



CHRISTIAN HERITAGE COLLEGE

CR309

CURRICULUM AND PEDAGOGY: TEACHING AREA #2

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.

Unit code	CR309
Unit name	Curriculum and Pedagogy: Teaching Area #2
Associated higher education awards	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
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 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisite:</i> 40 credit points of study in the relevant discipline area
Rationale	<u>Enduring Understanding:</u> Quality teaching in the secondary school requires critical reflection on a range of pedagogical and assessment practices that can be strategically used to enhance and facilitate quality learning in a diverse range of contexts. Pre-service teachers will have the opportunity to enhance their understanding of innovative and effective teaching strategies and pedagogical practices. The unit also allows pre-service teachers extend their understanding of the foundations of curriculum conceptualisation and theories of teaching in secondary contexts. There is the opportunity to critically evaluate curriculum development and implementation as well as build a repertoire of pedagogical and assessment practice. In this unit pre-service teachers have the opportunity to be immersed in one of their chosen teaching areas and investigate pedagogical principles that underpin and facilitate effective teaching and learning within it. They will have the opportunity to develop a working knowledge of the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) syllabus documentation in their teaching area. Pre-service teachers will be tutored by well-qualified secondary school teachers in each teaching area, through an engagement in the curriculum and pedagogy specific to the discipline.
Prescribed text(s)	Brady, L., & Kennedy, K. (2014). <i>Curriculum construction</i> (5th ed.). Frenchs Forest, NSW: Pearson Australia. Selected readings will be available via the Moodle™ site for this unit.

<p>Recommended readings</p>	<p>Brady, L., & Kennedy, K. (2012). <i>Assessment and reporting: Celebrating student achievement</i>. Frenchs Forest, NSW: Pearson Australia.</p> <p>Brookhart, S.M. (2013). <i>How to create and use rubrics for formative assessment & grading</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p> <p>Gargiulo, R.M., & Metcalf, D. (2013). <i>Teaching in today's inclusive classroom: A universal design for learning approach</i>. Belmont, CA: Wadsworth Cengage.</p> <p>Goodlet, K., & Collier, J. (Eds.). (2014). <i>Teaching well: Insights for educators in Christian schools</i>. Canberra, ACT: Barton Books.</p> <p>Hattie, J. (2012). <i>Visible learning for teachers: Maximising impact for learning</i>. Abingdon, UK: Routledge.</p> <p>Joyce, B., & Weil, M. (2015). <i>Models of teaching</i> (9th ed.). Boston, MA: Pearson.</p> <p>Mayes, A.S. & Moon, B. (2013). <i>Teaching and learning in the secondary school</i>. London, UK: Routledge.</p> <p>Rumble, P. (2014). <i>In search of the middle school teacher: What differentiates the middle school teacher from primary and secondary school teachers?</i> Saarbrücken, Germany: LAP LAMBERT Academic Publishing.</p> <p>Websites</p> <p>Australia Curriculum and Reporting Authority (ACARA) http://www.acara.edu.au/default.asp</p> <p>Australian Curriculum http://www.australiancurriculum.edu.au/</p> <p>Australian Government Department of Education – <i>Review of the Australian Curriculum: Final Report</i> https://www.education.gov.au/news/review-australian-curriculum-final-report-and-initial-australian-government-released</p> <p>Department of Education, Training and the Arts http://www.education.qld.gov.au</p> <p>Paideia – <i>Active Learning</i> https://www.paideia.org/</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au/</p> <p>Professional Associations</p> <p><i>Professional associations for the most common teaching areas undertaken in this unit:</i></p> <p>Australian Association for the Teaching of English (AATE) http://www.aate.org.au</p> <p>English Teachers Association of Queensland (ETAQ) http://www.etaq.org.au</p> <p>Australian Association of Mathematics Teachers (AAMT) http://www.aamt.edu.au</p> <p>Queensland Association of Mathematics Teachers http://www.qamt.org</p> <p>Australian Science Teachers Association (ASTA) http://asta.edu.au/</p> <p>Science Teachers Association of Queensland (STAQ) http://www.staq.qld.edu.au/</p> <p>History Teachers' Association of Australia http://www.historyteacher.org.au/</p> <p>Queensland History Teachers' Association http://www.qhta.com.au/</p> <p>Journals</p> <p><i>Australian Journal of Language and Literacy</i></p> <p><i>Curriculum Perspectives</i></p> <p><i>International Education Journal: Comparative Perspectives</i></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>
Specialist resource requirements	<p>Based on teaching area specialisation</p> <p>Digital video recording device</p>
Content	<ol style="list-style-type: none"> 1. Secondary curriculum – designs and the interplay between beliefs, philosophy and educational practices in culturally diverse classrooms 2. Learning and teaching in the 21st Century: Curriculum priorities and their social contexts, including literacy, numeracy and digital literacies in secondary contexts and engaging students from Aboriginal and Torres Strait Islander backgrounds 3. Planning for cross-curricular priorities in the secondary curriculum in their chosen specialty area 4. Inside out: Adolescent learners and learning 5. Secondary schooling curriculum planning for promoting reconciliation with Aboriginal and Torres Strait Islander peoples 6. Assessment, evaluation and reporting in secondary contexts
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. evaluated learning resources and materials that implement curriculum, assessment and pedagogical approaches including literacy and numeracy relevant to teaching areas; 2. examined curriculum, assessment and pedagogical approaches relevant to teaching areas; 3. analysed relevant curriculum, assessment and pedagogical innovations to the planning and implementation of teaching and learning for teaching areas; 4. critically reflected on the impact of contemporary curriculum, assessment and pedagogical innovations on practice in teaching areas; 5. synthesised curriculum, assessment and pedagogical issues from Christian worldview perspectives; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Investigation</p> <p>Pre-service teachers analyse and critically reflect on how one of the ACARA cross-curricular priorities or general capabilities impacts their chosen teaching area specialisation, including assessment, in a secondary context.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 3-6</p> <p>Assessed: Week 6</p> <p>Task 2: Planning</p> <p>Pre-service teachers are to produce a unit plan that satisfies accredited work program requirements for their teaching area specialisation. Included in the unit plan will be a sequence of lessons that contribute to the unit, a piece of assessment and a suitable guide to making judgements. Pre-service teachers will need to include reflections on how the unit satisfies literacy, numeracy and ICT priorities, and indicate where these will occur.</p> <p>Word Length/Duration: 2,500 words (equivalent)</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 16</p>

Australian Professional Standards for Teachers (APST)	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> :			
	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students			
	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians			
	2.6 Information and Communication Technology (ICT)			
	3.4 Select and use resources			
	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>
	1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1-5	1, 2
	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1-5	1, 2
	2.2	Organise content into an effective learning and teaching sequence.	1-5	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1	2	
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3-5	2	
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1-5	2	
3.3	Include a range of teaching strategies.	2-5	2	
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	3-5	1, 2	
Unit summary	The unit allows pre-service teachers to extend their understanding of the foundations of curriculum conceptualisation and theories of teaching in secondary contexts. Pre-service teachers will critically evaluate curriculum development and implementation as well as build a repertoire of pedagogical and assessment practice.			