

## UNIT OUTLINE FOR EDP141.9 Pedagogy A Professional Concepts and Curriculum

<b>Name of Unit (code)</b>
Pedagogy A Professional Concepts and Curriculum (EDP141.9)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Master of Teaching	One semester	1 <sup>st</sup> year	Head of Program

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	96 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	7	10

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes    No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Co-requisite: EDU142.9 Initial Teaching Experience A

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit introduces the Master of Teaching (Primary) pre-service teacher to the role of teaching and provides opportunity to evaluate professional experience in classroom settings. Teaching and learning theories and concepts inform learning area studies, and professional attitudes and competencies developed in this unit are foundational to subsequent Pedagogy and Professional Experience units. Master of Teaching (Primary) preservice teachers will synthesise and apply teaching theory to authentic school contexts and consider Christian perspectives on the role of the teacher. On-campus workshops, relate the role and responsibilities of a teacher to the requirements of the AITSL Graduate Teaching Standards. In addition, Master of Teaching (Primary) preservice teachers will critique curriculum development and apply skills to create sequenced lessons.

**Learning outcomes for the unit**

1. Define, and implement where possible, core teaching skills in line with Australian Professional Standards for Teachers, e.g. teaching strategies, professional communication; assessment, evaluation and reporting strategies, and differentiated methodology.
2. Professionally reflect on learning and curriculum theories, taking account of Christian perspectives, and in-school observations, to critique the impact on student learning of quality planning, teaching and assessment practices.
3. Demonstrate a consistent competence in application of curriculum (e.g. lesson plans and the scope and sequence).
4. Display a consistently professional understanding and manner with students, colleagues and the broader school community in relation to a teacher's moral and legal responsibilities (e.g. child protection, mandatory reporting).
5. Research suitable classroom management skills to develop plans that will optimise task engagement and student positive behaviour in a congenial, supportive and safe environment, including digital learning environments.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Discussion Paper</b> Discuss the positive impact of teacher integrity, taking account of Christian perspectives, on meaningful education, and considerations for digital environments 1500 words	1, 2, 4, 5	S1 Week 7	25%
<b>Sequenced lesson plans and evaluation</b> Prepare and critique a sequence of 3 lesson plans. 2000 words	1, 2, 3	S1 Week 10	35%
<b>ePortfolio – Graduate Teaching Standards: reflective critique of theory and observations</b> 2500 words	1, 2, 4, 5	S1 Week 14	45%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice, Australia-New Zealand Edition* (7th ed.). Thomson.

### Recommended reading:

Blannin, J. (2022). *Beginning teaching with digital technologies*. SAGE.

Brady, L., & Kennedy, K. (2018). *Curriculum Construction* (6th ed.). Pearson Australia.

Cohen, L., Manion, L., & Morrison, K. (2004). *A Guide to Teaching Practice* (5th ed.). Routledge.

Ewing, R. (2013). *Curriculum and assessment: storylines* (2nd ed.). Oxford University Press.

Ewing, R. (2014). *Teaching Challenges and Dilemmas*. (5th ed.). Cengage Learning.

Fraser, D., & McGee, C. (2011). *The professional practice of teaching* (4th ed.). Cengage Learning.

Henderson, M., & Romeo, G. (2016). *Teaching and Digital Technologies: Big Issues and Critical Questions*. Cambridge University Press.

Howell, J. & McMaster, N. (2022). *Teaching with technologies: Pedagogies for collaboration, communication and creativity* (2nd ed.). Oxford University Press.

Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice, Australia-New Zealand Edition* (7th ed.). Thomson.

Lyons, G. (2013). *Classroom Management Positive Learning Environment*. (4th ed.). Cengage Learning.

McDonald, T. (2019). *Classroom management: engaging students in learning*. Oxford University Press.

McKenna, T. (2013). *Engaging the disengaged*. Cambridge University Press.

Marsh, C, Clarke, M., & Pittaway, S. (2016). *Marsh's becoming a teacher* (7th ed.). Cengage Learning.

Palmer, P.J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th Anniversary ed.). John Wiley & Sons Inc.

Pendergast, D. & Maine, K. (2020) *Teaching primary years: rethinking curriculum, pedagogy and assessment*.

Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. B. (2009). *The Parallel Curriculum: A design to develop learner potential and challenge advanced learners*. (2nd ed.). Corwin.

Walsh, J. A., & Sattes, B. D. (2015). *Questioning for classroom discussion: purposeful speaking, engaged listening, deep thinking*. ASCD.

### Journal:

Christian Perspectives in Education