised current competence. Applications for these types of transfer of credit should be made at the time of entry into your course, although later applications may be accepted.

During your course of study, you may also apply to engage in cross-institutional study towards the requirements of a particular course. Applications for cross-institutional study are only accepted where the requested unit fits into a student's program and an equivalent unit is not available through CHC. If you are planning to engage in studies by cross-institutional enrolment you should discuss this with your Course Coordinator early in the semester before you intend to undertake the study (see Section 1.6 below).

Students should be aware that transfer of credit will not be granted for units in which you are currently enrolled. You should also be aware that an application for transfer of credit does not guarantee an offer of credit or the acceptance of a cross-institutional enrolment. It is also important to note that a maximum of 50% of the course may be undertaken through transfer of credit and/or cross-institutional study.

To apply for Transfer of Credit students must use the online form, *Application for Transfer of Credit*, on the *Documents, Forms and Booklists* page on the CHC website. Ensure you follow the directions carefully and submit all required supporting documentation. If you do not submit the required supporting documents your application will not be processed.

1.5 Blue Card requirements

All initial teacher education students must be eligible to obtain a Blue Card issued by the Department of Justice and Attorney-General. This is a requirement of the Queensland government to cover activities where students are engaging with children and young people under the age of 18.

Students are required to engage with children to complete assessment tasks, wider field experiences and school-based placements. As such, all initial teacher education students must possess a valid Blue Card for the duration of their course and that card must be authorised for CHC.

Preservice teachers are encouraged to apply for a Blue Card as soon as they have accepted their offer to study in order to ensure sufficient time for processing before their first Professional Experience placement.

Students who **do not** possess a Blue Card at the time of enrolment must submit an application form in person to the PEP Placement Officer.

Students who **do** possess a Blue Card at the time of enrolment must submit an authorisation form in person to the PEP Placement Officer.

Students are responsible for ensuring the currency of their Blue Card throughout the duration of their course and must complete any requirements for renewal in a timely fashion. Students who do not hold a current Blue Card will not be permitted to engage in any aspects of the course which involve contact with children and young people under the age of 18, and their progress through and successful completion of units may be impacted as a result. **Students are not eligible to enrol in a Professional Experience unit without a Blue Card that is valid for the entire duration of the relevant semester.** This means that your Blue Card needs to be valid until the date that is declared on the CHC *Calendar* and *Important Dates* information sheet at the close of the relevant semester. These publications are available on the CHC website.

Furthermore, registration in Queensland is a requirement for employment as a teacher, according to the *Education (Queensland College of Teachers) Act October 2005*. The QCT requires all applicants for teacher registration to be screened through a national criminal history check similar to that undertaken for a Blue Card. Any students concerned about this should contact the QCT for further details (www.qct.edu.au).

1.6 Cross-institutional study

If you are enrolled in a course of study at CHC but want to undertake units of study at another higher education provider for inclusion in your CHC award, you may apply to do this by cross-institutional study. This includes units undertaken through Open Universities Australia (OUA).

To apply for cross-institutional study, the following documentation is required and must be appended to the application form:

- *Application for Cross-Institutional Enrolment (Form A)*, available on the [Forms](#) page on the CHC website;
- the host institution's application form for cross-institutional enrolment (not required for units undertaken through OUA); and
- detailed outlines for each unit to be considered for cross-institutional enrolment, showing the level and duration of the unit, the number of contact hours involved, the content of the unit, the methods of assessment and the required texts and/or major references. These outlines are used to determine comparability between the host institution's units and CHC units.

Please note that the host institution may require further documentation to accompany your application for cross-institutional enrolment, such as an official academic transcript of your CHC studies.

To apply for cross-institutional enrolment, you must submit the relevant forms and documentation by the following dates:

To undertake cross-institutional study in Semester 1: November 1 of the previous year
To undertake cross-institutional study in Semester 2: June 1 of the same year

Forms that are submitted without the relevant documentation will not be processed.

Please allow ten working days for the processing of your application. You will be advised in writing of the outcome of your application.

Upon successful completion of the units undertaken at the host institution, you are to submit a completed *Application for Transfer of Credit* form to credit these units into your CHC award. This form is to be accompanied by the host institution's official Statement of Results for the units concerned.

Please be aware that, if you are undertaking a cross-institutional unit in your final semester of study, CHC cannot guarantee the finalisation of your results from the host institution in time for CHC's graduation processes. This may result in the conferral of your award being delayed until the following conferral period.

1.7 Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)

In 2015 all Australian Ministers of Education agreed that, from 1 July 2016, the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) will be used as the means to demonstrate that students who complete initial teacher education courses are in the top 30 percent of the Australian adult population for personal literacy and numeracy.

LANTITE is available for students enrolled in all Australian accredited initial teacher education courses. It is national policy that all initial teacher education students will sit and pass the test prior to completing their courses. Students are encouraged to sit and meet the standard of the test for the following reasons:

- to promote public confidence in graduate teachers – the community expects graduating teachers to have high levels of personal levels of literacy and numeracy;
- to enhance their capacity to be registered as teachers throughout Australia; and
- to enhance their employment opportunities both nationally and internationally.

The test is computer-based and is designed to assess aspects of students' personal literacy and numeracy through a combination of multiple choice and constructed response questions.

Testing centres are located in all capital cities and a number of metropolitan and regional locations. Students who live more than 90 minutes from a testing centre are able to access the test online via remote invigilation. For information regarding registering for the test and the fees payable, as well as answers to frequently asked questions, please check the LANTITE website at <https://teacheredtest.acer.edu.au>.

Students who are enrolled in the Bachelor of Education (Primary), Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are encouraged to sit LANTITE as soon as possible after completing the unit CR111 Introduction to Cross-Curricular Literacies, as the knowledge and understanding engaged with in this unit will assist with preparing for the test.

Students who are enrolled in the Graduate Diploma in Education (Secondary) are encouraged to sit LANTITE in Semester 1 of the course.

1.8 Course completion

Successfully completing an Education course involves a number of components, all of which must be finalised prior to graduation.

For all **preservice Education courses**, the following requirements apply to course completion:

- successful completion of all core units and all elective units (as applicable) to attain the number of credit points required for the course;
- fulfilment of the course rules in the selection of units for majors and minors (as applicable);
- provision of documentation certifying the successful completion of the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE);
- submission of an Evidence Folio which provides evidence that the Australian Professional Standards for Teachers (graduate level) have been demonstrated; and
- evidence of completion of the required days of field experiences, including wider field experiences (Bachelor of Education (Middle Years) and Graduate Diploma of Education (Secondary) only), school-based professional experiences units and, where applicable, school-based internship.

For all **postgraduate Education courses**, the following general requirements apply to course completion:

- successful completion of all core units;
- successful completion of elective units to attain the required number of credit points for the course; and
- fulfilment of the course rules in the selection of units.

1.9 Applying for teacher registration

Students who complete initial teacher education courses must apply to the QCT for registration as a teacher in Queensland. Applications for teacher registration cannot be finalised by the QCT until advice is received from CHC that a student has completed an initial teacher education course. Students will also need to provide other information and fulfil additional requirements to gain registration in Queensland, as advised by the QCT. These additional requirements may include (but are not limited to):

- evidence of English language proficiency (eg IELTS score of 7 in each area);
- successful completion of any pre-registration testing (as required); and
- information about prior qualifications (for Graduate Diploma students).

Section 2: Teaching and learning practices

- 2.1 Academic integrity**
- 2.2 Modes of study**
- 2.3 Attendance**
- 2.4 Classroom conduct**
- 2.5 Workload**

The School of Education, Humanities and Business is committed to quality teaching and learning in all of its courses. We believe that teaching and learning is a relational process that involves the intersection of three important factors: the lecturer, the students and the subject matter at hand. Effective learning happens at the point where these three relate to one another in deep engagement. This means that you, the student, play a vital role in the learning process and we encourage you to give your whole ‘heart, mind, soul and strength’ to the process (Romans 12:1-2; Luke 10:27).

2.1 Academic integrity

The academic staff values critical thinking and a comprehensive and well-founded academic knowledge base on which you can develop sound philosophical, theoretical and practical foundations for teaching. This means that the School is committed to creating a positive environment where you can work and learn and to encouraging all students to reach their potential. It also means that we are committed to upholding the highest standards of academic integrity.

To ensure that this happens, the following definition of academic integrity has been adopted: ‘a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility’ (Center for Academic Integrity, 1999, p.4). These values are evidenced by:

- expecting honesty in academic work, both personally and professionally, for teaching and learning, research and service,
- promoting trust by presenting clear guidelines and procedures for all academic work,
- exercising fairness by declaring and applying clear and accurate expectations and standards in relation to all academic work,
- respecting and valuing the academic freedom of staff and students to hold and justify a diverse range of opinions and ideas, and
- expecting all members of the CHC community to be responsible for sustaining the integrity of the scholarship of teaching and learning, research and service and to take action when academic integrity is compromised.

(adapted from The Center for Academic Integrity [CAI] 1999, *The Fundamental Values of Academic Integrity*)

In order to help students to uphold these values, seven core activities of quality academic practice have been identified. It is important that you are aware of and practice these activities in all of your learning and assessment work as these practices will help you to be successful in all that you do. The following table lists and explains these practices:

Quality academic practices	
Actively engaging in scholarly and research activities through personal reading and research and appropriate discussions with others, either face-to-face and/or online.	<p><i>When undertaking your studies you need to research information and read about the topic and about the way you need to write and present the task. It is not acceptable to rely on information collected by others. It is your responsibility to engage with the work of the unit.</i></p> <p><i>When preparing your assessment items it is also very useful to talk with others about the task to clarify your thoughts and ideas as well as extend your learning.</i></p>
Engaging with the relevant academic literature at the depth and breadth expected of the level of the unit being undertaken.	<p><i>When undertaking an assessment task you need to use a range academic literature. This may include textbooks, reference books, journal articles, reports, research articles (all available through the Library) and websites. Some of the sources may be journal articles or reports which have been published online.</i></p> <p><i>You must ensure that you have used a range of sources, not just one type of source. For example, an assessment task which uses only websites would be likely to fail criteria regarding academic literature as it would not meet the required depth and breadth of sources.</i></p>
Maintaining appropriate records of all sources used in the development of academic work.	<p><i>When collecting information for your assessment tasks you must keep a record of all the information you will need to correctly reference your sources. When you start taking notes from a book, or any source, the first thing you should do is take down the referencing details for inclusion in the reference list and in-text referencing.</i></p> <p><i>If you take it down in the way you need to use it for referencing then it will be ready to include in your reference list. Also remember to take note of the pages where the information comes from as this needs to be included in the in-text referencing.</i></p>
Preparing academic work that is substantially written in one's own words.	<p><i>When writing your assignment you need to take the information you have gathered and write it into your own words, ensuring you acknowledge where the information has come from by using in-text references. It is not acceptable to string together a series of quotes with a few of your own words in between, even if you use in-text references. Remember that lengthy quotes should be used sparingly in your work.</i></p>
Providing in-text references and developing reference lists that acknowledge the contribution of the work of others in the development of academic work.	<p><i>It is essential to acknowledge where you found your information and audio-visual resources used. The authors, artists, photographers and producers you use in your learning have put a great deal of time and effort into publishing their work and they deserve acknowledgement for their contributions. To give them this credit you should reference the information and other artefacts (such as images, sounds and videos) by using in-text referencing and a reference list.</i></p> <p><i>It is very important that this referencing is done according to the required style. Information regarding referencing is available on the CHC website.</i></p>
Attending to the requirements regarding the presentation of the relevant assessment genre.	<p><i>It is important that you know what is required by each of the assessment genres. For example, what does an essay require? How should you present a report? What is a learning plan? You also need to make sure that you are aware of how the task is to be submitted; either on paper or electronically.</i></p> <p><i>Each assessment task will be accompanied by a guide and a rubric that outline the requirements of the task. Make sure that you are clear on the genre and other requirements. If you are unsure, be certain to ask your lecturer.</i></p>
Securing all paper and electronic copies of academic work to minimise the opportunity for inappropriate academic practice by others.	<p><i>When you are working on your assessment you need to ensure that other students cannot copy or modify your work. Do not share your electronic files with other students and make sure that you do not leave your flash drive or an open electronic file on a CHC computer where others may be able to access to your work.</i></p> <p><i>You also need to make sure that the paperwork used in the construction of your assessment task is kept in such a way that it cannot be taken and misused by another student. Do not leave printed copies of your assessment tasks lying around and be careful about how you dispose of copies you no longer need.</i></p>

2.2 Modes of study

There are generally two modes in which units may be offered: *internal* and *external*. Both modes involve lecturers and students engaging with each other in relation to the subject matter of the unit.

<i>Internal mode (initial teacher education courses only)</i>	<i>External mode (postgraduate courses only)</i>
Involves: <ul style="list-style-type: none"> • on campus lectures and tutorials • weekly schedule • generally 3 hours per week face-to-face contact • digital communication • digital learning support 	Involves: <ul style="list-style-type: none"> • off campus activities • study materials • digital communication • digital learning support • appointments can be made with unit lecturers

Units in the preservice teacher education courses are primarily offered in the internal mode, while units in postgraduate courses are offered in external mode.

All arrangements regarding internal mode units are advertised prior to the beginning of the semester in which they are being offered, on the *CHC Timetable and Intensives Schedule*.

2.3 Attendance

In light of the importance of your engagement in your own learning, the School of Education, Humanities and Business is committed to upholding the value of class attendance for units in Education courses that occur on campus. Data from previous years indicates that class attendance greater than 75% is one of the most significant indicators of likely success. The 'motto' for attendance, '*If you want to pass, turn up to class*', is backed up by data from previous students. This is particularly important towards the end of the semester when the temptation to skip classes to finish assessment tasks is high. At this point, attendance in classes is important for engaging with the subject matter and successfully completing assessment.

Furthermore, commitment to becoming responsible self-directed learners, and to the culture and values of Christian scholarship and the teaching profession, is shown through a commitment to your personal learning, and this is evident in your commitment to your studies. Preservice education courses are preparing you for a career and ministry in learning and teaching and it is paramount that you accept responsibility for maximising your own learning and engaging in the learning opportunities and activities of your course.

Therefore, the following regulations relate to attendance for students in Education courses. It is your responsibility to ensure that you are fully aware of the attendance policies which apply and to fulfil these requirements. It should also be noted that attendance rules may vary between Schools and you should check the attendance requirements when you are studying units with other Schools.

The following regulations relate to units being studied in the internal and intensive mode:

- Students are expected to attend all scheduled classes and to be punctual in their attendance. The School recommends that students attend at least 80% of class time unless a *reason for absence* (such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies) has been accepted by the lecturer.
- Lecturers will keep records of student class attendance. Students who arrive more than 10 minutes late or leave more than 10 minutes early may be marked as absent.
- Students who are unable to attend classes should contact the lecturers concerned within three days of the absence.

- Students should provide documentation (such as a medical certificate) to substantiate reasons for absences of more than two days. This documentation should be lodged with the Administration Officer (Education courses) within one week of the absence. The administration staff will notify all lecturing staff concerned.
- Students may place their semester results in jeopardy or even fail a unit if they do not satisfy the course attendance requirements.
- Students are required to attend at least 80% of all tutorial activities.
- Lecturers may prescribe compulsory attendance requirements for lectures and/or tutorials in individual units. This information will be published in the unit outlines provided to students by the end of Week 1.

When students are undertaking formal aspects of the Professional Experience Program, such as school-based professional experiences or wider field experiences arranged by a lecturer, attendance is compulsory. These activities are part of the required number of days of professional experience that is mandated by the Queensland College of Teachers (QCT).

The following regulations apply to attendance at formal Professional Experience Program (PEP) activities:

- Failure to attend the required activities without following these regulations **will** result in failure of the unit to which the activities are attached.
- *Reasons for absence*, such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies, may be accepted by the PEP Coordinator.
- Students who are unable to attend a PEP activity should contact the PEP Coordinator or the lecturer concerned on the day of the activity.
- Students who are unable to attend a formal PEP activity should also phone the school or organisation concerned by 8.00am and leave a message for their mentors and the Practicum Coordinator.
- Students should provide documentation (such as a medical certificate) to substantiate reasons for absences of more than two days. This documentation should be lodged with the PEP Coordinator.
- Should a student be absent for more than one day during school-based placements, special arrangements must be made with the PEP Coordinator to make up these days in order to fulfil the requirements set by the QCT.

2.4 Classroom conduct

CHC aims to create a supportive environment for academic achievement, for Christian community and for personal growth. The Scriptures establish basic principles of behaviour and respect and CHC expects students to maintain high standards of Christian conduct.

