

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	ED656		
Unit name	Teacher Career Cycle and Professional Growth		
Associated higher education awards	Graduate Certificate in Christian Education Master of Education		
Duration	One semester		
Level	Postgraduate		
Unit Coordinator	Dr Robert Herschell		
Core/Elective	Elective		
Weighting	Unit credit points: 10		
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80		
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150 Students requiring additional English language support are expected to undertake an additional 1		
	hour(s) per week.		
Delivery mode	External		
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education		
Rationale	Current state national and international attempts to provide teachers with meaningful career progression paths and professional development will be examined and critiqued. Legal, ethical, professional and social aspects will be considered. This unit seeks to inform students of current practices and to enable them to critique these from an informed perspective.		
Learning outcomes	On completion of this unit, students will have provided evidence that they have: 1. demonstrated understanding of the legal, social and ethical responsibilities associated with being a member of the teaching profession; 2. articulated a personal philosophy of teaching:		
	2. articulated a personal philosophy of teaching;3. critiqued their role as professional partners and participants in local, national and global		
	communities;		
	4. demonstrated an understanding of the theoretical bases of professional development, mentoring and supervision;		
	5. demonstrated knowledge of how to apply professional development, mentoring and supervision in work settings; and		
	6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.		

Content	Career cycles in early learning, primary and secondary contexts.			
	Legal, ethical, professional and social responsibilities.			
	Personal philosophy and effective teaching.			
	Goal setting and evaluation.			
	Teacher performance and development.			
	Mentoring and supervising.			
Assessment tasks	Task 1: Review of relevant literature			
	Word length/Duration:	3000 words		
	Weighting:	50%		
	Learning outcomes:	1, 3, 4, 6		
	Assessed:	Y - 2017, S - 2, W - 8		
	Task 2: Investigative re	eport		
	Word length/Duration:	3000 words		
	Weighting:	50%		
	Learning outcomes:	1-6		
	Assessed:	Y - 2016, S - 2, W - 15		
Specialist resource requirements	Nil			

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Recommended readings (continued)

Morrison, C. M. (2013). *Teacher Identity in the Early Career Phase: Trajectories that Explain and Influence* Australian Journal of Teacher Education, 38(4).

Ross, J. (2011). *Online professional development: Design, deliver, succeed!.* Thousand Oaks, CA: Corwin/Learning Forward.

ED656 Sample Unit Outline CRICOS Provider Name: Christian Heritage College CRICOS Provider Number: 01016F

Page 3 of 3 1 October 2014 (v1) This is not a version-controlled document when printed