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Information in this publication was correct at time of printing: February 2020
Version 3

All CHC [policies](#), [documents](#) and [forms](#) referred to in this Handbook are available on relevant pages of the [CHC website](#).

This Courses Handbook is to be read in conjunction with the CHC Student Handbook 2020.



5.1	Australian Professional Standards for Teachers	29
5.2	Evidence Folio requirements	29
6.1	Bachelor of Education (Primary) (ED21)	30
6.2	Bachelor of Education (Secondary) (ED23) and Bachelor of Arts/Bachelor of Education (Secondary) (CC23)	37
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7.1	Master of Teaching (Primary) (ED54)	42
7.2	Master of Teaching (Secondary) (ED55)	44
29		





We very much look forward to meeting you personally and getting to know you. Most importantly, we want you to become one of those great teachers your students will remember forever!

Unity and Maturity in the Body of Christ (Ephesians 4:1-16)

¹As a prisoner for the Lord, then, I urge you to live a life worthy of the calling you have received. ²Be completely humble and gentle; be patient, bearing with one another in love.

³Make every effort to keew56(to)3.006(A7-54.9902(keer)3.0u.00311(n)3.00311(ot-1.00177(n)t)-65.0120(o)5)-14

For up-to-date information, please check the **Important Dates** on the [Documents](#) page of the CHC website on a regular basis as dates are subject to change.

Close of applications for commencing international students (non-student visa holders)	15 December 2019
Unit Selection Forms – on-time submission (continuing domestic and international students)	20 January
Close of applications for commencing international students (current student visa holders)	1 February
Unit Selection Forms – on-time submission (commencing international students) ¹	10 February
Close of applications for commencing domestic students	18 February
Orientation program for all commencing students	20 February
Semester 1, 2020 commences	24 February
Last day for adding units	6 March
Last day for dropping units without financial penalty	18 March
Mid-semester break (School of Ministries)	6-17 April
Mid-semester break (not School of Ministries)	13-17 April
Last day for dropping units without academic penalty	24 April
Ministry Development Week (School of Ministries)	4-8 May
On-time date for application to graduate - mid-year conferral period	1 June
Semester 1, 2020 exam period	8-19 June
End of Semester 1, 2020	19 June
Semester 1, 2020 results released	6 July
Semester 1, 2020 deferred and supplementary exam period	13-17 July

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Unit Selection Forms – on-time submission (continuing students)	11 May
Winter Semester, 2020 commences	1 June

Close of applications	20 January
Unit Selection Forms – on-time submission (commencing and continuing students)	27 January
Study Period 1 commences / Last day for adding units	3 February
Last day for dropping units without financial penalty	10 February
Last day for dropping units without academic penalty	28 February
End of Study Period 1	13 March
Close of applications	9 March
Unit Selection Forms – on-time submission (commencing and continuing students)	16 March
Study Period 2 commences / Last day for adding units	23 March
Last day for dropping units without financial penalty	30 March
Last day for dropping units without academic penalty	17 April
End of Study Period 2	1 May
Close of applications	27 April
Unit Selection Forms – on-time submission (commencing and continuing students)	4 May
Study Period 3 commences / Last day for adding units	11 May
Last day for dropping units without financial penalty	18 May
Last day for dropping units without academic penalty	5 June
End of Study Period 3	19 June


The calendars below provide dates for the Professional Experience Program for 2020 for the initial teacher education courses. The dates consider Queensland Gazetted school

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		-	-	-	-		
16 November	1						
23 November	2	J					
30 November	3						
7 December	4	i					
14 December	5						
21 December ¹	-	n	<i>Summer Break</i>	<i>Summer Break</i>	<i>Summer Break</i>	<i>Summer Break</i>	<i>Summer Break</i>
28 December ¹	-	p	<i>Summer Break</i>	<i>Summer Break</i>	<i>Summer Break</i>	<i>Summer Break</i>	<i>Summer Break</i>



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The School of Education and Business is committed to quality teaching and learning in all of its courses. We believe that teaching and learning is a relational process that involves the intersection of three important factors: the lecturer, the students and the subject matter at hand. Effective learning happens at the point where these three relate to one another in deep engagement. This means that you, the student, play a vital role in the **learning process and we encourage you to give your whole 'heart, mind, soul and strength' to the process** (Romans 12:1-2; Luke 10:27).

The academic staff values critical thinking and a comprehensive and well-founded academic knowledge base on which you can develop sound philosophical, theoretical and practical foundations for teaching. This means that the School is committed to creating a positive environment where you can work and learn and to encouraging all students to reach their potential. It also means that we are committed to upholding the highest standards of academic integrity.

