PE332

TEACHING FOR LEARNING: CURRICULUM AND PLANNING (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.

Unit code	PE332
Unit name	Teaching for Learning: Curriculum and Planning (P-6)
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 30 hours Reading, study and assignment preparation, contribution to professional learning experiences 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	*Prerequisite:* PE212 Learning about Teaching: Planning for Learning (P-6)
Rationale	<u>Enduring Understanding:</u> Quality learning is supported through purposefully planned curriculum. This unit provides opportunities for the consolidation and integration of knowledge, skills and abilities that have been developed in previous professional experience placements. Pre-service teachers will be given opportunities to investigate various dimensions, orientations, and elements of curriculum and curriculum work in primary contexts, and will be assisted to understand how these are used in the development of curriculum. Essential skills required for constructing units of work for primary contexts (including strategies, resources and assessment tools) will be further developed in the context of a professional experience placement. Pre-service teachers will also be given opportunities to continue building upon their knowledge and skills for developing Christian worldview perspectives and engaging with Aboriginal and Torres Strait Islander worldview perspectives in their planning for teaching and learning. Within this unit pre-service teachers complete 20 days of structured, supervised and assessed professional experience in primary contexts. Throughout the professional experience block central to this unit, pre-service teachers will be provided with opportunities to reflect upon their developing teaching skills.
Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	**Books** Arthur, L., Beecher, B., Death, E., Farmer, S., & Dockett, S. (2014). *Programming & planning in early childhood settings* (6th ed.). South Melbourne, VIC: Cengage Learning Australia. Brady, L., & Kennedy, K. (2013). *Curriculum construction* (5th ed.). Frenchs Forest, NSW: Prentice Hall.

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	Carjuzza, J., & Kellough, R.D. (2013). *Teaching in the middle and secondary schools* (10th ed). Boston, MA: Pearson.

Cavanagh, M., & Prescott, A. (2015). *Your professional experience handbook: A guide for preservice teachers.* Frenchs Forest, NSW: Pearson.

Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M.C., Nicholson, P., & Vick, M. (2016). *Teaching: Making a difference* (3rd ed.). Brisbane, QLD: John Wiley & Sons.

Frangenheim, E. (2012). *Reflections on classroom thinking strategies: Practical strategies to encourage thinking in your classroom* (10th ed.). Loganholme, QLD: Rodin Educational Publishing.

Journals

Australian Journal of Education

Curriculum and Teaching Dialogue

Curriculum Leadership

Journal of Curriculum Theorizing

Websites

Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.acara.edu.au/

Australian Curriculum http://www.australiancurriculum.edu.au

Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au

Scootle https://www.scootle.edu.au

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. |
| **Specialist resource requirements** | Nil |
| **Content** | 1. Foundations of curriculum work in primary (P-6) contexts
2. Models, processes and strategies for planning units of work in primary contexts: Inquiry learning; and challenge based learning
3. National and state curriculum agendas for primary (P-6) contexts: cross-curriculum priorities, general capabilities, and Queensland general priority areas
4. Curriculum philosophies, and orientations and their impact on curriculum in the primary school
5. Current agendas in curriculum for primary schools; STEM, literacy and numeracy
6. Developing Christian worldview perspectives and Aboriginal and Torres Strait Islander worldview perspectives for units of work
7. Professional Experience block in primary school contexts |

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Learning outcomes	On completion of this unit, pre-service teachers will have provided evidence that they have:
	1. analysed a range of curriculum models, orientations and elements relevant to primary school contexts;
	2. analysed and applied knowledge of learners' abilities, needs and interests to plan learning experiences, teaching strategies (including literacy and numeracy), differentiated resources (including ICTs), and assessment tasks;
	3. integrated a Christian worldview perspective into teaching and learning;
	4. developed appropriate strategies for informing parents/carers of student learning;
	5. demonstrated judgement, adaptability, responsibility and an understanding of effective teaching skills and competencies towards meeting the graduate teacher standards; and
	6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.

Assessment tasks	**Task 1: Reading Log and Reflective Essay**	
	Word Length/Duration:	1,000 words
	Weighting:	20%
	Learning Outcomes:	1-6
	Assessed:	Week 8
	Task 2: Unit Plan	
	Word Length/Duration:	1,500 words
	Weighting:	30%
	Learning Outcomes:	2-6
	Assessed:	Week 14
	Task 3: Professional Experience Folio	
	Professional Experience Folio: Focus on broad curriculum issues through unit planning	
	Word Length/Duration:	2,000 words
	Weighting:	50%
	Learning Outcomes:	2-6
	Assessed:	Week 16

Australian Professional Standards for Teachers (APST)	Successful completion of this unit will provide significant evidence about the following *Australian Professional Standards for Teachers*:		
	Graduate Teaching Standards	*Learning Outcomes*	*Assessment Tasks*
	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	2	2, 3
	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.	5	2, 3
	1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2	2, 3

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	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2	2, 3
	2.2	Organise content into an effective learning and teaching sequence.	2	2, 3
	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2	2, 3
	2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2	2, 3
	2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2	2
	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2	2, 3
	3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2	2, 3
	3.3	Include a range of teaching strategies.	2	2, 3
	3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	2	2
	3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	5	2
	3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	5	2
	3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	4	2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2	2
	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	2	2
	4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	2	2

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	4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	2	2, 3
	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2	1-3
	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	5, 6	3
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	3, 5	3
	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	4	2
Unit summary	This unit guides the pre-service teacher to a deeper understanding of the foundations and orientations of curriculum. Pre-service teachers will design, develop, and reflect on a unit of work relevant to teaching in primary contexts. Through the professional experience program pre-service students will continue to develop a range of knowledge, skills and attitudes for quality teaching.			

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