

UNIT INFORMATION

CE511

PEP 1 Philosophy of Teaching for Learning (P-6)

Master of Teaching (Primary)

One Semester

Level 8

Core

Unit credit points 10 (0.125 EFTSL)

Course credit points:

160 - Master of Teaching (Primary)

Internal/On Campus

Weekly lecture

Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

Power Point presentation and resources

Weekly readings

Study guides

Collaborative forums: Student forums and News forums.

Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

Nil



Task 2b	3, 4, 6	1, 4, 5, 6	6.1, 7.1	1, 3, 4, 6, 7
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There must be written evidence of reflections and mentor feedback throughout the planning documentation. Where mentor's comments are handwritten, you will need to scan these for inclusion in the folio. If your mentor gives verbal feedback, you should take notes and confirm their accuracy with your mentor to include in your folio.

Make sure that you include the required number of activities in your folio or include a document explaining any shortfall due to contextual circumstances beyond your control.

All documents in the OneDrive folder should have clear file names and be organised into folders for ease of navigation by the person marking the folio, for example:

- Lecturer and Supervisor Reports
- Goal-Setting and Self-Audit Tools
- Observation Week
- Week 1 Activities
- Week 2 Activities
- Week 3 Activities

Please note the outcomes regarding the submission of the Professional Experience Folio.

- Where there are minor omissions in the PEP documentation (e.g., missing signatures) students receive an RP at Examiner's Meeting, after which, it is their responsibility to obtain feedback on how they need to meet the requirements in order to obtain a result for the unit.

When researching what a teaching ministry is and what it means to “teach Christianly”, consider:

- The readings provided in Moodle.
- Authoritative statements and documents concerning education in Australia (e.g. The Alice Springs (Mparntwe) Education Declaration, ACARA, QCAA)
- Further research. Use academic sources (e.g. published books, peer reviewed articles) rather than web pages, blogs etc.
- The examples of Jesus’ ministry and teachings as a teacher/rabbi/prophet.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

RUBRIC

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2,3	Selection of Curricular Intentions, Enduring Understanding, Learning Goals and Essential Questions	All elements are insightful, accurate and clearly articulated. Strong cohesion and alignment of intentions, understandings, goals, and questions.	Elements are accurate and clearly articulated. Demonstrated cohesion and alignment of intentions, understandings, goals, and questions.	Elements are mostly accurate. Demonstrated typical alignment of intentions, understandings, goals, and questions.	Intentions, understandings, goals, and questions are mostly appropriate, however inconsistencies of cohesion or alignment between them.	Intentions, understandings, goals, and questions are mostly inappropriate, with inconsistencies of cohesion or alignment between them.
2, 3	Learning phases and learning sequence fulfilling curricular intentions, enduring understandings, and learning goals	<p>Creative, engaging and highly effective:</p> <ul style="list-style-type: none"> Teaching strategies Learning experiences <p>Complete fulfillment of intentions, enduring understandings and learning goals</p>	<p>Logical, engaging, and effective:</p> <ul style="list-style-type: none"> Teaching strategies Learning experiences <p>Complete fulfillment of intentions, enduring understandings and learning goals</p>	<p>Mostly engaging or effective:</p> <ul style="list-style-type: none"> Teaching strategies Learning experiences <p>Learning experiences mostly address stated intentions, enduring understandings and learning goals</p>	<p>A range of effective:</p> <ul style="list-style-type: none"> Teaching strategies Learning experiences <p>Learning experiences address some stated intentions, enduring understandings and learning goals</p>	<p>Ineffective or incomplete:</p> <ul style="list-style-type: none"> Teaching strategies

RUBRIC

(Note: all components must receive a passing grade to pass this unit, however, the graded contribution is calculated using Task #1 and Task #2B only)

LO	PEP FOLIO COMPONENT	PASS	FAIL
	Component I – Task-Specific Criteria for Weekly Reflections.		
4	Description of teaching and learning practice of self, mentor/s and other teachers as experienced throughout the PEP block	Appropriate descriptions of teaching or learning practices of self, mentor/s and other teachers	Limited or irrelevant descriptions of teaching or learning practices of self, mentor/s and other teachers
4, 5	Demonstration of critical review of personal commitment to and suitability for teaching and learning	Appropriate considerations that provide evidence of a personal commitment to teaching and learning	Limited evidence of a personal consideration of, suitability for, or commitment to teaching and learning
3, 4, 5	Depth of critical reflection and evaluation of personal and professional teaching practice in relation to 'teaching Christianly'	Appropriate reflections about the core elements of teaching, learning, classrooms, and school contexts are evident with personal perspectives about 'teaching Christianly'	Limited, or cursory reflections about teaching, learning, classrooms, or school contexts and what it means to 'teach Christianly'
6			

LO	PEP FOLIO COMPONENT		PASS	FAIL
4	Formal Observations	5	Appropriate number submitted (valid explanation for any shortfall) <u>AND</u> Complete with reasonable detail correctly included	Substantial shortfall without valid explanation <u>OR</u> Incomplete and/or one or more elements inadequate
4	Professional Discussions	3	Appropriate number submitted (valid explanation for any shortfall) <u>AND</u> Complete with reasonable detail correctly included	Substantial shortfall without valid explanation <u>OR</u> Incomplete and/or one or more elements inadequate
1-6	Mini-Lesson Plans & Reflections	2	Appropriate number submitted (valid explanation for any shortfall) <u>AND</u> Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation <u>OR</u> Incomplete and/or one or more elements inadequate
1-6	Lesson Plans & Reflections	8	Appropriate number submitted (valid explanation for any shortfall) <u>AND</u> Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation <u>OR</u> Incomplete and/or one or more elements inadequate

RUBRIC

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS
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