To ensure that this happens, the following definition of academic integrity has been adopted: 'a commitment, even in the face of adversity, to five fundamental values: honesty, integrity, respect, responsibility and excellence.'



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The Professional Experience Program (PEP) is designed to engage initial teacher education students in a range of school-based and wider field experiences. These experiences facilitate engagement in real-world contexts

The following requirements relate to all PEP units:

Blue card and Working with Children Check requirements

The PEP Office must hold all required information about a student's blue card and any other necessary Working with Children Check before enrolment in a PEP Unit can be accepted. Please see Section 1.5 for details regarding blue card and Working with Children Check requirements. Preservice teachers must wear a CHC lanyard (purchased through the PEP Office) and produce their blue card or other necessary Working with Children Check when requested while undertaking school-based placements.

Character and conduct

While CHC partners with schools across state, catholic and independent education sectors, it is the case that especially close partnerships have been developed over many years with independent Christian schools. The highly valued relationships which have been developed because of these partnerships between CHC and numerous schools are integral to the ongoing success of PEP. It is expected that the preservice teachers from CHC will model high standards of personal and professional conduct in all circumstances. In particular, when making decisions regarding the placement of preservice teachers in Christian schools where a commitment to personal Christian faith is an inherent, or genuine occupational requirement of employment by the school, CHC requires preservice teachers to demonstrate personal and professional Christian conduct and character that is of a high standard. Preservice teachers need to consider carefully whether their actions, lifestyle, behaviour or conduct may potentially impact upon their suitability for placement within these specific contexts.


It is also expected that preservice teachers will gain knowledge of and enact relevant organisational requirements that ensure a safe and conducive learning environment, including:

- the CHC Student Code of Conduct;
- the QCT2.00576()JTJ.71 /R7177(n)4.99ersonalen W9(n)263246688(g)99771(a)c(o)-5.B(h)229(9(n)2632requ)6.01119(

Where a preservice teacher is unable to continue a PEP placement (e.g. medical, or personal circumstances) they must contact the PEP Coordinator by email from their CHC email address, or by phone within 24 hours of the decision to withdraw from PEP.

If a preservice teacher withdraws from a PEP unit, they must submit an *Application for Change to Unit Selection* form. Please note that semester census dates and associated rules apply to all PEP units.

It is important for preservice teachers to understand that the Principal of the school retains the right to withdraw an offer of placement and instruct the preservice teacher to immediately leave the school if the preservice teacher commits a serious breach of school policy, engages in unprofessional conduct, or is unable to engage in the general types of activities and expectations that are inherent, or genuine occupational requirements of the teaching profession. In such circumstances, CHC cannot guarantee that the preservice teacher will be placed in another school during that PEP block. The circumstances will be investigated and discussed with the school and preservice teacher by the PEP Coordinator before any further placement occurs. CHC holds the right to further investigate the matter in relation to the CHC Student Code of Conduct and to determine a final grade for the PEP.



The Australian Professional Standards for Teachers (APSTs) guide professional learning, practice and engagement. They facilitate the improvement of teacher quality and project a positive public standing of the teaching profession. The standards allow teachers to articulate what they are expected to know at four career stages: Graduate, Proficient, Highly Accomplished and Lead. At the successful completion of the course of study all graduates will be considered at the 'Graduate' standard and can then be eligible for registration as a teacher in the relevant state or territory. The standards also provide a framework which explicitly determines the knowledge, practice and professional engagement that is considered essential across a teacher's career (from "Australian Professional Standards for Teachers", OCT, 2011).

More information about the standards can be found at <http://www.aitsl.edu.au/australian-professional-standards-for-teachers> and

and

The Bachelor of Education (Primary) is a four-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in primary school contexts by:

- engaging students in teaching and learning within primary school contexts;
- introducing students to the learning and developmental needs of children between 5-12 years of age; and
- covering the content, curriculum and pedagogy of the relevant learning areas of the Australian Curriculum.

While the course has an emphasis on teaching in Years P-6 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

Students who commenced the course from 2018 onwards will complete a Primary specialisation, while students who commenced the course prior to 2018 will complete a focus area in a selected Primary learning area.

A maximum of ten years is allowed to complete course requirements.

Course structure

The Bachelor of Education (Primary) consists of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience.