Respect for your fellow students and lecturers during learning sessions will include the following:

- polite and appropriate engagement in the planned learning activities;
- appropriate use of personal computers (see below);
- turning mobile phones off or on silent mode;
- turning other electronic devices off (eg ipods);
- ignoring calls and messages during class times; and
- avoiding eating in classes, except where required by medical conditions.

Students may have circumstances where they need to be aware of and respond to calls or messages during class times. In these situations you should speak with the lecturer concerned and sit in a location that will not disturb other students if you have to take a call. You should also make sure that you leave the room before answering.

Students may bring water or other appropriate refreshments to classes. You are, however, asked to eat outside of class times and to place all rubbish in the waste bins provided.

Students are welcome to use laptops, netbooks or tablets for class note-taking. In doing so, you should ensure that such use does not interfere with fellow students. While some power sources are available in classrooms, you should ensure that your device is fully charged before class as there is no guarantee that a power point will be available. If your batteries fail in the middle of a class you should wait until a break to connect to a power source to ensure that you do not disturb others. Electronic devices should not be used during a class for purposes which are not related to that class and lecturers are entitled to ask you to turn a device off if it is a distraction to teaching and learning. You should also remember that appropriate security of your valuables remains your responsibility.

2.5 Workload

At CHC, each unit is given a credit point (cp) weighting. Standard units have a weighting of 10 credit points. Each 10 credit point unit has an EFTSL value of 0.125 (see the *EFTSL Values for Units of Study* information sheet on the CHC website for further details), and a minimum semester workload of 150 hours.

A number of units in the Education courses have non-standard weightings. Units that have a weighting of 20 credit points have an EFTSL value of 0.25 and a minimum semester workload of 300 hours.

The semester workload includes aspects such as scheduled contact time, personal study, preparation of assessment tasks, examinations and professional experience placement (as applicable). Unit outlines include a breakdown of these aspects as they apply to each unit.

A full time study load in the Bachelor courses is 40 credit points per semester, or 80 credit points per year. A full time study load in the Graduate Diploma in Education (Secondary) is 50 credit points per semester, or 100 credit points per year. If you undertake full time study it is important that you are careful about the other paid and voluntary commitments that you make. Personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

Occasionally, students need or want to take more than a full time load. This may be approved where students have demonstrated successful completion of a normal full time load. Students wishing to take overload should consult the relevant Course Coordinator in order to seek approval for the planned program.

Part time students in the initial teacher education courses normally undertake one or two units per semester with an equivalent workload per unit. Again, it is important that you are careful about other paid and voluntary commitments that you make as personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

The postgraduate continuing teacher education courses are available on a part time basis only, with a maximum enrolment of two units per semester.

Section 3: Assessment practices

- 3.1 Assessment framework
- 3.2 Assessment genres
- 3.3 Submission of assessment tasks
- 3.4 Inappropriate academic practice
- 3.5 Extensions
- 3.6 Calculation of exit results

3.1 Assessment framework

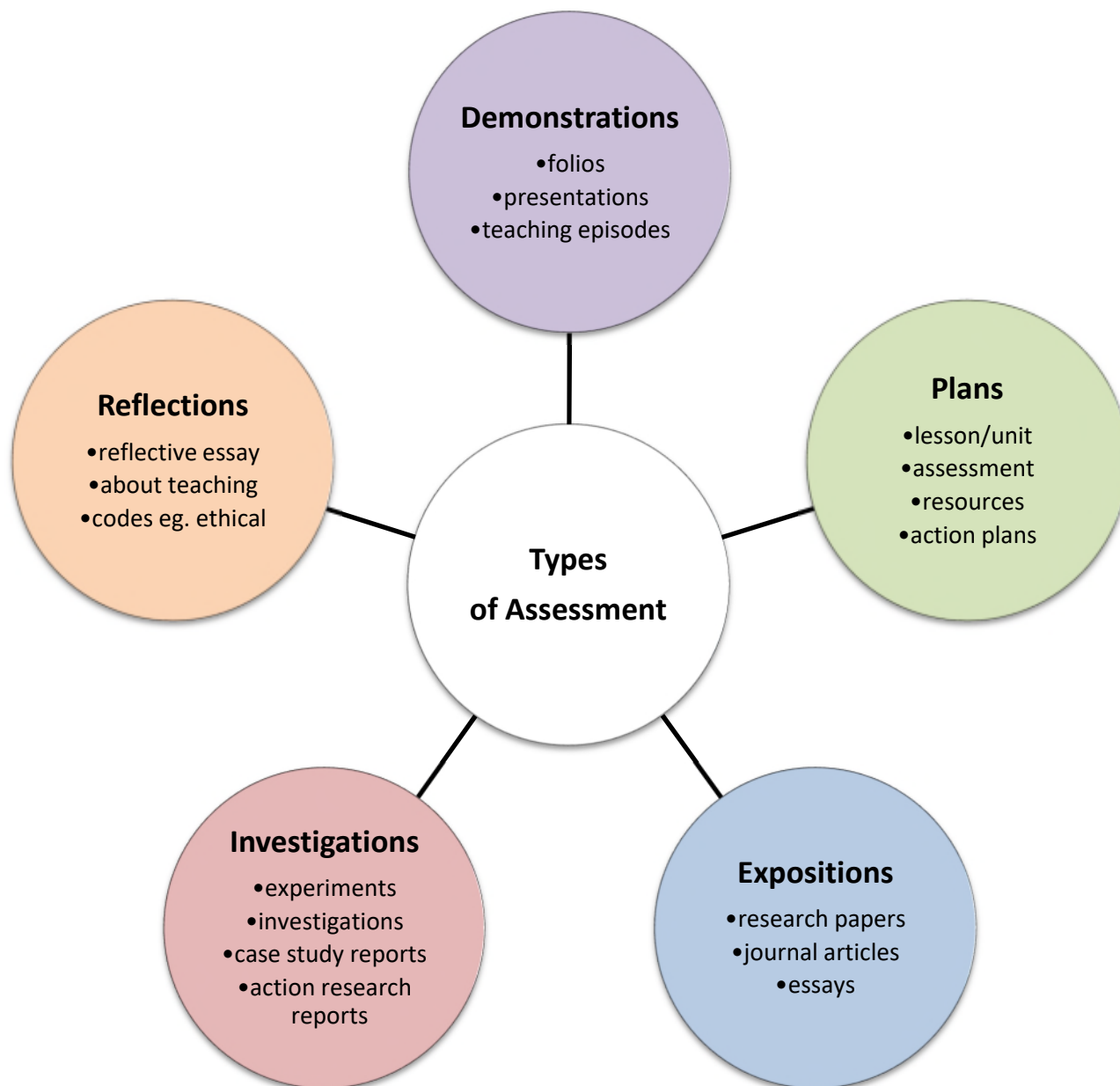
All assessment in the Education courses is linked to the philosophical, theoretical and practical foundations of the discipline of education. This means that the tasks that you undertake as students are designed to authentically engage you with the work of educators at a personal, professional and academic level. In order to achieve this, an assessment framework has been developed to scaffold and structure the development of assessment tools and to assist students to understand the purposes of and links between tasks. This framework consists of two core parts; a framework for communicating assessment expectations and a framework for explaining the common features of assessment tasks across units.

Firstly, all assessment requirements are communicated to students through the unit outline and the unit Assessment Guide prepared by lecturing staff. This written information is provided to you prior to the end of Week 1. In addition to this written information, lecturers may also provide verbal information during lectures, tutorials or teleconferences. It is your responsibility as a student to attend classes in order to benefit from verbal communication about assessment.

You should be aware of the purpose of each of the components of the written communication that is provided. All Education lecturers will provide you with:

- *Unit Outline*: includes brief information about the assessment type, genre, word count and weighting of each task. It also includes an indication of the link between the assessment tasks and the learning outcomes you must demonstrate.
- *Assessment Guide*: includes more detailed information about the requirements of the individual assessment tasks and how to go about completing them. It also provides information and advice about requirements that must be met to pass a unit and avoiding inappropriate academic practice.
- *Rubrics*: outlines the criteria and standards expected for each assessment task. The criteria are the things that the marker will be looking for you to demonstrate and the standards provide information about the level of expectation for each criterion.
- *Feedback*: includes judgements about your submitted work against the rubric and written comments either in the paper or with the rubric in order to indicate the strengths and weaknesses of your work.

Secondly, the following diagram outlines the five core assessment types that are typically used in the Education courses. This serves as a framework for thinking about the nature of different types of assessment and how assessment tasks are related to and build upon each other.



3.2 Assessment genres

In order to maximise your understanding of the expectations for the different types of assessment tasks, you should make sure you are familiar with the following general guidelines about genres.

1. Expositions

<i>Definition</i>	An exposition is a persuasive task designed to take, explain and justify a position about a topic. It often includes comparisons with other positions and justifies the chosen position in the light of these comparisons.		
<i>Core Social Process</i>	<i>To persuade</i> : involves choosing a particular perspective and developing a logical argument to support it.		
<i>Purpose</i>	The main purpose of an exposition is to demonstrate that you have engaged at an appropriate academic standard with the discipline of the unit and the topic of the task. You demonstrate this by: <ul style="list-style-type: none"> • accurately defining and correctly using the discourse of the particular discipline and/or topic (discourse includes both concepts and vocabulary), and • using a range of academic sources to support your points. 		
<i>Audience</i>	The unit lecturer is the main audience for an exposition. While they obviously know a lot about the discipline and topic, you need to remember that you must demonstrate what you know. This means that you will need to explain things clearly, even if you know that the lecturer already understands. The lecturer is looking for what you know about the topic or question.		
<i>Message</i>	An exposition should have one clear message that is stated in the introduction as a thesis statement. The rest of the paper should elaborate this statement through a series of points that support it. Each point needs to be clearly explained and supported with evidence from academic sources.		
<i>Example Text-Types</i>	Argument Map; Essay; Research Paper; Term Paper; Journal Article Most standard written assignments required for tertiary study are expositions.		
<i>Top-Level Structure</i>	<i>Cause and Effect</i> : the argument has to unpack the relationship between thesis statement and the points showing how each point leads to and supports the thesis statement. and/or <i>Compare-Contrast</i> : the arguments have to make clear the differences between alternative perspectives, showing the logic of one and the flaws in the other/s.		
<i>Generic Structure</i>	The basic generic structure of an exposition is as follows:		
	<i>Introduction:</i>	Outlining the thesis statement and summarising the core points to be made.	
	<i>Point 1:</i>	These points should flow on from each other with the most convincing point first.	
	<i>Point 2:</i>		...
	<i>Point 3:</i>		...
	...		You may also incorporate objections to the thesis statement, but only if you provide a rebuttal.
	<i>Conclusion:</i>	Links back to the introduction and restates the thesis statement and the points made in support of it.	
<i>Reference List:</i>	Acknowledging all academic sources referred to in the report.		
<i>Linguistic Features</i>	You will need to use: <i>Conceptual Categories</i> : ideas and information needs to be organised into no more than 3-5 core concepts that make up the points in your argument. <i>Evaluative Language</i> : that shows that you are taking a particular position; this shows that you have made a judgement about the question or topic. <i>Modality</i> : language that indicates degrees of doubt, certainty, caution or conviction, while avoiding absolute statements that could be challenged. <i>Conjunctions</i> : words that show the relationships between concepts are ideas; these help the flow of the argument by creating logical cohesion between the points.		
<i>Presentation</i>	Expositions are usually presented as written papers and information, although they may also be presented orally. It is important to follow the guidelines for the particular text-type as these differ on some points. For example, if the exposition is described as a 'research paper' or 'term paper' you are permitted to use headings to assist you in structuring the text, but if it is described as an 'essay' it should not have headings or sub-headings.		

2. Investigations

<i>Definition</i>	An investigation is an inquiry task that asks and then responds to a particular question or problem. It involves undertaking research activity to find a response to the question and should describe this research action and the data collected and then use this as evidence for conclusions that are reached.	
<i>Core Social Process</i>	<i>To explain:</i> involves responding to a question or problem by analysing and synthesising data so that it can be used as evidence for outcomes, conclusions and/or recommendations.	
<i>Purpose</i>	The main purpose of an investigation is to demonstrate that you have engaged in a research process that involved the collection, analysis, synthesis and evaluation of data relevant to a particular question or problem. You demonstrate this by: <ul style="list-style-type: none"> clearly and succinctly describing the action/s undertaken, presenting, analysing and synthesising the data collected, drawing conclusions using the data as evidence, and using a range of academic sources that support your methods, analysis and conclusions. 	
<i>Audience</i>	The unit lecturer is the main audience for an investigation. They will need to be able to follow the logic of your investigation, particularly in relation to the links between your data and conclusions. You will need to make the evidentiary links very clearly.	
<i>Message</i>	An investigation will generally respond to one core question or problem, though there may be supporting questions that facilitate your response. It is important to keep the word length in mind. Remember that one simple but thoroughly articulated question, action and response is better than brief responses to multiple issues.	
<i>Example Text-Types</i>	Experiments, Investigations, Case Study Reports, Action Research Reports	
<i>Top-Level Structure</i>	<i>Problem-Solution:</i> the investigation needs to present and justify a question or problem, and then describe the actions, analyses and evaluations undertaken to investigate the problem and come to conclusion/s (whether it 'solves' the problem or not).	
<i>Generic Structure</i>	The basic generic structure of an investigation includes but is not limited to:	
	<i>Introduction:</i>	Outlines the question or problem being investigated and justifies the focus of the investigation.
	<i>Methodology:</i>	Lists, describes and/or explains the research actions that have been undertaken with reference to academic sources that support the methods used.
	<i>Results:</i>	Provides analytical summaries, with evidence, of the data that has been collected. This may include reference to academic sources used to undertake the analysis.
	<i>Conclusion:</i>	Outlines the outcomes or findings of the research action you have undertaken. It should include implications and/or recommendations for future action for yourself as the researcher and for the other participants, where applicable.
	<i>Reference List:</i>	Acknowledging all academic sources referred to in the report.
	<i>Appendices:</i>	The actual evidence bank that has been collected and then referred to in the report. The appendices should provide evidence that the research has been undertaken as described and provide sufficient actual data for the marker to confirm your findings.
<i>Linguistic Features</i>	You will need to use: <i>Headings:</i> each of the sections of an investigation needs to be clearly identified and sequenced according to the conventions of the discipline. <i>Ordered Lists:</i> components of the report that include the listing of equipment, actions or data need to be presented in an orderly fashion; for example in order of time, logic or significance. <i>Noun and Verb Groups:</i> participants and actions need to be clearly and precisely identified and articulated; avoid generic terms. <i>Varied Tense:</i> use present tense to describe question and conclusions but past tense to describe actions and results or findings. <i>Modality:</i> language that is very circumspect about the breadth of application of findings and conclusions is important, avoid generalising or overstating conclusions. <i>Conjunctions:</i> words that show the relationships between data and conclusions.	
<i>Presentation</i>	Investigations are usually presented as written papers. Consistently formatted headings should indicate each required section. These should be sequenced according to the convention for the particular discipline of type of report. A Reference List and relevant Appendices should be appended to the end of the document. All references and appendices must be referred to within the actual report. When investigations are presented orally the sequence of the presentation should follow the sequence required of a written report of an investigation.	

