



CHRISTIAN HERITAGE COLLEGE

**ES123**

**INTRODUCTION TO TEACHING AND LEARNING (P-6)**

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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| <b>Unit code</b>                                  | ES123  |
| <b>Unit name</b>                                  | Introduction to Teaching and Learning (P-6)  |
| <b>Associated higher education awards</b>         | Bachelor of Education (Primary)  |
| <b>Duration</b>                                   | One semester   |
| <b>Level</b>                                      | Introductory   |
| <b>Core/elective</b>                              | Core   |
| <b>Weighting</b>                                  | Unit credit points: 10<br>Course credit points: Bachelor of Education (Primary) 320  |
| <b>Delivery mode</b>                              | Face-to-face on site   |
| <b>Student workload</b>                           | <p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours<br/>Reading, study and assignment preparation 111 hours<br/><b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>   |
| <b>Prerequisites/ co-requisites/ restrictions</b> | Nil  |
| <b>Rationale</b>                                  | <p><u>Enduring Understanding:</u> It is the quality of pedagogy which most directly and purposefully improves the quality of learning.</p> <p>This foundation unit introduces pre-service teachers to the theories, contemporary issues, priorities and directions in teaching and learning in the Australian P-6 context. Pre-service teachers will investigate theories, strategies, and methods that facilitate effective practice in the classroom. They will also investigate the scope of current primary curriculum documentation and expectations for Prep-Year 6 key learning areas. From this understanding, pre-service teachers will develop, plan, and implement learning strategies and experiences for the specific primary contexts.</p> |
| <b>Prescribed text(s)</b>                         | <p>Clarke, M., Pittaway, S., &amp; Marsh, C. (2014). <i>Becoming a teacher: Knowledge, skills and issues</i> (6th ed.). Frenchs Forest, NSW: Pearson Education.</p> <p>Frangenheim, E. (2014). <i>Reflections on classroom thinking strategies</i> (10th ed.). Loganholme, QLD: Rodin Educational Consultancy.</p> <p>Pre-service teachers will need to access all relevant state and national curriculum</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>   |
| <b>Recommended readings</b>                       | <p><b>Books</b></p> <p>Brady, L., &amp; K. Kennedy. (2014) <i>Curriculum construction</i> (5th ed.). Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Bruce, R. J., Weil, M., &amp; Calhoun, E. (2015). <i>Models of teaching</i> (9th ed.). Boston, MS: Pearson.</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). *Teaching: Making a difference* (3rd ed.). Milton, QLD: John Wiley & Sons.

Duchesne, S., & McMaugh, A. (2015). *Educational psychology for learning and teaching*. Melbourne, VIC: Cengage Learning.

Goodlet, K., & Collier, J. (Eds.) (2014). *Teaching well: Insights for educators in Christian schools*. Canberra, ACT, Barton Books.

Hattie, J., & Yates, G. (2014). *Visible learning and the science of how we learn*. New York, NY. Routledge.

Hudson, P. (2013). *Learning to teach in the primary school*. Melbourne, VIC: Cambridge University Press.

Teacher Education Ministerial Advisory Group (TEMAG). (2015). *Action now: classroom ready teachers*. <https://www.studentsfirst.gov.au/>

#### **Journals**

*Teaching and Learning*

*What Works in Teaching and Learning*

*New Directions for Teaching and Learning*

*Literacy and Computers: The Complications of Teaching and Learning with Technology*

*Journal of Education*

*Curriculum Perspectives*

#### **Websites**

Australian Curriculum, Assessment and Reporting Authority (ACARA)

<http://www.acara.edu.au/>

Australian Institute for Teaching and School Leadership (AITSL)

<http://www.aitsl.edu.au/>

Queensland Curriculum and Assessment Authority (QCAA)

<https://www.qcaa.qld.edu.au/>

Education Queensland

<http://education.qld.gov.au/teach/>

Learning Place

<http://education.qld.gov.au/learningplace/>

Queensland College of Teachers (QCT)

<http://www.qct.edu.au/>

Students First

<https://www.studentsfirst.gov.au/>

The Adelaide Declaration (1999). National Goals for Schooling in the 21<sup>st</sup> Century

<http://www.scscec.edu.au/archive/Publications/Publications-archive/The-Adelaide-Declaration.aspx>

The Melbourne Declaration (2008). Educational Goals for Young Australians

[http://www.curriculum.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

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 2011) or The Holy Bible: New King James Version (NKJV).

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.

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| <b>Specialist resource requirements</b>                      | Nil   |
| <b>Content</b>   | <ol style="list-style-type: none"> <li>1. Teaching and learning for primary learners in the 21st century</li> <li>2. Theoretical domains of learning as they apply to primary school contexts</li> <li>3. Individual differences: Differentiation for inclusive practice</li> <li>4. Models of quality teaching and dimensions of classroom practice: Productive pedagogies</li> <li>5. The Prep-Year 2 and Year 3-6 contexts of teaching in Queensland</li> <li>6. Curriculum planning and the Australian Curriculum</li> <li>7. Classroom organisation and management</li> </ol>  |
| <b>Learning outcomes</b>                                     | <p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. engaged a range of teaching and learning theories and practices;</li> <li>2. identified relevant syllabus documentation for the specific educational contexts;</li> <li>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;</li> <li>4. reflected upon a teaching segment based on theoretical understandings of teaching for learning in Prep-Year 2 and Year 3-6 contexts;</li> <li>5. engaged Christian worldview in the context of teaching and learning theories and practices; and</li> <li>6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol> |
| <b>Assessment tasks</b>                                      | <p><b>Task 1: Reflective Essay</b></p> <p>Philosophy, beliefs and values of the primary 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><b>Task 2: Learning Episode</b></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>   |
| <b>Australian Professional Standards for Teachers (APST)</b> | <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"> <li>1.1 Physical, social and intellectual development and characteristics of students</li> <li>3.1 Establish challenging learning goals</li> <li>3.3 Use teaching strategies</li> <li>3.4 Select and use resources</li> <li>6.1 Identify and plan professional learning needs</li> </ol>   |

|                     |   |   |                          |                         |
|---------------------|---|---|--------------------------|-------------------------|
|                     | 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 broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | 3, 4                     | 2                       |
| 4.2                 | Demonstrate the capacity to organise classroom activities and provide clear directions.   | 2, 3  | 2                        |                         |
| <b>Unit summary</b> | This foundational unit engages pre-service teachers with theories and with knowledge of contemporary issues, priorities and directions in teaching and learning in the Australian P-6 context. Pre-service teachers will observe, implement and reflect upon the teaching and learning theories with which they engage. |   |                          |                         |

SAMPLE