Strands consist of units at both introductory and advanced levels of catieriod oTL T*[0402 T7(-)109.99.2.69351(o)-5.0

and

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are four-year courses (full-time equivalent) and are available on both a full-time and part-time basis. The courses are designed to prepare students for teaching in secondary school contexts by:

- engaging students in teaching and learning within secondary school contexts;
- introducing students to the learning and developmental needs of children between 12-18 years of age; and
- covering the curriculum and pedagogy for, either, two equally weighted teaching areas (Bachelor of Education [Secondary]), or a major teaching area in a Humanities field and a minor teaching area (Bachelor of Arts/Bachelor of Education [Secondary]).

While the course has an emphasis on teaching in Years 7-12 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

A maximum of ten years is allowed to complete course requirements for the Bachelor of Education (Secondary) and the Bachelor of Arts/Bachelor of Education (Secondary).

Course Structure

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) consist of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The break-down of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points, including 120 credit points towards two teaching areas

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

Difference between the courses

The difference between the courses relates to the completion of units towards two teaching areas. Students in the Bachelor of Education (Secondary) complete two teaching areas of 60 credit points each, while students in the Bachelor of Arts/Bachelor of Education (Secondary) complete one teaching area major of 80 credit points in a Humanities area, and one teaching area minor of 40 credit points, as follows:

	Bachelor of Education (Secondary)	Bachelor of Arts/Bachelor of Education (Secondary)
Majors/Minors	Two majors of six units each comprising: <ul style="list-style-type: none">• Minimum of 2 introductory* units• Minimum of 3 advanced* units, including 1 unit at 300-level	A major of 8 units comprising: <ul style="list-style-type: none">• Maximum of 3 introductory* units• Minimum of 5 advanced* units, including minimum of 1 unit at 300-level A minor of 4 units comprising: <ul style="list-style-type: none">• Maximum of 2 introductory* units• Minimum of 2 advanced* units

* Introductory units are those listed as 100-level units and advanced units are those listed as 200- or 300-level units.

Students will need to follow the relevant course structure in order to ensure they complete the required number of credit points in each teaching area.

For the Bachelor of Education (Secondary) CHC currently offers teaching area majors in Business Education, Biblical Studies, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching areas.

For the Bachelor of Arts/Bachelor of Education (Secondary) CHC currently offers teaching area majors in Biblical Studies, Drama, English and History, and teaching area minors in Accounting, Business Education, Biblical Studies, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching area majors and minors.

See Section 8.3 for the units that are available in each teaching area.

Year Level Overviews

Each year of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

First Year – Connect: Learning how to learn

The focus of Year 1 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) is to extend and build upon the learning undertaken through secondary school and work/life experiences. The first year provides you with the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at 4100.00 17ocrodus ory

CE501 Biblical Worldview and Education	CE511 PEP 1 Philosophy of Teaching for Learning	CU520 Primary Mathematics 1	CU521 Primary English 1
ES501 The Nature of the Learner	ES521 Australian Indigenous Contexts and Education	CU522 Primary Science	ES522 PEP 2 Curriculum, Assessment and Reporting
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum	CU623 Primary Humanities and Social Sciences	CU624 Primary The Arts and Technology
ES601 Teacher as Researcher (Primary Specialisation)	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	CU625 Primary Health and Physical Education	CU661 PEP 4 The Professional Teacher

CE501 Biblical Worldview and Education	ES501 The Nature of the Learner	CU521 Primary English 1	CU522 Primary Science
CE511 PEP 1 Philosophy of Teaching for Learning	ES521 Australian Indigenous Contexts and Education	CU520 Primary Mathematics 1	ES522 PEP 2 Curriculum, Assessment and Reporting
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum	CU624 Primary The Arts and Technology	CU625 Primary Health and Physical Education
ES601 Teacher as Researcher (Primary Specialisation)	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	CU623 Primary Humanities and Social Sciences	CU661 PEP 4 The Professional Teacher

The Master of Teaching (Secondary) is a two-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in secondary school contexts by:

- engaging students in teaching and learning within secondary school contexts;
- introducing students to the learning and developmental needs of children between 12-18 years of age; and
- covering the curriculum and pedagogy for two teaching areas.

While the course has an emphasis on teaching in Years 7-12 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

A maximum of eight years is allowed to complete course requirements.

Students who, for personal, professional or other reasons, are not able to complete the course may exit with the Graduate Diploma in Teaching Studies after completing 80 credit points of units in the Master of Teaching (Secondary). Please see Section 7.3 for further information regarding the Graduate Diploma in Teaching Studies.