3. Plans

<i>Definition</i>	A plan is an instructional task that lists, describes and/or explains the action to be taken in a particular circumstance. Generally, plans are pedagogical and relate to teaching, learning and/or assessment. They can be both organisational and/or conceptual.	
<i>Core Social Process</i>	<i>To instruct:</i> providing a sequence of actions or steps that are required to complete a task or activity; generally this is pedagogical.	
<i>Purpose</i>	The main purpose of a plan is to demonstrate that you understand and can sequence actions for a particular pedagogical purpose with a specific group of learners. You demonstrate this by: <ul style="list-style-type: none"> • identifying and sequencing appropriate teaching and learning actions, • providing all required details for the particular type of plan, • articulating the match between these actions and educational purposes, and • using academic sources that support the actions and approaches used. 	
<i>Audience</i>	A plan always has two key audiences; the lecturer and the cohort of learners. It is important to focus on the intended learners when preparing plans. Judgements made by the lecturer will consider the appropriateness of the activities and sequence in connection to curriculum documentation and for the developmental level and needs of the intended learners.	
<i>Message</i>	All plans need conceptual and organisational clarity. That is, a plan should lead to a core pedagogical outcome that has depth and breadth appropriate to the type of plan and be within the developmental grasp of the identified group of learners. This core outcome needs to be generated from a relevant syllabus document and all parts of the plan need to be clearly and logically connected to it.	
<i>Example Text-Types</i>	Mini-Sessions, Learning Plans, Unit Plans, Work Programs, Assessment Plans	
<i>Top-Level Structure</i>	<i>List:</i> a plan needs to list the actions to be undertaken in the order that they are to occur. The sequence must also be pedagogically appropriate; that is, it must lead learners towards achievement of the teaching, learning and/or assessment goals articulated on the plan.	
<i>Generic Structure</i>	For most types of plans the School provides templates to be used and explanations of the purpose and structure of their various components. These templates should be used for all assessment tasks named as such. For example, all tasks labelled 'Unit Plan' should be completed using the Unit Plan Template. The basic generic structure of a plan includes but is not limited to:	
	<i>Instructional Outcomes:</i>	A list of the pedagogical purpose/s for the plan with reference to appropriate syllabus documentation.
	<i>Teaching, Learning and Assessment Activities:</i>	Lists, describes and/or explains the activities using the headings provided on the relevant template. The list should be sequenced pedagogically and in time. The level of detail required is dependent upon the nature of the particular plan.
	<i>Reflections:</i>	Describes, evaluates and makes recommendations about future actions based on the plan (see the section on Reflections below for further information).
	<i>Reference List:</i>	Acknowledging all academic sources used in selecting, preparing and sequencing pedagogical actions.
	<i>Appendices:</i>	When required, teaching, learning and assessment resources needed to actually undertake the plan with a group of students should be provided as appendices.
<i>Linguistic Features</i>	You will need to use: <i>Varied Linguistic Structures:</i> various components of the templates require different linguistic structures and you should use the templates and examples provided for assistance on how to structure each part. For example, some parts of a plan can be completed in dot-points while others required fully articulated sentences. <i>Assumed Subjects:</i> it is generally clear from the format who must do what; constantly repeating 'the teacher' or 'the students' is unnecessary. <i>Verb Selection:</i> actions and behaviours need to be clearly and precisely identified and articulated; avoid generic terms and use a taxonomy to assist in developing precision.	
<i>Presentation</i>	Plans are usually presented on the provided templates and students should follow the provided examples for information about formatting and presentation. A Reference List and relevant Appendices should be appended to the end of a plan. All references and appendices must be referred to within the actual plan. For information about plans that are undertaken with a cohort of learners, see 'Demonstrations' (below).	

4. Demonstrations

<i>Definition</i>	A demonstration is a performance task that demonstrates a particular set of skills and/or practices. These can either be 'live' tasks or ones where you are required to collect and organise an evidence bank. While all demonstrations must be planned, some demonstrations require the submission of a plan either before or after the event. You need to be aware of both the planning and demonstration requirements for these types of tasks.
<i>Core Social Process</i>	The core social process of a demonstration changes with the nature of different tasks. For example, a dramatic performance will generally be designed to entertain through narration of a story, while a learning session will be designed to describe and explain particular ideas or concepts. Any one of the five core social processes might be relevant to a demonstration task.
<i>Purpose</i>	The main purpose of a demonstration is to provide evidence of a set of skills or practices. You demonstrate this by: <ul style="list-style-type: none"> • identifying the skills and practices that are required, • purposefully evidencing these in the actions and/or items that you plan, and • articulating the match between your demonstration and the skills and practices, and • using academic sources that support the items, actions and approaches used.
<i>Audience</i>	A 'live' demonstration always has two key audiences; the unit lecturer and the intended participants in the demonstration, for example a class or an audience. As with plans, it is important to focus on the actual audience rather than the lecturer when undertaking a demonstration task. Judgements made by the lecturer will consider the appropriateness of the experience for the actual audience. A demonstration task that requires the collection of an evidence bank generally has the lecturer as its key audience. The organisation of the evidence needs to facilitate the process of identifying and confirming the required skills and practices have been evidenced.
<i>Message</i>	As a demonstration is focussed on skills and practices, rather than content and concepts, the message is only important in relation to the connections being made with the actual audience. That is, it is sometimes possible, but not often desirable, to successfully demonstrate skills and practices using completely made up information. For example, you can successfully demonstrate the use of PowerPoint to make a presentation using information that is completely wrong. As such, it is important to focus your attention on the skills and practices that you are being asked to demonstrate (which may include use of accurate content).
<i>Example Text-Types</i>	<i>Live Demonstrations:</i> Mini Sessions, Lessons, Presentations, Performances <i>Evidence Banks:</i> Professional Diary, Folio, Portfolio, Evidence Folio
<i>Top-Level Structure</i>	<i>List:</i> demonstrations usually need to be logically sequenced to provide evidence of competence with the required skills and practices. For example, learning sessions need to follow the pedagogical sequence developed in a plan, while folios need to be organised so that the markers can easily find the required items, skills or practices. However, other structures might be required for specific demonstration tasks. For example, dramatic performances designed to narrate a story should use the problem-solution structure of a narrative text.
<i>Generic Structure</i>	There is no set or general structure required of a demonstration task. For 'live' demonstrations the nature of the task will determine the structure to follow. For example, dramatic performance might follow the structure of a narrative while learning sessions follow the structure of a pedagogical approach to learning. When the demonstration requires the collection of an evidence bank you will need to create a framework that helps to organise the various components that make up the demonstration. The framework should organise the various components of the demonstration and help the marker to navigate around the evidence bank. For some tasks the lecturer will provide you with a set framework while other tasks require that you develop the framework as part of the demonstration. As for all other tasks, any paperwork or resources that accompany or are used in a demonstration must be appropriately referenced. This means that in-text references and a Reference List are required for all paper-based and electronic materials prepared for a demonstration task. For example, a PowerPoint used in a presentation or a lesson should be referenced using the same guidelines as for all other assessment tasks.
<i>Linguistic Features</i>	The required linguistic features will also be determined by the nature of the task. The one consistent expectation is a use and development of literacy skills and practices for academic purposes.
<i>Presentation</i>	Where structures and/or frameworks have been provided, students should follow these as they facilitate the demonstration and marking of the required skills and practices. A Reference List should be appended to all paper-based or electronic materials used. It is acceptable to submit demonstrations in electronic formats when they would otherwise be too bulky. However, all electronic evidence banks require a means for the marker to navigate between items included in the bank.

5. Reflections

<i>Definition</i>	A reflection is an introspective task that considers the nature and outcome of a particular event or experience. Reflections should focus on an analysis of the situation in the light of philosophical, theoretical and practical knowledge and should lead to growth and development in what you know, do and value.										
<i>Core Social Process</i>	<i>To narrate:</i> involves identifying, sequencing and describing the key or critical actions and events in a particular situation. and <i>To explain:</i> involves analysing both actions and responses for their underlying meanings and relationships.										
<i>Purpose</i>	The main purpose of a reflection is to demonstrate that you are thinking about critical incidents, actions and responses in the light of the academic disciplines relevant to your course or unit of study and to use to for growth and development. You demonstrate this by: <ul style="list-style-type: none"> • identifying and succinctly describing critical incidents that have occurred, • analysing the meanings and relationships between actions and responses, • considering future actions in response to the analysis, and • using a range of academic sources to support your analysis. 										
<i>Audience</i>	The unit lecturer is the main external audience for a reflection. They will need to be able to get a clear picture of the critical incident you are describing and will be looking for how you have analysed it in relation to academic disciplines. However, reflections should also be written for yourself as an internal audience. The desired outcome of a reflection is for you to grow and develop in what you know, do and value both professionally and personally. As such, they need to be focussed on the incidents and actions of importance to you in your journey.										
<i>Message</i>	A reflection should lead to an outcome that is clear, practical and able to be actioned. The rest of the reflection should logically lead the reader from the nature of the critical incident to this outcome using academic sources to explain and support the conclusions reached about both the incident and its meanings and consequences.										
<i>Example Text-Types</i>	Reflective Essay; Codes; Self-Reflections (included on planning templates)										
<i>Top-Level Structure</i>	<i>Cause and Effect:</i> the reflection has to unpack the relationship between the critical incident and the conclusions being made about the meanings and relationships between actions and responses.										
<i>Generic Structure</i>	The basic generic structure of a reflection is as follows: <table border="1" data-bbox="379 1137 1455 1458"> <tr> <td><i>Introduction:</i></td> <td>Providing the details of the critical incident (who, what, where, when).</td> </tr> <tr> <td><i>Analysis of Events:</i></td> <td>Summarising the sequence of actions and responses that made up the critical incident with reference to academic sources to explain the meanings and relationships between them.</td> </tr> <tr> <td><i>Synthesis of Meanings:</i></td> <td>Explaining the relationships between the actions and responses identified through the critical incident.</td> </tr> <tr> <td><i>Future Action:</i></td> <td>Identifying the personal and/or professional response required in future situations and scenarios.</td> </tr> <tr> <td><i>Reference List:</i></td> <td>Acknowledging all academic sources referred to in the report.</td> </tr> </table>	<i>Introduction:</i>	Providing the details of the critical incident (who, what, where, when).	<i>Analysis of Events:</i>	Summarising the sequence of actions and responses that made up the critical incident with reference to academic sources to explain the meanings and relationships between them.	<i>Synthesis of Meanings:</i>	Explaining the relationships between the actions and responses identified through the critical incident.	<i>Future Action:</i>	Identifying the personal and/or professional response required in future situations and scenarios.	<i>Reference List:</i>	Acknowledging all academic sources referred to in the report.
<i>Introduction:</i>	Providing the details of the critical incident (who, what, where, when).										
<i>Analysis of Events:</i>	Summarising the sequence of actions and responses that made up the critical incident with reference to academic sources to explain the meanings and relationships between them.										
<i>Synthesis of Meanings:</i>	Explaining the relationships between the actions and responses identified through the critical incident.										
<i>Future Action:</i>	Identifying the personal and/or professional response required in future situations and scenarios.										
<i>Reference List:</i>	Acknowledging all academic sources referred to in the report.										
<i>Linguistic Features</i>	You will need to use: <i>First Person:</i> unlike all other academic work, reflections are about personal incidents and should be written in first person. <i>Evaluative Language:</i> that shows that you are making a judgement about the incident. <i>Modality:</i> language that indicates degrees of doubt, certainty, caution or conviction, while avoiding absolute statements that could be challenged. <i>Conjunctions:</i> words that show the relationships between concepts or ideas; these help the flow of the reflection by creating logical cohesion that shows cause and effect.										
<i>Presentation</i>	Reflections are usually presented as written papers or in the relevant section of a planning template. Please follow either the information about formatting and presenting assignments in the <i>College's Style Guide</i> or the formatting required on the template.										

3.3 Submission of assessment tasks

Students are to follow the guidelines for the submission of assessment tasks found in the *CHC Student Handbook*. However, the following additional information should also be taken into consideration.

Where an assessment task is submitted by mail, students are required to **email** a copy of the assessment task to the lecturer no later than the due date of the task. The email copy will be accessed only if the paper copy of the task is not delivered. Should a mailed assessment task fail to be delivered, the emailed copy will be used as evidence that the task was completed by the required due date. Without this evidence, the date of the submission of a replacement copy of the mailed task will be taken as the submission date of the assignment.

Some assessment tasks completed by students are bulky or cumbersome and require special attention at the point of submission. The following guidelines apply:

- Where items other than paper (eg CDs or USB drives) are required, these should be named and securely attached to the assignment cover. It is also important that these items can be detached and re-secured by lecturers. It is recommended that a zip-lock bag be used for this purpose;
- For bulky assignments, a folder, document wallet or comb binding may be used. In these cases, it is important that **individual pages are not placed inside plastic sleeves**;
- In all cases, the assignment cover needs to be readily accessible to Administration staff.

For each Professional Experience unit, students are required to submit a PEP folio housed on either a USB or CD. You are required to include in the PEP folio, scanned copies in pdf format of the original documents that have been prepared and signed by lecturing and school-based staff along with all other requirements of the PEP folio. If you choose to post your PEP folio you are advised to use either registered or express postal services, for which a tracking number is provided to enable you to track the journey of your documentation.

Students should ensure the following when submitting an assessment task, or part thereof, electronically:

- Maintain a second copy of all files on the CD or USB drive should the first copy be lost or corrupted;
- Use up-to-date antivirus software to scan all files before they are submitted. You must not submit files electronically from a computer that has not been checked;
- Label files so that they can be readily identified from their names. If a task has several files, you may need to number them for ease of access;
- Test your submission on a different computer to make sure that any links work as intended;
- Ensure that files are as small as reasonably possible: for example, edit graphics before inserting them in documents to reduce their size, and use .mp3 files rather than .wav or other uncompressed sound file formats. The maximum size for a single, uncompressed file for electronic submission is 1 Mb. Do not exceed this limit, or the item may not be accessed or assessed.
- Acknowledge the author/creator of all electronic media included in an electronic submission. This applies to all graphics, photos and sound files, as well as text. Failure to do this is regarded as inappropriate academic practice.

There are three ways to submit assessment tasks:

- *In person* – to the assessment box in the CHC Reception (please be aware that assessments need to be submitted by the close of business 5:00pm on the due date).
- *By post* – assessment must be posted by 5:00pm on the due date (it is a good idea to post either using registered mail or express post as these are trackable). If a student submits an assessment task by post they must email a copy of their task to the lecturer by the due date.
- *Via Turnitin* – Turnitin is the online submission method that is being used at CHC. If your lecturer asks you to submit via Turnitin, you can find the link on your unit Moodle page and click to attach.

Turnitin Originality Checking allows educators to check student work for improper citation or potential plagiarism by comparing it against continuously updated databases. Every *Originality Report* provides lecturers with the opportunity to teach students proper citation methods as well as to safeguard their students' academic integrity.

The required method of submission for assessment tasks in each unit is listed in the Assessment Guide for each unit. Please ensure that you follow the instructions as given for your assessment tasks. If you have any questions about submitting assessment tasks, please contact the unit lecturer. Do not submit assessment tasks directly to your lecturer.

Students are responsible for the collection of graded assignments, either from the unit lecturer, or from the Student Administration Office. Assignments not collected within six months after the semester in which they were submitted will be destroyed.

3.4 Inappropriate academic practice

The School of Education, Humanities and Business is committed to upholding the values of academic integrity described in Section 2.1, and to facilitate your understandings about quality academic practice. In doing so it is important for staff and students to be aware of and to avoid inappropriate academic practice, which is any practice that contravenes the values of academic integrity. It includes:

Plagiarism: is taking the ideas of another and using them as one's own in academic work. Self-plagiarism is recycling or double-dipping by submitting an assessment task or part of a task that was previously submitted for another task without appropriate referencing.

Collusion: is inappropriate collaboration by students with others in the development of academic work. If a marker notes identical layout, identical mistakes, identical arguments and/or identical presentation this would be considered clear evidence of collusion.

Misrepresentation: is making false claims in relation to academic work. It can include over-using direct quotations, not referencing, using an inappropriate referencing style and falsifying data in academic work.

Cheating: is dishonest dealings to gain an advantage with assignments and examinations.

Aiding others: is providing assistance to another person in any of the above four inappropriate practices.

Lecturers are required to ensure that student work does not include identifiable evidence of inappropriate academic practice and may use electronic resources to assist in this process. They are also required to respond to all cases of inappropriate academic practice that are either found by or reported to them. All cases of inappropriate practice will be dealt with as either poor academic conduct or academic misconduct. The consequences and penalties for poor academic conduct and academic misconduct are listed in the *Academic Integrity* policy. This policy also provides further information about inappropriate academic practice and you are responsible for being familiar with and actively avoiding these practices. As a student of CHC you are also required to report cases of inappropriate practice or breaches of assessment security to lecturing staff.

3.5 Extensions

The *Extensions* policy sets out the circumstances under which extensions to due dates for assessment tasks may be given, and allows for schools-based conditions for the granting of extensions, including penalties. It is recognised that students may need extensions for work-, illness-, personal-, or mission-related issues and CHC is committed to working with students to accommodate reasonable requests that are made before the due date of an assessment item.

