



CHRISTIAN HERITAGE COLLEGE

ES126

INTRODUCTION TO TEACHING AND LEARNING (7-12)

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

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| Unit code | ES126 |
| Unit name | Introduction to Teaching and Learning (7-12) |
| Associated higher education awards | Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary) |
| Duration | One semester |
| Level | Introductory |
| Core/elective | Core |
| Weighting | Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320 |
| Delivery mode | Face-to-face on site |
| Student workload | <i>Face-to-face on site</i> Contact hours 39 hours Reading, study and assignment preparation 111 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week. |
| Prerequisites/ co-requisites/ restrictions | Nil |
| Rationale | <u>Enduring Understanding:</u> It is the quality of pedagogy which most directly and purposefully improves the quality of learning in Year 7-12 students. This is a foundational unit that engages pre-service teachers with the theories, current ideas, priorities and practices in teaching and learning in the Australian Year 7-12 secondary contexts. Pre-service teachers investigate and reflect on theory of pedagogical practices which is informed by a range of educational philosophies and values and assumptions held about learning, adolescent development and appropriate styles of teaching. Consequently, pre-service teachers will be introduced to pedagogical content knowledge of specific subject matter and how to teach it as outlined in the Australian Curriculum and relevant syllabus documentation. |
| Prescribed text(s) | Clarke, M., Pittaway, S., & Marsh, C. (2014). <i>Becoming a teacher: Knowledge, skills and issues</i> (6th ed.). Frenchs Forest, NSW: Pearson Education Frangenheim, E. (2014). <i>Reflections on classroom thinking strategies</i> (10th ed.). Loganholme, QLD: Rodin Educational Consultancy. Preservice teachers will need to access all relevant state and national curriculum documents. Selected readings will be available via the Moodle™ site for this unit. |

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| <p>Recommended readings</p> | <p>Books</p> <p>Brady, L., & Kennedy, K. (2014). <i>Curriculum construction</i> (5th ed.). Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Bruce R. J., Weil, M., & Calhoun, E. (2015). <i>Models of teaching</i> (9th ed.). Boston, MA: Pearson.</p> <p>Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M., Nicholson, P., & Vick, M. (2016). <i>Teaching: Making a difference</i> (3rd ed.). Milton, QLD: John Wiley & Sons.</p> <p>Davies, A., Norman, M., & Hobson, A.J. (Eds.). (2016). <i>Getting into secondary teaching: Critical learning</i>. Northwich, UK: Critical Publishing.</p> <p>Goodlet, K., and Collier, J. (Eds.). (2014). <i>Teaching well: Insights for educators in Christian schools</i>. Canberra, ACT: Barton Books.</p> <p>itc publications Pty. Ltd. (2014). <i>Innovative teachers' companion 2014: Secondary edition: 6 period</i>. Toowoomba, QLD: itc publications Pty. Ltd.</p> <p>Mercier, C., Philpott C., & Scott H. (Eds.). (2013). <i>Professional issues in secondary teaching</i>. London, UK: SAGE.</p> <p>Venville, G., & Dawson, V. (Eds.). (2012). <i>The art of teaching science: For middle and secondary school</i> (2nd ed.). Crows Nest, NSW: Allen & Unwin.</p> <p>Journals</p> <p><i>Teaching and Learning</i></p> <p><i>What Works in Teaching and Learning</i></p> <p><i>New Directions for Teaching and Learning</i></p> <p><i>Literacy and Computers: The Complications of Teaching and Learning with Technology</i></p> <p><i>Journal of Education</i></p> <p><i>Curriculum Perspectives</i></p> <p>Websites</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.acara.edu.au/home_page.html</p> <p>Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au/</p> <p>Education Queensland http://education.qld.gov.au/teach/</p> <p>Learning Place http://education.qld.gov.au/learningplace/</p> <p>Queensland College of Teachers (QCT) http://www.qct.edu.au/</p> <p>Students First https://www.studentsfirst.gov.au/</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p> |
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| Specialist resource requirements | Nil |
| Content | <ol style="list-style-type: none"> 1. Teaching and learning for secondary learners in the 21st century 2. Theoretical domains of learning as they apply to secondary school contexts 3. Individual differences: Differentiation for inclusive practice 4. Models of quality teaching and dimensions of classroom practice: Productive pedagogies 5. Guiding principles for Junior Secondary in Queensland 6. Curriculum planning and the Australian Curriculum 7. Classroom organisation and management 8. The secondary teacher as a reflective practitioner |
| Learning outcomes | <p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. engaged a range of teaching and learning theories and practices; 2. identified relevant curriculum documentation for the secondary educational contexts; 3. developed a range of inclusive teaching and learning strategies, methods and activities that cater for students from diverse backgrounds including Aboriginal and Torres Strait Islander students; 4. developed theoretical understandings of teaching for learning in secondary contexts; 5. analysed teaching and learning theories and practices in the context of Christian worldview; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. |
| Assessment tasks | <p>Task 1: Reflection</p> <p>Reflective essay: Philosophy, beliefs and values of the secondary years learner</p> <p>Word Length/Duration 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 5, 6</p> <p>Assessed: Week 10</p> <p>Task 2: Learning Episode</p> <p>Mini learning episode and justification</p> <p>Word Length/Duration: 1,500 words/15 minutes</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 2-6</p> <p>Assessed: Week 16</p> |
| Australian Professional Standards for Teachers (APST) | <p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> 1.1 Physical, social and intellectual development and characteristics of students 3.1 Establish challenging learning goals 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 6.1 Identify and plan professional learning needs |

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| | Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> : | | |
| | <i>Graduate Teacher Standards</i> | <i>Learning Outcomes</i> | <i>Assessment Tasks</i> |
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1, 5 | 1 |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 3, 6 | 2 |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions. | 2, 3 | 2 |
| Unit summary | This unit is foundational and introduces pre-service teachers to the theories, current ideas, priorities and practices in teaching and learning in secondary contexts. Pre-service teachers develop their knowledge, understanding and application of pedagogy in secondary school contexts. | | |

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