Course Structure

The Master of Teaching (Secondary) is divided into three strands that reflect three main conceptual areas. These strands and the unit code prefixes represented by these strands are:

- CE: Christian Education – two units, including one designated unit assigned to Professional experience in an authentic context;
- ES: Education Studies – five units, including two designated units assigned to Professional experience in authentic contexts; and
- CU: Curriculum, Learning and Teaching – nine units, including one capstone Professional experience in an authentic context.

The following tables provide an overview of the standard course structure for the Master of Teaching (Secondary) for full-time and part-time enrolment.



CE501 Biblical Worldview and Education	ES502 The Nature of the Learner	CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1	CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1
CE512 PEP 1 Philosophy of Teaching for Learning	ES521 Australian Indigenous Contexts and Education	CU502 Literacy and Numeracy across the Curriculum	ES523 PEP 2 Curriculum, Assessment and Reporting
CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.2	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.2	CU602 Digital Literacies	CU650 Educating Young Adolescents in Junior Secondary (7-10)

The Graduate Certificate in Christian Education is designed to provide professional development to registered

Students who successfully complete the Graduate Certificate in Christian Education may apply to enter the Master of Education. Students who are enrolled in the Master of Education may exit with the Graduate Certificate in Christian Education, subject to the completion of course requirements.

The Master of Education is designed to provide a program of advanced professional development for qualified and experienced teachers and school leaders.


The Master of Education is available in the external mode and is offered on a part-time basis only.

Course structure and workload

The Master of Education requires 80 credit points for completion. Students may apply for transfer of credit from previous studies.

The maximum time for completion of the course is 10 years.

<i>Elective units</i>		
ED600	Theological Reflections on Education	10
ED611	Leadership and Change Management	10
ED614	Developing Leadership Capacity	10
ED615	Cultivating Sustainable Christian School Cultures	10
ED620	Enhancing the Spiritual Formation of Teachers	10
ED621	The Spiritual Development of Learners	10
ED622	Critical Engagements for Teaching Christianly	10
ED641	Cross-Curricular Literacies in Schools	10
ED644	Approaches to Assessment	10
ED645	Effective Pedagogical Practices within ICT	10



Unit offerings differ from semester to semester and are designed to ensure course progression for students undertaking a standard program. Sample unit outlines and information regarding the schedule of units on offer can be found on the CHC website. Students who require further information about unit offerings or advice about course progression should contact the Faculty Course Coordinator.

The following tables summarise the prerequisite requirements for units in the Education courses.

Initial Teacher Education units

Bachelor courses:





ED646 Curriculum in Action	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED649 Independent Study in Curriculum Issues	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED651 Improving Learning Praxis	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED652 Personal Pedagogy as a Living Curriculum	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED653 Mentoring Learner Teachers	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table below indicates the person(s) to whom you should direct your enquiries depending upon the issue.

While all staff may be consulted about general matters and questions, certain issues are the responsibility of the staff members listed below. If in doubt about whom you should approach regarding an issue, please ask at the Student Administration Office.

Counselling and Support Centre	counselling@chc.edu.au
Disability support	disabilitysupport@chc.edu.au
End-of-Semester examinations	Student Administration (sadmin@chc.edu.au)
Enrolment issues and student enquiries	Student Administration (sadmin@chc.edu.au)
FEE-HELP and HECS-HELP enquiries	Student Administration (sadmin@chc.edu.au)
IT support	itsupport@chc.edu.au
LAUNCH	Student Administration (sadmin@chc.edu.au)
Moodle™ support	moodle@chc.edu.au
International Student Liaison Officer	Stephanie Germain (sgermain@chc.edu.au)
Payment of monies	Pay Online or Student Administration
Resource materials	Library staff
Student Advocacy Officer	studentadvocacy@chc.edu.au
Student grievances	Student Administration (sadmin@chc.edu.au)
Student Life Coordinator	Stephanie Germain (sgermain@chc.edu.au)
Student Representative Council	studentcouncil@chc.edu.au
Student Services	Stephanie Germain (sgermain@chc.edu.au)
Study Support Tutor	studysupport@chc.edu.au
Timetable and Intensives Schedule	Student Administration (sadmin@chc.edu.au)
Tuition fees and student contribution amounts	CHC Business Office
Unit work	Unit lecturers/tutors
School staff	
Dean, School of Education, Humanities and Business Administration Officer – Education courses	Dr Craig Murison 200157@chc.edu.au (f) 4.99132(@c)-14.9902(h)4.99132(c)-3(.e)2.994