The details of the conditions applied to Education courses are indicated below:

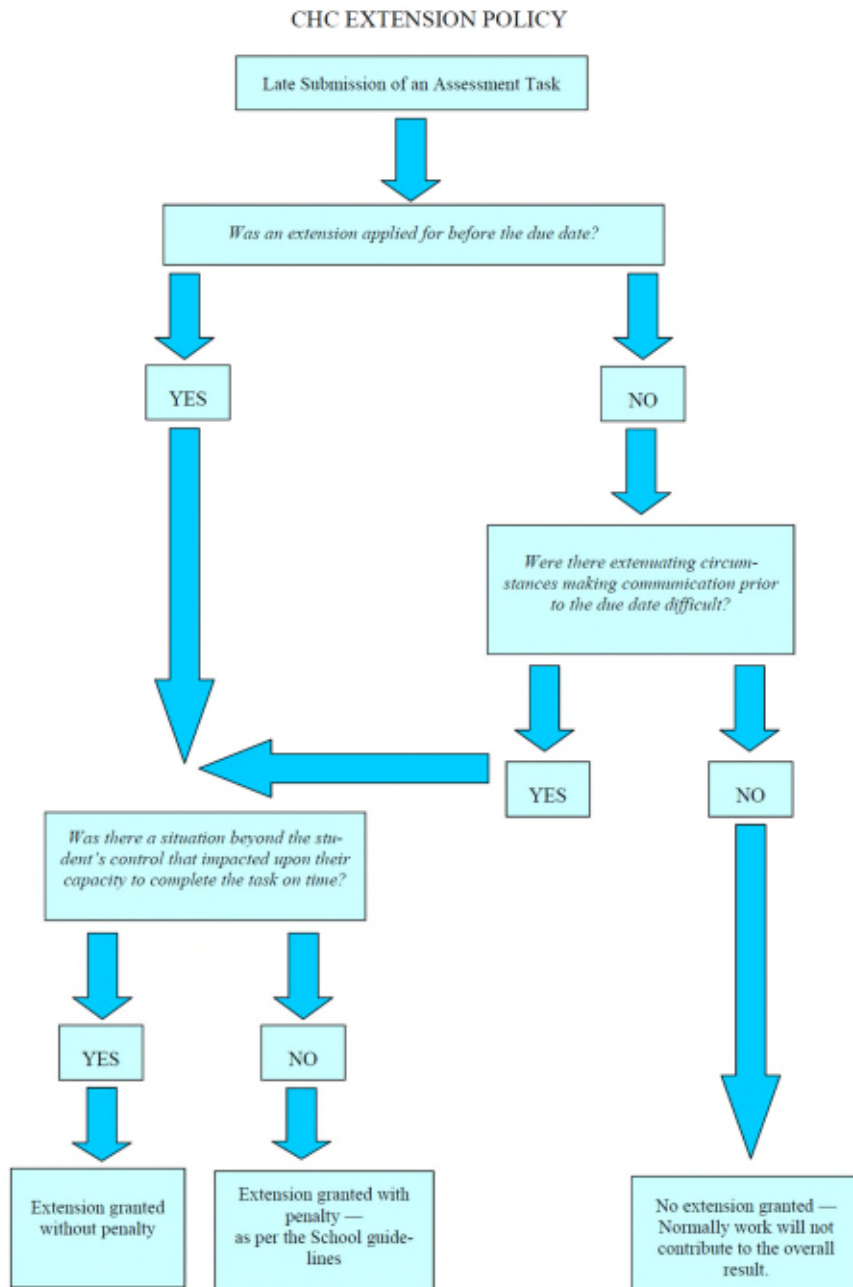
- Requests for extensions must be submitted using the *Request for Extension* form for Education courses on the CHC website.
- All requests for extensions and any required documentation must be submitted at least 24 hours **before** the due date to allow for processing time. The due date for a task is taken to be 5:00pm on the day that it is due, unless specified otherwise in the unit outline.
- An application for extension does not guarantee that an extension will be granted.
- When an extension has been approved, the new due date is binding. Should a further extension be required, another request for extension must be submitted.
- The penalty which applies to assessment tasks for which an extension has been granted with penalty will generally be **one grade level per day**.
- Unless an extension has been approved, **an assignment which is submitted late will not contribute to the overall result for the unit**, though it may be used to confirm the student's success against the learning outcomes for the unit. The student should contact the lecturer in these circumstances.

For Christian Studies units, the following conditions apply:

- Requests for extensions for Christian Studies units must be submitted using the relevant *Request for Extension* form on the CHC website.
- The penalty which applies to assessment tasks for which an extension has been granted with penalty will be one grade level per week.

Please see the *Extensions* policy on the CHC website for a full statement regarding the process for applying for an extension, the circumstances under which extensions may be given and the conditions which apply to extensions.

The following diagram, which is reproduced from the CHC *Extensions* policy, sets out the conditions under which requests for extensions will be considered and when penalties will be applied:



Please be aware that, if you are granted an extension of the due date for an assessment item within a unit and that extension continues into a subsequent semester, you are *not* considered to be enrolled in that unit in the subsequent semester. If you are reliant on study support payments through Centrelink and are not undertaking a full time load in a particular semester (as determined by the Australian government) then your eligibility for payments may be nullified, resulting in you not receiving payment for that semester. This arrangement is determined by Australian government legislation and is a not a matter that CHC is able to vary.

Students who receive study support payments through Centrelink are to be aware that eligibility for such payments normally requires full time enrolment in a course of study in the specific semester for which payment is made. If you are in any doubt regarding your eligibility, please see the Centrelink website or visit a Centrelink office. Please note that this is general advice only, and that CHC does not provide advice concerning individual students' eligibility for Centrelink payments.

3.6 Calculation of exit results

There are two steps in the process of assigning exit results for a unit:

1. Determining whether a student is eligible to pass the unit; and
2. Determining to which level a student has passed.

Eligibility to pass

In order to receive a passing grade a student **must** fulfil the following requirements:

- achieving the minimum required class attendance (generally 80% of all tutorials);
- submitting all assessment tasks and requirements; and
- successfully attaining all of the identified learning outcomes.

In addition, unit lecturers may list additional requirements in the relevant unit outline and/or assessment guide. These may include:

- successful completion of specific tasks and/or criteria;
- successful completion of all tasks;
- attendance at compulsory activities or experiences;
- submission of evidence of required field experiences.

Determining an exit result

The correlation between standards statements for individual assessment items and exit results is as follows:

<i>Standard</i>	<i>Assessment Results</i>	<i>Exit Results</i>
Standard 1	Outstanding+ Outstanding Outstanding-	High Distinction
Standard 2	High Quality+ High Quality High Quality-	Distinction
Standard 3	Commendable+ Commendable Commendable-	Credit
Standard 4	Satisfactory+ Satisfactory Satisfactory-	Pass
Standard 5	Unsatisfactory+ Unsatisfactory Unsatisfactory- <i>Late without Extension</i>	Fail

In order to receive a particular exit result a student must achieve at the selected standard for the majority of the weighted assessment with some of that at a higher level (at least 20%), **OR** achieve at the standard for a majority (generally 60%) of the weighted assessment. In both cases, the majority of the rest of the weighted assessment should fall only one standard below.

It should also be noted that all exit grades are moderated by the SEH Examiners' Meeting at the conclusion of the semester. This meeting has the authority to moderate student results to ensure the maintenance of fair and equitable practices both across and within all units.

Section 4: Professional Experience Program (PEP)

- 4.1 Professional Experience Program – Bachelor of Education courses
- 4.2 Professional Experience Program – Graduate Diploma in Education (Secondary)
- 4.3 Professional Experiences Program requirements
- 4.4 Withdrawal from Professional Experience Program units

The Professional Experience Program (PEP) is designed to engage preservice teachers in a range of school-based and wider field experiences. These experiences facilitate engagement in real-world contexts and experiences connected to the work of teachers and teaching. All students in both the four-year Bachelor of Education and one-year Graduate Diploma in Education courses are considered to be ‘preservice’ teachers and are required to complete a set number of field experience days. Field experience days are divided into two categories; supervised professional experience (SPE) and wider field experience (WFE).

More information about the PEP program can be found in:

- *Professional Experience Handbook*: is provided for the initial teacher education courses and is available through the Moodle™ site.
- *Wider Field Experience Handbook*: outlines the requirements and expectations for completing and providing evidence of wider field experiences.
- *The PEP Portal*: a dedicated Moodle™ portal for all of the documentation required to successfully complete the professional experience requirements of your course.

The following table summarises the number of field experience days required for the courses:

	<i>Supervised Professional Experience</i>	<i>Wider Field Experience</i>
<i>Bachelor courses:</i> BEd (Pri) [ED21] BEd (MY) [ED22] BEd (Sec) [ED23] BA/BEd (Sec) [CC23]	4 x 4-week blocks 1 x 6-week block (Internship) = 110 days	<i>BEd (MY) [ED22] only</i> 10 days of Unit Directed Experiences 10 days of Community or Mission Experiences = 20 days
<i>Graduate Diploma:</i> GradDipEd (Sec) [ED25]	1 x 1-week orientation (Semester 1) 1 x 4-week block (Semester 1) 1 X 6-week block (Semester 2) = 55 days	5 days of PD Program 11 days of Unit Directed Experiences 4 days of Community Experiences = 20 days

4.1 Professional Experience Program – Bachelor of Education courses

The Professional Experience strand in the Bachelor of Education courses provide for the number of days of field experience that are required for registration with the QCT.

Supervised Professional Experience Program (80 days and 30+ days of internship) consists of:

- four PEP blocks, each four weeks in duration with a full day orientation prior to the block, and
- one internship block, of at least six weeks with a full day orientation prior to the internship.

Bachelor of Education (Middle Years) ONLY - Wider Field Experience program (20 days) consists of:

- *Unit Directed Experiences*: ten days embedded and assessed in a number of units; and
- *Community Experiences*: ten days of engaging with the wider community in a volunteer capacity.

4.2 Professional Experience Program – Graduate Diploma in Education (Secondary)

The Professional Experience strand in the Graduate Diploma in Education (Secondary) provides for the number of days of field experience that are required for registration with the QCT.

Supervised Professional Experience Program (55 days) consists of:

- one block of five days of orientation to schools; and
- two PEP blocks, one of four weeks and one of six weeks duration, both with a full day of orientation prior to the block.

Wider Field Experience program (20 days) consists of:

- *Professional Development Program*: five days of Professional Development, including Evidence Folio presentation and review;
- *Unit Directed Experiences*: eleven days embedded and assessed in a number of units; and
- *Community Experiences*: four days of engaging with the wider community in a volunteer capacity.

4.3 Professional Experience Program requirements

The following requirements relate to all units in the Professional Experience strand:

Blue Card and identification

The PEP Office must hold all required information about a student's Blue Card before enrolment in a PEP Unit can be accepted. Please see Section 1.5 for details regarding Blue Card requirements. Preservice teachers must wear a CHC lanyard and produce their Blue Card when requested while undertaking school-based placements.

Character and conduct

CHC has established close partnerships over many years, predominantly with Christian Schools, for school-based placements. The highly valued relationships between schools and CHC which have been developed as a result of these partnerships are integral to PEP. It is expected that the preservice teachers from CHC will model high standards of personal and professional conduct. In making decisions regarding the placement of preservice teachers on PEP in Christian schools, CHC therefore requires that preservice teachers demonstrate personal and professional Christian conduct and character that is of a high standard. Preservice teachers need to consider carefully whether their actions, lifestyle, behaviour or conduct may potentially impact upon their suitability for placement within these specific contexts.

It is also expected that preservice teachers will gain knowledge of and enact the schools' and the PEP Office's Code of Conduct for teachers, Workplace Health and Safety policies (including dress code, behaviour management policies and other documents) that ensure a safe and conducive learning environment.

Academic suitability

In order to be considered for placement in a PEP unit, each student must demonstrate good academic progress. Teaching requires many personal and professional skills and capacities, including planning, diligence, following advice, implementing established routines and procedures, and so on. A lack of ability in these areas will often be evident in coursework studies: therefore, failure of two or more units in a single semester will have consequences for preservice teachers' commencement of and progression through PEP units. For example, a preservice teacher who fails first year units might not be permitted to enrol in the first PEP unit until Semester 5 of their course.

Prerequisite and corequisite units

Due to the developmental nature of the Professional Experiences Program, students are required to follow a particular sequence of units (see Section 8.1).

Students who wish to enrol in a schedule of units which differs from the normal sequence should consult their Course Coordinator and the PEP Coordinator to discuss the proposed schedule. Following this, a written application to the Board of Studies may be required that outlines the reasons for the requested changes to the PEP block and is accompanied by any relevant documentary evidence to support these changes.

Attendance at Professional Experience Program meetings

Each time you engage in a unit that involves a PEP experience you will be required to attend a number of compulsory activities and meetings that are designed to prepare you for the activities you will be required to undertake during the school-based placement. These may include:

- compulsory classes that cover relevant academic issues and practices prior to the PEP block,
- a PEP meeting prior to the advertised PEP block relating to practical matters, and
- compulsory classes that facilitate de-briefing after the PEP block.

You **must** attend all such meetings and activities in order to be eligible to complete the PEP activities. Information regarding these activities and meetings will be provided in Week 1 of each semester.

The information, processes, expectations and skills that are conveyed at these meetings are critical to your potential success as a preservice teacher in the relevant school-based experience and it is therefore essential that you attend all of these meetings each semester. If you are unable to attend any of the listed meetings and activities, you will need to provide a doctor's certificate or other documentation supporting a valid reason for non-attendance. You will also be required to attend alternative meetings or complete additional activities in order to ensure that the required learning and experiences have been undertaken. Acceptance of a preservice teacher's reason for non-attendance will only be granted at the discretion of the Unit Coordinator or PEP Coordinator. Failure to attend to the compulsory meetings and activities may result in withdrawal from the PEP block and subsequent failure of the unit.

4.4 Withdrawal from Professional Experience Program units

Where a preservice teacher is unable to continue a PEP placement (eg medical or personal circumstances) they must contact the PEP Coordinator by email from their CHC email address or by phone within 24 hours of the decision to withdraw from PEP, and are to submit an *Application for Change to Unit Selection* form. Please note that semester census dates and associated rules apply to all PEP units.

Section 5: Evidence Folio requirements

5.1 Australian Professional Standards for Teachers

5.2 Evidence Folio requirements

5.1 Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (APSTs) guide professional learning, practice and engagement. They facilitate the improvement of teacher quality and project a positive public standing of the teaching profession. The standards allow teachers to articulate what they are expected to know at four career stages: Graduate, Proficient, Highly Accomplished and Lead. At the successful completion of the course of study all graduates will be considered at the 'Graduate' standard and can then be eligible for registration as a teacher in the relevant state or territory. The standards also provide a framework which explicitly determines the knowledge, practice and professional engagement that is considered essential across a teacher's career (from "Australian Professional Standards for Teachers", QCT, 2011).

More information about the standards can be found at <http://www.aitsl.edu.au/australian-professional-standards-for-teachers> and https://www.qct.edu.au/PDF/PSU/QCT_AustProfStandards.pdf.

5.2 Evidence Folio requirements

All students enrolled in initial teacher education courses must complete an *Evidence Folio* that documents their progression towards a 'graduate' level of proficiency in accordance with the Australian Professional Standards for Teachers. This folio of evidence should consist of 5-7 artefacts that demonstrate how the 37 descriptors that are included in the graduate level of the seven standards of the Australian Professional Standards for Teachers have been successfully addressed. This folio can be in a variety of formats and must be made available to the of the Administration Officer (Education courses) within one week of completing the final PEP placement for Graduate Diploma in Education (Secondary) students or the internship for Bachelor of Education students.

Details regarding the procedures, processes, format and guidelines that apply to fulfilling the requirements of this Evidence Folio will be provided to students as required. Evidence folios can be commenced in first year and then updated as you progress through your course. You will notice that, in the year level overviews for each course, some possible assessment items have been identified to include in the evidence folio. This is not an exhaustive list, but an indicator of the types of assessment items that can be included in your folio.

Section 6: Preservice Education courses information

- 6.1 Bachelor of Education (Primary) (ED21)
- 6.2 Bachelor of Education (Middle Years) (ED22) CONTINUING STUDENTS ONLY
- 6.3 Bachelor of Education (Secondary) (ED23) *and*
Bachelor of Arts/Bachelor of Education (Secondary) (CC23)
- 6.4 Graduate Diploma in Education (Secondary) (ED25)

6.1 Bachelor of Education (Primary) (ED21)

The Bachelor of Education (Primary) is designed to prepare students for teaching in primary school contexts.

The course has an emphasis on teaching in Years P-6 in the Queensland context. The course is designed to:

- engage students in teaching and learning within primary school contexts;
- introduce students to the learning and developmental needs of children between 5-12 years of age; and
- cover the content, curriculum and pedagogy of the eight learning areas, with a specialisation in one area.

A maximum of ten years is allowed to complete course requirements.

