



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: <ol style="list-style-type: none"> 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; 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.

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.