Course Structure

The Bachelor of Education (Primary) consists of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The breakdown of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

<i>Discipline Studies</i>	Discipline Content: 7 units Curriculum & Pedagogy: 7 units Electives: 2 units in one learning area
<i>Professional Experience</i>	Preservice teachers should complete at least one supervised professional experience in: <ul style="list-style-type: none"> • early phase context (P-2) • primary (3-6)
<i>Focus Area</i>	A focus area of 4 units in one teaching area, comprising: <ul style="list-style-type: none"> • 1 or 2 core units • 2 or 3 elective units CHC currently offers focus areas in English, Health and Physical Education, History, Mathematics, Science and The Arts (Dance, Drama). See Section 8.2 for the list of units that are available in each focus area.

The following pages provide an overview of the standard course structure for the Bachelor of Education (Primary) for commencement in Semesters 1 and 2.

Students who commenced their courses mid-year should contact the Preservice Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

Students with transitional or unusual programs should also access the individualised programs provided by the Preservice Course Coordinator.

Year Level Overviews

Each year of the Bachelor of Education (Primary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

First Year – Connect: *Learning how to learn*

The focus of Year 1 of the Bachelor of Education (Primary) is to extend and build upon your learning undertaken through secondary school and work/life experiences. The first year of the course provides you with the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the course.

The first year units in the Bachelor of Education (Primary) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR111 Introduction to Cross-Curricular Literacies	Nil	CR131 Introduction to Language, Literature & Literacy	CR111 (Literacy)
CR182 Introduction to History, Civics & Citizenship	Nil	CR172 Introduction to Science & Technologies	Nil
ES113 Educational Psychology: Learning & Development (P-6)	Nil	CR183 Introduction to Geography, Economics & Business	Nil
CS115 Foundations of a Bible-based Christ-centred Worldview	Nil	ES123 Introduction to Teaching & Learning (P-6)	Nil

Second Year – Construct: *Learning to teach*

Year 2 of the Bachelor of Education (Primary) provides you with the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher-centred as you begin to develop the strategies, tactics and skills for a confident start to teaching.

The second year units in the Bachelor of Education (Primary) are:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR161 Introduction to Mathematics & Numeracy	CR111 (Numeracy)	CR262 Curriculum & Pedagogy: Mathematics & Numeracy	CR161
CR240 Content & Pedagogy: Health & Physical Education	Nil	ES242 Curriculum, Assessment & Reporting (P-7)	Nil
ES232 Educational Contexts & Philosophies: Early Learning & Primary School Centres (P-6)	Nil	CS215 Contours for a Bible-based Christ-centred Worldview	CS115
PE212 Learning about Teaching: Planning for Learning (P-6)	ES123, 30cp in CR units	CR275 Advanced Studies in Science & Technologies	CR172

Third Year – Critique: *Teaching for learning*

As you commence Year 3 of the Bachelor of Education (Primary), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more child/student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice.

The third year units in the Bachelor of Education (Primary) are:

Semester 1		Semester 2	
Unit	Prerequisite	Unit	Prerequisite
CR232 Curriculum & Pedagogy: English & Literacy	CR131	CR220 Content & Pedagogy: The Arts	PE212
ES352 Learning Communities: Schools, Students & Families (P-6)	Nil	ES360 Studies in Inclusive Philosophy & Practice	Nil
PE322 Teaching for Learning: Motivating & Managing Learners (P-6)	PE212	PE332 Teaching for Learning: Curriculum & Planning (P-6)	PE212
CS315 Christianity & Worldviews	CS215	Elective #1 (contributes to a KLA focus area)	Check unit outlines

Fourth Year – Crystallise: *Teaching for transformation*

Year 4 of the Bachelor of Education (Primary), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning.

In fourth year you will still need to be aware of the differences between the two streams of the course and ensure that you select the correct units. The fourth year units in the Bachelor of Education (Primary) are:

Semester 1		Semester 2	
Unit	Prerequisite	Unit	Prerequisite
CR370 Curriculum and Pedagogy: Science & Technologies	CR171	CR411 Cross-Curricular Priorities, Capabilities & Literacies	CR111, PE334
CR380 Curriculum & Pedagogy: Humanities in Primary Contexts	CR181, CR191	ES470 The Professional Teacher	Nil
PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	PE322, PE332, 90cp in CR units	ES480 Worldview & Sociology for Teachers	CS315
Elective #2 (contributes to a KLA focus area)	Check unit outlines	PE450 Internship: Teaching for Transformation	All other PEP units

Early Phase stream (pre-2015 entry only)

Students who commenced the Bachelor of Education (Primary) prior to 2015 are able to complete an Early Phase stream that has an emphasis on teaching in early years contexts that are considered to be part of formal schooling. In the current Queensland context this includes Prep to Year 3. The stream is designed to:

- engage students in teaching and learning within primary and early years contexts;
- introduce students learning and development of children, with particular attention to 0-8 years; and
- cover the content, curriculum and pedagogy of early learning areas (ELA) for schools.

A maximum of ten years is allowed to complete course requirements.

Course Structure

The Early Phase stream within the Bachelor of Education (Primary) consists of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The breakdown of credit points is:

Christian Studies	30 credit points
Education Studies	80 credit points
Professional Experience	50 credit points
Discipline Studies	160 credit points

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

<i>Discipline Studies</i>	Discipline Content: 6 units Curriculum & Pedagogy: 6 units Early Years: 4 units
<i>Professional Experience</i>	Preservice teachers should complete at least one supervised professional experience in: <ul style="list-style-type: none"> • 2 early phase contexts (P-2) • 2 primary primary (3-6)
<i>Focus Area</i>	A major in Early Years units, comprising: <ul style="list-style-type: none"> • 4 core early years curriculum and pedagogy units • 2 core professional experience units

Students who are undertaking the Early Phase stream will complete the final year of the course in 2017, as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR370 Curriculum and Pedagogy: Science & Technologies	CR171	ES470 The Professional Teacher	Nil
CR380 Curriculum & Pedagogy: Humanities in Primary Contexts	CR181, CR191	ES480 Worldview & Sociology for Teachers	CS315
<i>Early Phase (pre-2015 entry only):</i> PE443 Teaching for Transformation: Meeting Learner Needs (P-3)	PE324, PE334, 90cp in CR units	PE450 Internship: Teaching for Transformation	All other PEP units
EY233 Developing Literacy and Numeracy Pedagogies	CR111	EY334 Developing Effective Learning Environments	Nil

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 1 (2017 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR182 Introduction to History, Civics and Citizenship		ES113 Educational Psychology: Learning and Development (P-6)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature and Literacy CR172 Introduction to Science and Technologies CR183 Introduction to Geography, Economics and Business		ES123 Introduction to Teaching and Learning (P-6)			40
3	CR161 Introduction to Mathematics and Numeracy CR240 Content and Pedagogy: Health and Physical Education		ES232 Educational Contexts and Philosophies (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)		40
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Students (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	CS315 Christianity and Worldviews	40
6	Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 2 (mid-year entry) (2017 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies CR172 Introduction to Science and Technologies		ES123 Introduction to Teaching and Learning (P-6)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	CR182 Introduction to History, Civics and Citizenship CR240 Content and Pedagogy: Health and Physical Education		ES113 Educational Psychology: Learning and Development (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)		40
3 (2)	CR131 Introduction to Language, Literature and Literacy CR183 Introduction to Geography, Economics and Business		ES242 Curriculum, Assessment and Reporting (P-6)		CS215 Contours for a Bible-based Christ-centred Worldview	40
4 (1)	CR161 Introduction to Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-6)		CS315 Christianity and Worldviews	40
5 (2)	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
6 (1)	Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES352 Learning Communities: Schools, Students and Students (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)		40
7 (2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8 (1)	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 1 (2016 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR182 Introduction to History, Civics and Citizenship		ES114 Educational Psychology: Learning and Development (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature and Literacy CR172 Introduction to Science and Technologies CR183 Introduction to Geography, Economics and Business		ES124 Introduction to Teaching and Learning (P-7)			40
3	CR161 Introduction to Mathematics and Numeracy CR240 Content and Pedagogy: Health and Physical Education		ES232 Educational Contexts and Philosophies (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)		40
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Students (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	CS315 Christianity and Worldviews	40
6	Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 2 (mid-year entry) (2016 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies CR172 Introduction to Science and Technologies		ES124 Introduction to Teaching and Learning (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	CR182 Introduction to History, Civics and Citizenship CR240 Content and Pedagogy: Health and Physical Education		ES113 Educational Psychology: Learning and Development (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)		40
3 (2)	CR131 Introduction to Language, Literature and Literacy CR183 Introduction to Geography, Economics and Business		ES242 Curriculum, Assessment and Reporting (P-6)		CS215 Contours for a Bible-based Christ-centred Worldview	40
4 (1)	CR161 Introduction to Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)		CS315 Christianity and Worldviews	40
5 (2)	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
6 (1)	Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES352 Learning Communities: Schools, Students and Students (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)		40
7 (2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8 (1)	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 1 (2015 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History & Geography		ES114 Educational Psychology: Learning and Development (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science CR191 Introduction to Technology Education: Technology & ICT		ES124 Introduction to Teaching and Learning (P-7)			40
3	CR161 Introduction to Mathematics and Numeracy CR240 Content and Pedagogy: Health and Physical Education		ES237 Educational Contexts and Philosophies (P-7)	PE214 Learning about Teaching: Planning for Learning (P-7)		40
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES244 Curriculum, Assessment and Reporting (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Students (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	CS315 Christianity and Worldviews	40
6	Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 2 (mid-year entry) (2015 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies CR172 Introduction to Science and Technologies		ES124 Introduction to Teaching and Learning (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	CR182 Introduction to History, Civics and Citizenship CR240 Content and Pedagogy: Health and Physical Education		ES114 Educational Psychology: Learning and Development (P-7)	PE214 Learning about Teaching: Planning for Learning (P-7)		40
3 (2)	CR131 Introduction to Language, Literature and Literacy CR183 Introduction to Geography, Economics and Business		ES244 Curriculum, Assessment and Reporting (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
4 (1)	CR161 Introduction to Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES232 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-6)		CS315 Christianity and Worldviews	40
5 (2)	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
6 (1)	Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES352 Learning Communities: Schools, Students and Students (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)		40
7 (2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8 (1)	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 1 (2014 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History & Geography		ES114 Educational Psychology: Learning and Development (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science CR191 Introduction to Technology Education: Technology & ICT		ES124 Introduction to Teaching and Learning (P-7)			40
3	CR161 Introduction to Mathematics and Numeracy		ES237 Educational Contexts and Philosophies (P-7)	PE214 Learning about Teaching: Planning for Learning (P-7)		40
	CR240 Content and Pedagogy: Health and Physical Education					
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES244 Curriculum, Assessment and Reporting (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES357 Learning Communities: Holistic Approaches to Schools and Students (P-7)	PE324 Teaching for Learning: Motivating and Managing Learners (P-7)	CS315 Christianity and Worldviews	40
6	Elective #1 (contributes to a KLA minor)		ES360 Studies in Inclusive Philosophy and Practice	PE334 Teaching for Learning: Curriculum and Planning (P-7)		40
	CR220 Content and Pedagogy: The Arts					
7	Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)							
Course structure for students commencing Year 1 in Semester 2 (mid-year entry) (2014 entry)							
Sem	Strand	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
		Discipline Content	Curriculum and Pedagogy				
1 (2)		CR111 Introduction to Cross-Curricular Literacies CR172 Introduction to Science and Technologies		ES124 Introduction to Teaching and Learning (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)		CR182 Introduction to History, Civics and Citizenship CR240 Content and Pedagogy: Health and Physical Education		ES114 Educational Psychology: Learning and Development (P-7)	PE214 Learning about Teaching: Planning for Learning (P-7)		40
3 (2)		CR131 Introduction to Language, Literature and Literacy CR183 Introduction to Geography, Economics and Business		ES242 Curriculum, Assessment and Reporting (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
4 (1)		CR161 Introduction to Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)		CS315 Christianity and Worldviews	40
5 (2)		CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES360 Studies in Inclusive Philosophy and Practice	PE334 Teaching for Learning: Curriculum and Planning (P-7)		40
6 (1)		Elective #1 (contributes to a KLA minor) CR220 Content and Pedagogy: The Arts		ES357 Learning Communities: Holistic Approaches to Schools and Students (P-7)	PE324 Teaching for Learning: Motivating and Managing Learners (P-7)		40
7 (2)			CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8 (1)		Elective #2 (contributes to a KLA minor)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)							320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 1 (2015 entry) – Early Phase stream						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History & Geography		ES114 Educational Psychology: Learning & Development (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature & Literacy CR171 Introduction to Science CR191 Introduction to Technology Education: Technology & ICT		ES124 Introduction to Teaching & Learning (P-7)			40
3	CR161 Introduction to Mathematics & Numeracy		ES237 Educational Contexts & Philosophies: Early Learning & Primary School Centres (P-7)	PE213 Learning about Teaching: Planning for Learning (P-3)		40
	CR240 Content & Pedagogy: Health & Physical Education					
4		EY131 Contexts & Philosophies of Childhood, Learning & Development CR262 Curriculum & Pedagogy: Mathematics & Numeracy	ES244 Curriculum, Assessment & Reporting (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum & Pedagogy: English & Literacy	ES352 Learning Communities: Holistic Approaches to Schools & Students (P-6)	PE322 Teaching for Learning: Motivating & Managing Learners (P-6)	CS315 Christianity & Worldviews	40
6		EY232 Curriculum Frameworks, Learning Approaches & Evaluation	ES360 Studies in Inclusive Philosophy & Practice	PE332 Teaching for Learning: Curriculum & Planning (P-6)		40
	CR220 Content & Pedagogy: The Arts					
7		EY233 Developing Literacy & Numeracy Pedagogies CR380 Curriculum & Pedagogy: Humanities in Primary Contexts CR370 Curriculum & Pedagogy: Science & Technologies		PE443 Teaching for Transformation: Meeting Learner Needs (P-3)		40
8		EY334 Developing Effective Learning Environments	ES470 The Professional Teacher ES480 Worldview & Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 2 (mid-year entry) (2015 entry) – Early Phase stream						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies CR172 Introduction to Science & Technologies		ES124 Introduction to Teaching & Learning (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	CR182 Introduction to History, Civics & Citizenship CR240 Content & Pedagogy: Health & Physical Education		ES114 Educational Psychology: Learning & Development (P-7)	PE213 Learning about Teaching: Planning for Learning (P-3)		40
3 (2)	CR131 Introduction to Language, Literature & Literacy CR183 Introduction to Geography, Economics & Business	EY131 Contexts & Philosophies of Childhood, Learning & Development	ES244 Curriculum, Assessment & Reporting (P-7)			40
4 (1)	CR161 Introduction to Mathematics & Numeracy	CR232 Curriculum & Pedagogy: English & Literacy	ES232 Educational Contexts & Philosophies (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5 (2)		CR262 Curriculum & Pedagogy: Mathematics & Numeracy EY232 Curriculum Frameworks, Learning Approaches & Evaluation	ES360 Studies in Inclusive Philosophy & Practice	PE334 Teaching for Learning: Curriculum & Planning (P-7)		40
6 (1)	CR220 Content & Pedagogy: The Arts		ES352 Learning Communities: Holistic Approaches to Schools & Students (P-6)	PE322 Teaching for Learning: Motivating & Managing Learners (P-6)	CS315 Christianity & Worldviews	40
7 (2)		EY334 Developing Effective Learning Environments	ES470 The Professional Teacher ES480 Worldview & Sociology for Teachers	PE443 Teaching for Transformation: Meeting Learner Needs (P-3)		40
8 (1)		EY233 Developing Literacy & Numeracy Pedagogies CR370 Curriculum & Pedagogy: Science & Technologies CR380 Curriculum & Pedagogy: Humanities in Primary Contexts		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 1 (2014 entry) – Early Phase stream						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History & Geography		ES114 Educational Psychology: Learning & Development (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature & Literacy CR171 Introduction to Science CR191 Introduction to Technology Education: Technology & ICT		ES124 Introduction to Teaching & Learning (P-7)			40
3	CR161 Introduction to Mathematics & Numeracy		ES237 Educational Contexts & Philosophies: Early Learning & Primary School Centres (P-7)	PE213 Learning about Teaching: Planning for Learning (P-3)		40
	CR240 Content & Pedagogy: Health & Physical Education					
4		EY131 Contexts & Philosophies of Childhood, Learning & Development CR262 Curriculum & Pedagogy: Mathematics & Numeracy	ES244 Curriculum, Assessment & Reporting (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum & Pedagogy: English & Literacy	ES352 Learning Communities: Holistic Approaches to Schools & Students (P-6)	PE322 Teaching for Learning: Motivating & Managing Learners (P-6)	CS315 Christianity & Worldviews	40
6		EY232 Curriculum Frameworks, Learning Approaches & Evaluation	ES360 Studies in Inclusive Philosophy & Practice	PE332 Teaching for Learning: Curriculum & Planning (P-6)		40
	CR220 Content & Pedagogy: The Arts					
7		EY233 Developing Literacy & Numeracy Pedagogies CR380 Curriculum & Pedagogy: Humanities in Primary Contexts CR370 Curriculum & Pedagogy: Science & Technologies		PE443 Teaching for Transformation: Meeting Learner Needs (P-3)		40
8		EY334 Developing Effective Learning Environments	ES470 The Professional Teacher ES480 Worldview & Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in Semester 2 (mid-year entry) (2014 entry) – Early Phase stream						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies CR172 Introduction to Science & Technologies		ES124 Introduction to Teaching & Learning (P-7)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	CR182 Introduction to History, Civics & Citizenship CR240 Content & Pedagogy: Health & Physical Education		ES114 Educational Psychology: Learning & Development (P-7)	PE213 Learning about Teaching: Planning for Learning (P-3)		40
3 (2)	CR131 Introduction to Language, Literature & Literacy CR183 Introduction to Geography, Economics & Business	EY131 Contexts & Philosophies of Childhood, Learning & Development	ES244 Curriculum, Assessment & Reporting (P-7)			40
4 (1)	CR161 Introduction to Mathematics & Numeracy	CR232 Curriculum & Pedagogy: English & Literacy	ES234 Educational Contexts & Philosophies (P-7)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5 (2)		CR262 Curriculum & Pedagogy: Mathematics & Numeracy EY232 Curriculum Frameworks, Learning Approaches & Evaluation	ES360 Studies in Inclusive Philosophy & Practice	PE334 Teaching for Learning: Curriculum & Planning (P-7)		40
6 (1)	CR220 Content & Pedagogy: The Arts		ES352 Learning Communities: Holistic Approaches to Schools & Students (P-7)	PE324 Teaching for Learning: Motivating & Managing Learners (P-7)	CS315 Christianity & Worldviews	40
7 (2)		EY334 Developing Effective Learning Environments	ES470 The Professional Teacher ES480 Worldview & Sociology for Teachers	PE443 Teaching for Transformation: Meeting Learner Needs (P-3)		40
8 (1)		EY233 Developing Literacy & Numeracy Pedagogies CR370 Curriculum & Pedagogy: Science & Technologies CR380 Curriculum & Pedagogy: Humanities in Primary Contexts		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

6.2 Bachelor of Education (Middle Years) (ED22) CONTINUING STUDENTS ONLY

The Bachelor of Education (Middle Years) is designed to prepare students for teaching in middle years contexts. The course provides a specialised focus on the middle childhood and early adolescent years connected to the second and third stages listed in the Australian curriculum; in the current Queensland context, this includes Years 4 to 9.

The Bachelor of Education (Middle Years) has an emphasis on teaching in Years 4-9 in the Queensland context. The course is designed to:

- engage students in teaching and learning within primary, middle and secondary school contexts;
- introduce students to the learning and developmental needs of children and adolescents between 8-15 years of age; and
- cover the curriculum and pedagogy of the eight learning areas, with a specialisation in two learning areas, with one being either English or Mathematics.

A maximum of ten years is allowed to complete course requirements.

Course Structure

The Bachelor of Education (Middle Years) consists of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The breakdown of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

The distinctives of the Bachelor of Education (Middle Years) relate to the completion of professional experience and discipline studies, as follows:

<i>Discipline Studies</i>	Discipline Content: 5 units Curriculum & Pedagogy: 6 units Electives: 5 units (across 2 learning areas)				
<i>Professional Experience</i>	Preservice teachers should complete at least one supervised professional experience in a: <ul style="list-style-type: none"> • primary context • middle school context • secondary context 				
<i>Minors</i>	Students must complete two minors of 4 units each: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Minor #1:</i> English or Mathematics</td> <td style="width: 50%; vertical-align: top;"><i>Minor #2:</i> Student Choice</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 2 core units • 2 elective units </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 1 or 2 core units • 2 or 3 elective units </td> </tr> </table> <p>CHC currently offers minors in Drama, English, History, Mathematics and Science. Students may access cross-institutional enrolment for other learning areas. See Section 8.2 for the list of units that are available in each minor.</p>	<i>Minor #1:</i> English or Mathematics	<i>Minor #2:</i> Student Choice	<ul style="list-style-type: none"> • 2 core units • 2 elective units 	<ul style="list-style-type: none"> • 1 or 2 core units • 2 or 3 elective units
<i>Minor #1:</i> English or Mathematics	<i>Minor #2:</i> Student Choice				
<ul style="list-style-type: none"> • 2 core units • 2 elective units 	<ul style="list-style-type: none"> • 1 or 2 core units • 2 or 3 elective units 				

A minor comprises a minimum of 2 introductory (100-level) units, and a maximum of 2 advanced (200- or 300-level) units.

Year Level Overviews

Each year of the Bachelor of Education (Middle Years) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

First Year – Connect: *Learning how to learn*

The focus of Year 1 of the Bachelor of Education (Middle Years) is to extend and build upon the learning undertaken through secondary school and work/life experiences. The first year of the course provides you with the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the course.

The first year units in the Bachelor of Education (Middle Years) are as follows:

Semester 1		Semester 2	
Unit	Prerequisite	Unit	Prerequisite
CR111 Introduction to Cross-Curricular Literacies	Nil	CR131 Introduction to Language, Literature & Literacy	CR111 (Literacy)
CR182 Introduction to History, Civics and Citizenship	Nil	CR171 Introduction to Science	Nil
ES115 Educational Psychology: Learning & Development (4-9)	Nil	ES125 Introduction to Teaching & Learning (4-9)	Nil
CS115 Foundations of a Bible-based Christ-centred Worldview	Nil	Minor #2.1	Nil

Second Year – Construct: *Learning to teach*

Year 2 of the Bachelor of Education (Middle Years) provides you with the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher-centred as you begin to develop the strategies, tactics and skills for a confident start to teaching.

The second year units in the Bachelor of Education (Middle Years) are as follows:

Semester 1		Semester 2	
Unit	Prerequisite	Unit	Prerequisite
CR161 Introduction to Mathematics & Numeracy	CR111 (Numeracy)	CR224 Content & Pedagogy: The Arts & HPE	Nil
CR290 Content & Pedagogy: Technology Education	Nil	CR262 Curriculum & Pedagogy: Mathematics & Numeracy	CR161
ES235 Educational Contexts & Philosophies: The Middle Phase of Learning (4-9)	Nil	ES245 Curriculum, Assessment & Reporting (4-9)	Nil
PE215 Learning about Teaching: Planning for Learning (4-9)	ES125, 30cp in CR units	CS215 Contours for a Bible-based Christ-centred Worldview	CS115

Third Year – Critique: *Teaching for learning*

As you commence Year 3 of the Bachelor of Education (Middle Years), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice.

From third year you will need to ensure that you are following the correct elective choices to make up the required minors. The third year units in the Bachelor of Education (Middle Years) are as follows:

<i>Semester 1</i>		<i>Semester 2</i>	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR232 Curriculum & Pedagogy: English & Literacy	CR131	ES360 Studies in Inclusive Philosophy & Practice	Nil
ES355 Learning Communities: Holistic Approaches to Schools & Students (4-9)	Nil	PE335 Teaching for Learning: Curriculum & Planning (4-9)	PE215
PE325 Teaching for Learning: Motivating & Managing Learners (4-9)	PE215	Minor #1.3	Check unit outlines
CS315 Christianity & Worldviews	CS215	Minor #2.2	Check unit outlines

Fourth Year – Crystallise: *Teaching for transformation*

Year 4 of the Bachelor of Education (Middle Years), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning.

In fourth year you will still need to ensure that you are following the correct elective choices to make up the required minors. The fourth year units in the Bachelor of Education (Middle Years) are as follows:

<i>Semester 1</i>		<i>Semester 2</i>	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR301 Middle Years: Integrative Studies (Science, SOSE, Technology, Arts, HPE)	CR232, CR262	CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy & ICT)	CR111, PE335
PE445 Teaching for Transformation: Meeting Learner Needs (4-9)	PE325, PE335, 90cp in CR units	ES470 The Professional Teacher	Nil
Minor #1.4	Check unit outlines	ES480 Worldview & Sociology for Teachers	CS315
Minor #2.3	Check unit outlines	PE450 Internship: Teaching for Transformation	All other PEP units

6.3 Bachelor of Education (Secondary) (ED23) and Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are designed to prepare students for teaching in secondary school contexts.

Bachelor of Education (Secondary)

The Bachelor of Education (Secondary) has an emphasis on teaching in Years 7-12 in the Queensland context with a focus on two equally weighted teaching areas. The course is designed to:

- engage students in teaching and learning within secondary school contexts;
- introduce students to the learning and developmental needs of children between 12-18 years of age; and
- cover the curriculum and pedagogy for two teaching areas.

Bachelor of Arts/Bachelor of Education (Secondary)

The Bachelor of Arts/Bachelor of Education (Secondary) has an emphasis on teaching in Years 7-12 in the Queensland context with a focus on two teaching areas (one major and one minor). The course is designed to:

- engage students in teaching and learning within secondary school contexts;
- introduce students to the learning and developmental needs of children between 12-18 years of age; and
- cover the curriculum and pedagogy for two teaching areas, with a major in a Humanities area.

A maximum of ten years is allowed to complete course requirements.

Course Structure

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) consist of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The break-down of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

Differences between the courses

The differences between the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) relate to the completion of discipline studies. From the first year of the courses, students will need to follow the correct course structure in order to ensure the completion of the required majors and minors. The differences between the two courses are as follows:

	<i>Bachelor of Education (Secondary)</i>	<i>Bachelor of Arts/Bachelor of Education (Secondary)</i>
<i>Discipline Studies</i>	Discipline Content: 1 unit Curriculum & Pedagogy: 3 units Electives: 12 units	Discipline Content: 1 unit Curriculum & Pedagogy: 3 units Electives: 12 units
<i>Majors/Minors</i>	Two majors of six units each comprising: <ul style="list-style-type: none">• Minimum of 2 introductory* units• Minimum of 3 advanced* units, including 1 unit at 300-level	A major of 8 units comprising: <ul style="list-style-type: none">• Maximum of 3 introductory* units• Minimum of 5 advanced* units, including minimum of 1 unit at 300-level A minor of 4 units comprising: <ul style="list-style-type: none">• Maximum of 2 introductory* units• Minimum of 2 advanced* units

* Introductory units are those listed as 100-level units and advanced units are those listed as 200- or 300-level units.

For the Bachelor of Education (Secondary) CHC currently offers teaching area majors in Business Education, Biblical Studies, Dance, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching areas.

For the Bachelor of Arts/Bachelor of Education (Secondary) CHC currently offers teaching area majors in Biblical Studies, Drama, English and History, and teaching area minors in Accounting, Business Education, Biblical Studies, Dance, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching area majors and minors.

See Section 8.2 for the list of units that are available in each major and minor.

The following pages provide an overview of the standard course structure for the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) for commencement in Semesters 1 and 2.

Students who commenced their courses mid-year should contact the Preservice Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

Students with transitional or unusual programs should also access the individualised programs provided by the Preservice Course Coordinator.

Year Level Overviews

Each year of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

First Year – Connect: *Learning how to learn*

The focus of Year 1 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) is to extend and build upon the learning undertaken through secondary school and work/life experiences. The first year provides you with the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the courses.

The first year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR111 Introduction to Cross-Curricular Literacies	Nil	ES126 Introduction to Teaching & Learning (7-12)	Nil
ES116 Educational Psychology: Learning & Development (7-12)	Nil	<i>Bachelor of Education (Sec):</i> 1 unit from Teaching Area #1 2 units from Teaching Area #2	Nil
CS115 Foundations of a Bible-based Christ-centred Worldview	Nil	<i>Bachelor of Arts/Bachelor of Education (Sec):</i> 2 units from Teaching Area #1 [major]	Nil
1 unit from Teaching Area #1	Nil	1 unit from Teaching Area #2 [minor]	

Second Year – Construct: *Learning to teach*

Year 2 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) provides the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher-centred as you begin to develop the strategies, tactics and skills for a confident start to teaching.

The second year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
ES238 Educational Contexts & Philosophies (7-12)	Nil	ES246 Curriculum, Assessment & Reporting (7-12)	Nil
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126, 30cp in CR strand	CS215 Contours for a Bible-based Christ-centred Worldview	CS115
1 unit each from Teaching Area #1 and #2	See unit outlines	1 unit each from Teaching Area #1 and #2	See unit outlines

Third Year – Critique: *Teaching for learning*

As you commence Year 3 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice.

The third year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

<i>Semester 1</i>		<i>Semester 2</i>	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
ES358 Learning Communities: Schools, Students & Families (7-12)	Nil	CR308 Curriculum & Pedagogy: Teaching Area #1	at least 3 units in the relevant area
PE326 Teaching for Learning: Motivating & Managing Learners (7-12)	PE216	ES360 Studies in Inclusive Philosophy & Practice	Nil
CS315 Christianity & Worldviews	CS215	PE336 Teaching for Learning: Curriculum & Planning (7-12)	PE216
1 unit from Teaching Area #1	See unit outlines	1 unit from Teaching Area #2	See unit outlines

Fourth Year – Crystallise: *Teaching for transformation*

Year 4 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning.

The fourth year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

<i>Semester 1</i>		<i>Semester 2</i>	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR309 Curriculum & Pedagogy: Teaching Area #2	at least 3 units in the relevant area	CR411 Cross-Curricular Priorities, Capabilities & Literacies	CR111, PE336
PE446 Teaching for Transformation: Meeting Learner Needs (7-9)	PE324, PE334, 90cp in CR strand	ES470 The Professional Teacher	Nil
<i>Bachelor of Education (Sec):</i> 1 unit from Teaching Area #1 1 unit from Teaching Area #2	See unit outlines	ES480 Worldview & Sociology for Teachers	CS315
<i>Bachelor of Arts/Bachelor of Education (Sec):</i> 2 units from Teaching Area #1 [major]	See unit outlines	PE450 Internship: Teaching for Transformation	All other PEP units

Bachelor of Education (Secondary) (ED23)

Course structure for students commencing Year 1 in Semester 1

Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1		ES116 Educational Psychology: Learning and Development (7-12)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	Teaching Area #1.2 Teaching Area #2.1 Teaching Area #2.2		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.3 Teaching Area #2.3		ES238 Educational Contexts and Philosophies (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)		40
4	Teaching Area #1.4 Teaching Area #2.4		ES246 Curriculum, Assessment and Reporting (7-12)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5	Teaching Area #1.5		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS315 Christianity and Worldviews	40
6	Teaching Area #2.5	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.6 Teaching Area #2.6	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Secondary) (ED23)						
Course structure for students commencing Year 1 in Semester 2 (mid-year entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1		ES126 Introduction to Teaching & Learning (7-12)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	Teaching Area #1.2 Teaching Area #2.1		ES116 Educational Psychology: Learning & Development (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)		40
3 (2)	Teaching Area #1.3 Teaching Area #2.2		ES246 Curriculum, Assessment & Reporting (7-12)		CS215 Contours for a Bible-based Christ-centred Worldview	40
4 (1)	Teaching Area #1.4 Teaching Area #2.3 Teaching Area #2.4		ES238 Educational Contexts & Philosophies: Middle & Secondary Schools			40
5 (2)	Teaching Area #1.5	CR308 Curriculum & Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy & Practice	PE336 Teaching for Learning: Curriculum & Planning (7-12)		40
6 (1)	Teaching Area #2.5		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating & Managing Learners (7-12)	CS315 Christianity & Worldviews	40
7 (2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview & Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8 (1)	Teaching Area #1.6 Teaching Area #2.6	CR309 Curriculum & Pedagogy: Teaching Area #2		PE450 Internship: Teaching for Transformation		40
Total credit points (cp)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

Course structure for students commencing Year 1 in Semester 1

Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1 (major)		ES116 Educational Psychology: Learning and Development (7-12)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	Teaching Area #1.2 Teaching Area #1.3 Teaching Area #2.1 (minor)		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.4 Teaching Area #2.2		ES238 Educational Contexts and Philosophies (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)		40
4	Teaching Area #1.5 Teaching Area #2.3		ES246 Curriculum, Assessment and Reporting (7-12)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5	Teaching Area #1.6		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS315 Christianity and Worldviews	40
6	Teaching Area #2.4	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.7 Teaching Area #1.8	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

Course structure for students commencing Year 1 in Semester 2 (mid-year entry)

Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (2)	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1 (major)		ES126 Introduction to Teaching & Learning (7-12)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2 (1)	Teaching Area #1.2 Teaching Area #2.1 (minor)		ES116 Educational Psychology: Learning & Development (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)		40
3 (2)	Teaching Area #1.3 Teaching Area #2.2		ES246 Curriculum, Assessment & Reporting (7-12)		CS215 Contours for a Bible-based Christ-centred Worldview	40
4 (1)	Teaching Area #1.4 Teaching Area #1.5 Teaching Area #2.3		ES238 Educational Contexts & Philosophies: Middle & Secondary Schools			40
5 (2)	Teaching Area #1.6	CR308 Curriculum & Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy & Practice	PE336 Teaching for Learning: Curriculum & Planning (7-12)		40
6 (1)	Teaching Area #1.7		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating & Managing Learners (7-12)	CS315 Christianity & Worldviews	40
7 (2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview & Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8 (1)	Teaching Area #1.8 Teaching Area #2.4	CR309 Curriculum & Pedagogy: Teaching Area #2		PE450 Internship: Teaching for Transformation		40
Total credit points (cp)						320

6.4 Graduate Diploma in Education (Secondary) (ED25)

The Graduate Diploma in Education (Secondary) is designed to prepare students for teaching in secondary school contexts. The course is designed for students who already hold a Bachelor degree and have evidence of prior studies that reflect the content of two teaching areas relevant to secondary.

The Graduate Diploma in Education (Secondary) has an emphasis on teaching in Years 7-12 in the Queensland context. The course is designed to:

- engage students in teaching and learning within secondary school contexts;
- introduce students to the learning and developmental needs of children between 12-18 years of age; and
- cover the curriculum and pedagogy required for teaching two nominated teaching areas in junior and senior secondary contexts.

A maximum of five years is allowed to complete course requirements.

Course Structure

The Graduate Diploma in Education (Secondary) consists of three strands: Education Studies, Curriculum Studies and Professional Experience. The break-down of credit points is:

- Education Studies 30 credit points
- Professional Experience 20 credit points
- Discipline Studies 50 credit points

Graduate Diploma in Education (Secondary) (ED25)						
Strand	Education Studies		Professional Experience		Curriculum Studies	Credit points
Sem						
1	ES402	Worldview Studies for Christian Education	PE401	Learning about Teaching: Planning for Learning (7-12 (GradDipEd)	CR401 Curriculum & Pedagogy: Teaching Area A CR403 Curriculum, Philosophy & Pedagogy for the Senior Years	50
	ES403	Educational Psychology: Teaching for Learning				
2	ES462	Educational Contexts: Schools & Learners in the Secondary Years	PE402	Teaching for the Needs of Learners (7-12 GradDipEd)	CR402 Curriculum & Pedagogy: Teaching Area B CR404 Curriculum, Philosophy & Pedagogy for the Middle Phase CR405 Curriculum & Pedagogy: Literacy, Numeracy & Digital Technologies	50
Total credit points (cp)						100

Semester Overviews

The Graduate Diploma in Education (Secondary) is a very intensive course. You will be required to maintain class attendance, participate in supervised and wider field experiences and complete assessments across the semesters. By the end of the course you will also need to demonstrate success against the *Australian Professional Standards for Teachers (graduate level)*.

To help you to keep track of the requirements relating to each week of the semester, the following overviews are provided:

Semester 1

Week	Activities	Field Experience
O Week (20 February)	<ul style="list-style-type: none"> WFE: Professional Development Program 21 February Orientation 22-24 February 	WFE - 1 day
1 (27 February)	<i>Teaching Week 1</i> <ul style="list-style-type: none"> Classes commence for all units 	
2 (6 March)	<i>Teaching Week 2</i> <ul style="list-style-type: none"> Friday 10 March – Last day for adding units 	
3 (13 March)	SPE: <i>Orientation to Schools</i> <ul style="list-style-type: none"> No classes this week 	SPE - 5 days
4 (20 March)	<i>Teaching Week 3</i> <ul style="list-style-type: none"> Wednesday 22 March – Census Date 	
5 (27 March)	<i>Teaching Week 4</i>	
6 (3 April)	<i>Teaching Week 5</i>	
7 (10 April)	<i>Teaching Week 6</i>	
- (17 April)	<i>Easter Break</i>	
8 (24 April)	<i>Teaching Week 7</i> <ul style="list-style-type: none"> 28 April – Last day for dropping units without academic penalty 	
9 (1 May)	<i>Teaching Week 8</i>	
10 (8 May)	School-based Professional Experience: Block #1 (Week 1)	SPE - 20 days
11 (15 May)	School-based Professional Experience: Block #1 (Week 2)	
12 (22 May)	School-based Professional Experience: Block #1 (Week 3)	
13 (29 May)	School-based Professional Experience: Block #1 (Week 4)	
14 (5 June)	<i>Teaching Week 9</i>	
15 (12 June)	<i>Teaching Week 10</i>	
16 (20 June)	<i>Exam Week</i>	
Supervised Professional Experience (SPE)		25 days
Wider Field Experience (WFE)		1 day

Wider field experience days are linked to your studies in Semester 1. You should undertake these activities at your own discretion across the semester. These requirements are:

Unit Code	Wider Field Experience	Field Experience
ES403	Wider teaching experience	3 days
CR401	Engagement with agencies, resources and support services	1 day
CR403	Engagement with agencies, resources and support services	1 day
Student-arranged	Attendance at or working in support services, welfare agencies, other teaching related contexts	4 days
CHC arranged	Attendance at PD Day in O-Week (if you did not attend, you MUST add an extra day to 'Student-arranged')	1 day
Additional Wider Field Experience (WFE)		10 days

Semester 2

Week	Activities	Field Experience
1 (24 July)	Teaching Week 1	
2 (31 July)	Teaching Week 2 • Friday 4 August – Last day for adding units	
3 (7 August)	Teaching Week 3	
4 (15 August)	Teaching Week 4 • 17 August – Census Date	
5 (21 August)	Teaching Week 5	
6 (28 August)	Teaching Week 6	
7 (4 September)	Teaching Week 7	
8 (11 September)	Teaching Week 8 • 15 September – Last day for dropping units without academic penalty	
9 (18 September)	Teaching Week 9	
- (25 September)	Spring Break	
10 (2 October)	School-based Professional Experience: Block #2 (Week 1)	SPE - 30 days
11 (9 October)	School-based Professional Experience: Block #2 (Week 2)	
12 (16 October)	School-based Professional Experience: Block #2 (Week 3)	
13 (23 October)	School-based Professional Experience: Block #2 (Week 4)	
14 (30 October)	School-based Professional Experience: Block #2 (Week 5)	
15 (6 November)	School-based Professional Experience: Block #2 (Week 6)	
16 (13 November)	Exam Week • Completion of assessment requirements • Submission of finalised Evidence Folio	
Included Supervised Professional Experience (SPE)		30 days
Included Wider Field Experience (WFE)		0 days

Wider field experience days are linked to your studies in Semester 2. You should undertake these activities at your own discretion across the semester. These requirements are:

Unit Code	Wider Field Experience	Field Experience
ES462	Completion of a case study with an individual student	3 days
CR402	Engagement with agencies, resources and support services	1 day
CR404	Engagement with agencies, resources and support services	1 day
CR405	Engagement with agencies, resources and support services	1 day
Student-arranged	Attendance at or working in support services, welfare agencies, other teaching related contexts	4 days
Additional Wider Field Experience (WFE)		10 days

Section 7: Postgraduate Education courses information

7.1 Graduate Certificate in Christian Education (ED42)

7.2 Master of Education (ED51)

7.3 Relationship between courses

7.1 Graduate Certificate in Christian Education (ED42)

The Graduate Certificate in Christian Education is designed to provide professional development to qualified and experienced Christian teachers. It is aimed particularly at teachers who want to undertake studies which will assist them to develop Christian perspectives and professional education practices. The course emphasises reflecting critically on the role and tasks of the Christian professional teacher, and the mission, philosophy and practices of Christian schooling, and becoming equipped to translate this reflection on education into practice.

The Graduate Certificate in Christian Education is available in the external mode and is offered on a part time basis only. Students may enrol in a maximum of two units per semester.

Course structure and workload

The Graduate Certificate in Christian Education requires 40 credit points for completion. No transfer of credit or cross-institutional study arrangements are allowed for the Graduate Certificate in Christian Education.

The maximum time for completion of the course is four years. Extensions beyond this time may be available in special circumstances by application to the Dean, School of Education, Humanities and Business.

Students undertake 20 credit points of core units and 20 credit points of elective units. The units that are available in the Graduate Certificate in Christian Education are listed below. The prerequisite requirements that apply to the units are indicated in Section 8.3.

Elective units are offered on a rotational basis. Enquiries regarding the program of unit offerings should be directed to the Postgraduate Course Coordinator.

Unit	Credit points
<i>Core units</i>	
ED601 Applying Worldview Studies to Christian Education	10
ED602 Philosophical Perspectives on Education	10
<i>Elective units</i>	
ED600 Theological Reflections on Education	10
ED611 Leadership and Change Management	10
ED614 Developing Leadership Capacity	10
ED615 Cultivating Sustainable Christian School Cultures	10
ED620 Enhancing the Spiritual Formation of Teachers	10
ED621 The Spiritual Development of Learners	10
ED622 Critical Engagements for Teaching Christianly	10

Unit	Credit points
<i>Elective units (continued)</i>	
ED641 Cross-Curricular Literacies in Schools	10
ED644 Approaches to Assessment	10
ED645 Effective Pedagogical Practices within ICT	10
ED646 Curriculum in Action	10
ED651 Improving Learning Praxis	10
ED652 Personal Pedagogy as a Living Curriculum	10
ED653 Mentoring Learner Teachers	10
ED654 Issues in Learning	10
ED655 Delivering Higher Education Programs	10
ED656 Teacher Career Cycle and Professional Growth	10

7.2 Master of Education (ED51)

The Master of Education is designed to provide a program of advanced professional development for qualified and experienced teachers and school leaders.

The Master of Education is available in the external mode and is offered on a part time basis only. Students may enrol in a maximum of two units per semester.

Course structure and workload

The Master of Education requires 80 credit points for completion. Students may apply for transfer of credit from previous studies.

The maximum time for completion of the course is 10 years. Extensions beyond this time may be available in special circumstances by application to the Dean, School of Education, Humanities and Business.

Students are required to complete 80 credit points of core units and elective units as follows:

Option 1:

- Core units - 30 credit points;
- Independent Study unit - 10 credit points; and
- Elective units - 40 credit points.

Option 2:

- Core units - 30 credit points;
- Extended Independent Study unit - 20 credit points; and
- Elective units - 30 credit points.

The units that are available in the Master of Education are listed below. The prerequisite requirements that apply to the units are indicated in Section 8.3.

Elective units are offered on a rotational basis. Enquiries regarding the program of unit offerings should be directed to the Postgraduate Course Coordinator.

Unit	Credit points
<i>Core units</i>	
ED601 Applying Worldview Studies to Christian Education	10
ED602 Philosophical Perspectives on Education	10
ED690 Introduction to Research Methods	10
<i>Independent Study units</i>	
ED609 Independent Study in Perspectives for Christian Education	10
ED619 Independent Study in Issues of Educational Leadership	10
ED629 Independent Study in Issues of Spirituality and Education	10
ED649 Independent Study in Curriculum Issues	10
ED659 Independent Study in Pedagogical Issues	10
ED691 Extended Independent Study	20
<i>Elective units</i>	
ED600 Theological Reflections on Education	10
ED611 Leadership and Change Management	10
ED614 Developing Leadership Capacity	10
ED615 Cultivating Sustainable Christian School Cultures	10
ED620 Enhancing the Spiritual Formation of Teachers	10
ED621 The Spiritual Development of Learners	10
ED622 Critical Engagements for Teaching Christianly	10
ED641 Cross-Curricular Literacies in Schools	10
ED644 Approaches to Assessment	10
ED645 Effective Pedagogical Practices within ICT	10
ED646 Curriculum in Action	10
ED651 Improving Learning Praxis	10
ED652 Personal Pedagogy as a Living Curriculum	10
ED653 Mentoring Learner Teachers	10
ED654 Issues in Learning	10
ED655 Delivering Higher Education Programs	10
ED656 Teacher Career Cycle and Professional Growth	10

7.3 Relationship between courses

The Graduate Certificate in Christian Education and Master of Education exist in a nested relationship in that they have several core units and elective units in common. This relationship allows students to commence a course of a shorter duration and then to transfer to a course of a longer duration should they wish to complete a higher award, or to commence a course of a longer duration but exit early with a course of a shorter duration (subject to course rules). Information regarding the process for transferring course is available from the School Administration Office.

The table below indicates the requirements of each course and the units that are comparable between courses.

Graduate Certificate in Christian Education	Master of Education
<i>Core units</i>	<i>Core units</i>
ED601 Applying Worldview Studies to Christian Education	ED601 Applying Worldview Studies to Christian Education
ED602 Philosophical Perspectives on Education	ED602 Philosophical Perspectives on Education
	ED690 Introduction to Research Methods
	Independent Study unit (Option 1) <i>or</i> Extended Independent Study unit (Option 2)
<i>Elective units</i>	<i>Elective units</i>
20 credit points of elective units	40 credit points of elective units (Option 1) <i>or</i> 30 credit points of elective units (Option 2)
Total credit points: 40	Total credit points: 80

Section 8: Unit information

8.1 Prerequisite requirements

8.2 Units for focus areas, majors and minors

Unit offerings differ from semester to semester and are designed to ensure course progression for students undertaking a standard program. Sample unit outlines and information regarding the schedule of units on offer can be found on the CHC website. Students who require further information about unit offerings or advice about course progression should contact the relevant Course Coordinator.

8.1 Prerequisite requirements

The following tables summarise the prerequisite requirements for units in the Education courses.

Initial Teacher Education units:

Unit	Prerequisite requirements
Bachelor courses	
CR131 Introduction to Language, Literature and Literacy	CR111 Introduction to Cross-Curricular Literacies (Literacy module)
CR161 Introduction to Mathematics and Numeracy	CR111 Introduction to Cross-Curricular Literacies (Numeracy module)
CR220 Content and Pedagogy: The Arts	PE212 Learning about Teaching: Planning for Learning (P-6)
CR232 Curriculum and Pedagogy: English and Literacy	CR131 Introduction to Language, Literature and Literacy
CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161 Introduction to Mathematics and Numeracy
CR270 Physical and Chemical Sciences for Primary Years	Nil
CR275 Advanced Studies in Science and Technologies	CR172 Introduction to Science and Technologies
CR308 Curriculum and Pedagogy: Teaching Area #1	40 credit points of study in the relevant discipline area
CR309 Curriculum and Pedagogy: Teaching Area #2	30 credit points in the selected teaching area
CR370 Curriculum and Pedagogy: Science and Technologies	CR172 Introduction to Science and Technologies <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6)
CR380 Curriculum and Pedagogy: Humanities in Primary Contexts	CR182 Introduction to History, Civics and Citizenship <i>and</i> CR183 Introduction to Geography, Economics & Business <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6)
CR411 Cross-Curricular Priorities, Capabilities and Literacies	PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>or</i> PE336 Teaching for Learning: Curriculum and Planning (7-12)
ES470 The Professional Teacher	ES352 Learning Communities: Schools, Students and Families (P-6) <i>or</i> ES358 Learning Communities: Schools, Students and Families (7-12) <i>and</i> ES360 Studies in Inclusive Philosophy and Practice
ES480 Worldview and Sociology for Teachers	ES352 Learning Communities: Schools, Students and Families (P-6) <i>or</i> ES358 Learning Communities: Schools, Students and Families (7-12)

Unit	Prerequisite requirements
EY233 Developing Literacy and Numeracy Pedagogies	PE332 Teaching for Learning: Curriculum and Planning (P-6)
EY334 Developing Effective Learning Environments	EY232 Curriculum Frameworks, Learning Approaches and Evaluation <i>and</i> EY233 Developing Literacy and Numeracy Pedagogies
PE212 Learning about Teaching: Planning for Learning (P-6)	ES123 Introduction to Teaching and Learning (P-6) <i>and</i> 30 credit points in the Curriculum Studies strand
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126 Introduction to Teaching and Learning (7-12) <i>and</i> 30 credit points in the Curriculum Studies strand
PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	PE213 Learning about Teaching: Planning for Learning (P-3) <i>or</i> PE212 Learning about Teaching: Planning for Learning (P-6)
PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)
PE332 Teaching for Learning: Curriculum and Planning (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)
PE336 Teaching for Learning: Curriculum and Planning (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)
PE443 Teaching for Transformation: Meeting Learner Needs (P-3)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6) <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>and</i> 90 credit points in the Curriculum Studies strand
PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6) <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>and</i> 90 credit points in the Curriculum Studies strand
PE445 Teaching for Transformation: Meeting Learner Needs (4-9)	PE325 Teaching for Learning: Motivating and Managing Learners (4-9) <i>and</i> PE335 Teaching for Learning: Curriculum and Planning (4-9) <i>and</i> 90 credit points in the Curriculum Studies strand
PE446 Teaching for Transformation: Meeting Learner Needs (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12) <i>and</i> PE336 Teaching for Learning: Curriculum and Planning (7-12) <i>and</i> 90 credit points in the Curriculum Studies strand
PE450 Internship: Teaching for Transformation	at least 280 credit points completed, including: PE443 Teaching for Transformation: Meeting Learner Needs (P-3) <i>or</i> PE442 Teaching for Transformation: Meeting Learner Needs (P-6) <i>or</i> PE446 Teaching for Transformation: Meeting Learner Needs (7-12)
Graduate Diploma in Education (Secondary)	
PE402 Teaching for the Needs of Learners (7-12 GradDipEd)	PE401 Learning about Teaching: Planning for Learning, Secondary 7-12 (GradDipEd)

Undergraduate Initial Teacher Education Discipline Studies units:

Unit	Prerequisite requirements
CS215 Contours for a Bible-based Christ-centred Worldview	CS115 Foundations of a Bible-based Christ-centred Worldview
CS315 Christianity and Worldviews	CS215 Contours for a Bible-based Christ-centred Worldview
DA230 Issues in Dance Contexts	20 credit points of 100-level DA units
DM211 Expressive Forms	20 credit points of 100-level DM units
DM220 Advanced Dramatic Performance	20 credit points of 100-level DM units, including DM120
DM240 Drama in Film and Television and New Media	20 credit points of 100-level DM units
DM285 Contemporary Drama	20 credit points of 100-level DM units
DM290 Australian Drama	20 credit points of 100-level DM units
EL216 The Works of Shakespeare	20 credit points of 100-level EL units
EL226 Australian Literature	20 credit points of 100-level EL units
EL246 The Bible as Literature	20 credit points of 100-level EL units
EL256 Fantasy and Science Fiction	20 credit points of 100-level EL units
EL266 Children's and Adolescent Literature	20 credit points of 100-level EL units
EL291 Writing for Contemporary Contexts	20 credit points of 100-level EL units
EL380 Literary Criticism	40 credit points (including 20 at 200-level) of 100-level EL units
HP220 Games and Coaching	CR240 (ED21 only); 20 credit points of introductory-level HPE units (ED23/CC23 only)
HP230 Scientific Foundations of Sport and Activity	20 credit points of introductory-level HPE units
HP300 Psychology and Sociology of Sport	20 credit points of 200-level HPE units
HP310 Sports Organisation and Management	20 credit points of 200-level HPE units
HT200 Renaissance and Reformation	20 credit points of 100-level HT units
HT212 War and Peace: 1914 - Present	20 credit points of 100-level HT units
HT251 Survey of Ancient Civilisations	20 credit points of 100-level HT units
HT256 Holocaust: History and Memory	20 credit points of 100-level HT units
HT261 Australia and the World: An International History	20 credit points of 100-level HT units
HT280 Local and Public History	20 credit points of 100-level HT units
HT385 Philosophies of History	40 credit points (including 20 at 200-level) of 100-level HT units
MT210 Calculus 3	20 credit points of 100-level MT units
MT311 Discrete Mathematics	20 credit points of 100-level MT units

Postgraduate Continuing Teacher Education units:

Unit	Prerequisite requirements
ED600 Theological Reflections on Education	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED609 Independent Study in Perspectives for Christian Education	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED611 Leadership and Change Management	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED614 Developing Leadership Capacity	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED615 Cultivating Sustainable Christian School Cultures	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED619 Independent Study in Issues of Educational Leadership	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives

Unit	Prerequisite requirements
ED620 Enhancing the Spiritual Formation of Teachers	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED621 The Spiritual Development of Learners	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED622 Critical Engagements for Teaching Christianity	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED629 Independent Study in Issues of Spirituality and Education	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED641 Cross Curricular Literacies in Schools	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED644 Approaches to Assessment	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED645 Effective Pedagogical Practices within ICT	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED646 Curriculum in Action	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED649 Independent Study in Curriculum Issues	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED651 Improving Learning Praxis	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED652 Personal Pedagogy as a Living Curriculum	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED653 Mentoring Learner Teachers	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED654 Issues in Learning	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED655 Delivering Higher Education Programmes	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED656 Teacher Career Cycle and Professional Growth	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED659 Independent Study in Pedagogical Issues	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED691 Extended Independent Study	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives

¹ These units may be prerequisites or co-requisites.

8.2 Units for focus areas, majors and minors

Bachelor of Education (Primary)

The following units are available in each of the focus areas (prerequisite requirements apply). Students must complete four units in one focus area, comprising the core units as indicated and elective units.

English	Health and Physical Education
<p><i>Core units</i></p> <p>CR131 Introduction to Language, Literature and Literacy CR232 Curriculum and Pedagogy: English and Literacy</p> <p><i>Elective units</i></p> <p>EL110 The Western Literary Tradition EL140 Great Books of the Western World I EL150 Great Books of the Western World II EL190 Creative Writing EL216 The Works of Shakespeare EL226 Australian Literature EL235 Modern Literature EL256 Fantasy and Science Fiction EL266 Children's and Adolescent Literature EL275 Women Writers</p>	<p><i>Core units</i></p> <p>CR240 Content and Pedagogy: Health and Physical Education</p> <p><i>Elective units</i></p> <p>HP110 Health and Fitness HP220 Games and Coaching HP230 Scientific Foundations of Sport and Activity HP300 Psychology and Sociology of Sport HP310 Sports Organisation and Management</p>
History	Mathematics
<p><i>Core units</i></p> <p>CR182 Introduction to History, Civics and Citizenship</p> <p><i>Elective units</i></p> <p>HT102 The West: Culture and Ideas HT170 The Americas: Discovery and Conquest HT200 Renaissance and Reformation HT212 War and Peace: 1914 - Present HT251 Survey of Ancient Civilisations HT256 Holocaust: History and Memory HT261 Australia and the World: An International History HT280 Local History</p>	<p><i>Core units</i></p> <p>CR161 Introduction to Mathematics and Numeracy CR262 Curriculum and Pedagogy: Mathematics and Numeracy</p> <p><i>Elective units</i></p> <p>BZ201 Data Analysis MT110 Foundations of Mathematics MT111 Calculus 1 MT112 Calculus 2 MT210 Calculus 3 MT311 Discrete Mathematics</p>
Science	The Arts
<p><i>Core units</i></p> <p>CR172 Introduction to Science and Technologies CR275 Advanced Studies in Science and Technologies</p> <p><i>Elective units</i></p> <p>CR270 Physical and Chemical Sciences for Primary Years SC110 A Christian Approach to Scientific Inquiry SC120 Environmental Science</p>	<p><i>Core units</i></p> <p>CR220 Content and Pedagogy: The Arts</p> <p><i>Elective units</i></p> <p>DA101 Introductory Dance Technique DA102 Choreographic Studies DA103 The Person of the Dancer DA201 Advanced Dance Technique DA202 Dance History and Analysis DA203 Issues in Dance Contexts DM100 The Elements of Drama DM120 Introduction to Dramatic Performance DM130 The History of Drama DM211 Expressive Forms DM220 Advanced Dramatic Performance DM241 Drama in Film and Television and New Media DM285 Contemporary Drama DM290 Australian Drama EL216 The Works of Shakespeare</p>

Bachelor of Education (Middle Years) CONTINUING STUDENTS ONLY

The following units are available as units towards two minors (prerequisite requirements apply).

Drama	English
CR220 Content & Pedagogy: The Arts & HPE	CR131 Language, Literature and Literacy
DM100 The Elements of Drama	CR232 Strategies for Teaching English
DM110 Expressive Forms I	EL190 Creative Writing
DM120 Introduction to Dramatic Performance	EL120 Introduction to Australian Literature
DM210 Expressive Forms II	EL216 The Works of Shakespeare
DM220 Advanced Dramatic Performance	EL220 The Media in Christian Perspective
	EL225 Contemporary Australian Writers
	EL235 Modern Literature
	EL265 Adolescent Literature
	EL275 Women Writers
History	Mathematics
CR182 Introduction to History, Civics and Citizenship	CR161 Introduction to Mathematics and Numeracy
HT120 Introduction to Australian History	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
HT150 Ancient Civilizations	CR263 Mathematics for the Middle Years
HT200 Renaissance and Reformation	CR264 Differentiating Mathematics in the Middle Years
HT211 War and Peace in the Twentieth Century	
HT220 Issues in Australian Society	
HT251 Survey of Ancient Civilisations	
HT255 The Modern Middle East	
HT260 Australia, Asia and the Pacific	
Science	
CR171 Introduction to Science	
CR273 Environmental Education for the Middle Years	
CR274 Chemistry and Physics for the Middle Years	
CR370 Curriculum and Pedagogy: Science and Technologies	

Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary)

The following units are available as discipline area units towards majors and/or minors, as indicated, according to the relevant course structure (prerequisite requirements apply; * - compulsory for major)

Accounting (major - N/A; minor - CC23)	Biblical Studies (major - ED23/CC23; or minor - CC23)
BZ102 Accounting Principles BZ202 Financial Management BZ211 Financial Accounting BZ212 Management Accounting BZ213 Company Accounting BZ312 Auditing	JA101 Biblical Interpretation and Application JA102 Biblical Studies in the Old Testament JA103 Biblical Studies in the New Testament JA205 History of Christian Thought and its Practice JB104 Spiritual Transformation JB201 A Biblical Understanding of the Church JB204 Reflections in Theology JB314 Jesus - His Life and Ministry JB315 Paul - His Life and Theology JB316 Major Themes of Luke-Acts JB391 Directed Study
Business Education (major - ED23; minor - CC23)	Dance (major - ED23; minor - CC23)
BZ100 Introduction to Business and Management BZ102 Accounting Principles BZ103 Introduction to Marketing BZ104 Economics BZ201 Data Analysis BZ202 Financial Management BZ203 Business Law BZ211 Financial Accounting BZ212 Management Accounting BZ213 Company Accounting BZ231 Human Behaviour in Organisations BZ252 Marketing Communication BZ310 Business Planning BZ312 Auditing BZ332 Human Resource Management	DA101 Introductory Dance Technique DA102 Choreographic Studies DA103 The Person of the Dancer DA201 Advanced Dance Technique DA202 Dance History and Analysis DA203 Issues in Dance Contexts AT380 Towards a Theology of the Arts
Drama (major - ED23/CC23; or minor - CC23)	English (major - ED23/CC23; or minor - CC23)
DM100 The Elements of Drama DM120 Introduction to Dramatic Performance DM130 The History of Drama DM211 Expressive Forms DM220 Advanced Dramatic Performance DM241 Drama in Film and Television and New Media DM285 Contemporary Drama DM290 Australian Drama AT380 Towards a Theology of the Arts * EL216 The Works of Shakespeare	EL110 The Western Literary Tradition EL140 Great Books of the Western World I EL150 Great Books of the Western World II EL190 Creative Writing EL216 The Works of Shakespeare * (also compulsory for minor) EL226 Australian Literature EL235 Modern Literature EL256 Fantasy and Science Fiction EL266 Children's and Adolescent Literature EL275 Women Writers EL380 Literary Criticism *
Health and Physical Education (major - ED23; minor - CC23)	History (major - ED23/CC23; or minor - CC23)
HP100 Introduction to Health and Physical Education HP110 Health and Fitness HP220 Games and Coaching HP230 Scientific Foundations of Sport and Activity HP300 Psychology and Sociology of Sport HP310 Sports Organisation and Management	HT101 A Map of Time: An Introduction to History HT102 The West: Culture and Ideas HT170 The Americas: Discovery and Conquest HT200 Renaissance and Reformation HT212 War and Peace: 1914 - Present HT251 Survey of Ancient Civilisations HT256 Holocaust: History and Memory HT261 Australia and the World: An International History HT280 Local History HT385 Philosophies of History *
Mathematics (major - ED23; minor - CC23)	Science (towards a major - ED23; towards a minor - CC23)
BZ201 Data Analysis MT110 Foundations of Mathematics MT111 Calculus 1 MT112 Calculus 2 MT210 Calculus 3 MT311 Discrete Mathematics	SC110 A Christian Approach to Scientific Inquiry SC120 Environmental Science <i>Students may also source units from other higher education providers.</i>

Section 9: Resource requirements

- 9.1 Computing facilities**
- 9.2 Text books**
- 9.3 Other requirements**

9.1 Computing facilities

All students will require computer and internet access for engaging with their studies. All students at CHC are assigned a dedicated CHC email address and this will be used to deliver important information and documentation. You will be assigned individualised login details for using library services and the Moodle™ learning platform. You are also assigned individual space on the student server for the purpose of data storage. You are expected to check your email and access the Moodle™ site for relevant class materials and online activities on a weekly basis. While a desktop at home is a useful investment, it is recommended that preservice teachers consider acquiring and using a portable device (such as a laptop, netbook or tablet) in class and whilst on school-based placement.

9.2 Text books

Each semester a text book list is published on the CHC website along with information about where to purchase the texts. Information about required text books is also included in unit outlines. Students will be expected to have all required text books available, to read them as required by the lecturer and to use them as relevant in the preparation of assessment tasks. While the CHC Library does maintain copies of all text books, class sizes and reading requirements may make it impossible to access the required information as needed for classes in a timely fashion without a personal copy of the textbook.

9.3 Other requirements

Information regarding any additional specific requirements is published in the ‘Specialist resource requirements’ section in unit outlines.

Section 10: Staff contacts

10.1 Staff contacts

10.1 Staff contacts

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table below indicates the person(s) to whom you should direct your enquiries depending upon the issue.

While all staff may be consulted about general matters and questions, certain issues are the responsibility of the staff members listed below. If in doubt about whom you should approach regarding an issue, please ask at the CHC Reception.

Topic/Issue	Staff Member
Accommodation	CHC Reception
Australia Studies Centre	Joyce Mok (joyce.mok@chc.edu.au)
Community Development Officers	Stephanie Germain (sgermain@chc.edu.au); Mark Jessop (mjessop@chc.edu.au)
Counselling and Support Centre	counselling@chc.edu.au
Director of Student Services	Troy Walsh (TWalsh@chc.edu.au)
Disability support	disabilitysupport@chc.edu.au
Enrolment issues and student enquiries	Student Administration (sadmin@chc.edu.au)
Examinations (Week 15-16)	Student Administration (sadmin@chc.edu.au)
FEE-HELP and HECS-HELP enquiries	Student Administration (sadmin@chc.edu.au)
IT support	itsupport@chc.edu.au
LAUNCH	Student Administration (sadmin@chc.edu.au)
Moodle™ support	moodle@chc.edu.au
Overseas students	Student Administration (sadmin@chc.edu.au)
Pastoral care	Glen Cochrane; Pastor Stuart Sudholz (School of Ministries)
Payment of monies	CHC Reception
Resource materials	Library staff
Student Advocacy Officer	studentadvocacy@chc.edu.au
Student grievances	Student Administration (sadmin@chc.edu.au)
Student Representative Council	studentcouncil@chc.edu.au
Study Support Tutor	studysupport@chc.edu.au
Timetable and Intensives Schedule	Student Administration (sadmin@chc.edu.au)
Tuition fees and student contribution amounts	CHC Business Office
Unit work	Unit lecturers/tutors
<i>School staff</i>	
Dean, School of Education, Humanities and Business	Dr Craig Murison
Course coordination – Education courses	Preservice Education courses – Peter Collins Graduate Diploma in Education (Secondary) – Richard Leo Postgraduate Education courses – Dr Robert Herschell
Administration Officer – Education courses	Thia Ferero (education@chc.edu.au)
Professional Experience Program (PEP) Coordinator	Peter Wilkinson
Professional Experience Program (PEP) Placement Officer	Candace Murison
Year-level Coordinators – Preservice Education courses	Year 1: Robyn Press Year 2: Debra Ayling Year 3: Peter Collins Year 4: Paul Willis