



CHRISTIAN HERITAGE COLLEGE

**ES238**

## **EDUCATIONAL CONTEXTS AND PHILOSOPHIES (7-12)**

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.

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| <b>Unit code</b>                                  | ES238   |
| <b>Unit name</b>                                  | Educational Contexts and Philosophies (7-12)  |
| <b>Associated higher education awards</b>         | Bachelor of Education (Secondary)<br>Bachelor of Arts/Bachelor of Education (Secondary)   |
| <b>Duration</b>                                   | One semester  |
| <b>Level</b>                                      | Intermediate  |
| <b>Core/elective</b>                              | Core  |
| <b>Weighting</b>                                  | Unit credit points: 10<br>Course credit points: Bachelor of Education (Secondary) 320<br>Bachelor of Arts/Bachelor of Education (Secondary) 320   |
| <b>Delivery mode</b>                              | Face-to-face on site  |
| <b>Student workload</b>                           | <i>Face-to-face on site</i><br>Contact hours 30 hours<br>Reading, study and assignment preparation 120 hours<br><b>TOTAL 150 hours</b><br>Students requiring additional English language support are expected to undertake an additional one hour per week.   |
| <b>Prerequisites/ co-requisites/ restrictions</b> | Nil   |
| <b>Rationale</b>                                  | <p><u>Enduring Understanding:</u> An understanding of socio-cultural contexts and teacher beliefs is core to understanding how curriculum in secondary school contexts is enacted.</p> <p>In order to understand the underlying assumptions that teachers bring to the secondary classroom and societal forces shaping education, pre-service teachers will investigate educational contexts, tenets of modern and postmodern education and theories of education. Of particular importance is the impact curriculum has in promoting equality of opportunity for all learners in secondary contexts.</p> <p>The pre-service teacher will examine the philosophical underpinnings of a range of schooling approaches for secondary contexts including some new models of secondary education for Aboriginal and Torres Strait Islander students. In order to understand Christian education and how it functions to promote the unique tenets of Christianity, pre-service teachers will examine Christian philosophical perspectives as well as how these are applied in both Christian and non-Christian secondary school contexts.</p> |
| <b>Prescribed text(s)</b>                         | Selected readings will be available via the Moodle™ site for this unit.   |
| <b>Recommended readings</b>                       | <b>Books</b><br>Bailey, R. (2010). <i>Philosophy of education: An introduction</i> . London, UK: Continuum Publishing Group.<br>Goodlet, K., and Collier, J. (Eds.). (2014). <i>Teaching well: Insights for educators in Christian schools</i> . Canberra, ACT: Barton Books.   |

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|   | <p>Groundwater-Smith, S., Brennan, M., McFadden, M., Mitchell, J., &amp; Munns, G. (2009). <i>Secondary schooling in a changing world</i> (2nd ed.). South Melbourne, VIC: Cengage Learning Australia.</p> <p>Knight, G. (2006). <i>Philosophy and education: An introduction in Christian perspective</i> (4th ed.). Berrien Springs, MI: Andrews University Press.</p> <p>MacCullough, M.E. (2013). <i>By design: Developing a philosophy of education informed by a Christian worldview</i>. Langhorn, PA: Cairn University.</p> <p>Noddings, N. (2015). <i>Philosophy of education</i> (4th ed). Boulder, CO: Westview Press.</p> <p>Price, K. (Ed.). (2012). <i>Aboriginal and Torres Strait Islander education: An introduction for the teaching profession</i>. Port Melbourne, VIC: Cambridge University Press.</p> <p>Van Brummelen, H. (2009). <i>Walking with God in the classroom: Christian approaches to teaching and learning</i> (3rd ed.). Colorado Springs, CO: Purposeful Design.</p> <p><b>Journals</b></p> <p><i>Australian Journal of Education</i></p> <p><i>Culture and Education</i></p> <p><i>Journal of Education and Christian Belief</i></p> <p><i>Issues in Educational Research</i></p> <p><b>Websites</b></p> <p>Philosophical Perspectives in Education<br/> <a href="http://oregonstate.edu/instruct/ed416/PP3.html">http://oregonstate.edu/instruct/ed416/PP3.html</a></p> <p>Six Contemporary Philosophies<br/> <a href="https://www.scribd.com/doc/52136749/Six-Contemporary-Educational-Philosophies">https://www.scribd.com/doc/52136749/Six-Contemporary-Educational-Philosophies</a></p> <p>Aboriginal and Torres Strait Islander Philosophies of Education<br/> <a href="https://iher.education.gov.au/aboriginal-and-torres-strait-islander-knowledge-and-perspectives">https://iher.education.gov.au/aboriginal-and-torres-strait-islander-knowledge-and-perspectives</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p> |
| <b>Specialist resource requirements</b> | Nii  |
| <b>Content</b>                          | <ol style="list-style-type: none"> <li>1. Educational contexts and frameworks for analysing secondary school contexts using a philosophical discourse</li> <li>2. Tenets of modern and post-modern education including: social class, gender, race and ethnicity (including perspectives which influence Aboriginal and Torres Strait Islander students)</li> <li>3. Theories of education: Constructivism, social constructivism, socio-cultural theory</li> <li>4. Curricular influences: philosophical and socio-cultural impacts on curriculum (including Aboriginal and Torres Strait Islander perspectives)</li> <li>5. Innovative models of secondary schooling such as Australian Industry Trade Schools, Edmund Rice Schools, Arethusa College, VET models, Nambour Christian College and Gulf Christian College</li> <li>6. Personal, cultural, developmental and educational heritage</li> <li>7. Christian philosophical perspectives of education</li> </ol>  |

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| <b>Learning outcomes</b>                                     | <p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. explained the meaning and significance of socio-cultural contexts on education in secondary school contexts and classrooms, including for students from Aboriginal and Torres Strait Islander backgrounds;</li> <li>2. examined various educational assumptions and tenets as well as their impact upon educational experiences;</li> <li>3. analysed and critiqued practices and philosophical assumptions of education in secondary contexts;</li> <li>4. developed Christian philosophical perspectives of education;</li> <li>5. reflected on personal cultural, developmental and educational heritage; and</li> <li>6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol> |
| <b>Assessment tasks</b>                                      | <p><b>Task 1: Oral presentation</b></p> <p>Vodcast comparing models of education</p> <p>Word Length/Duration: 5 minutes</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1, 2, 3, 5</p> <p>Assessed: Week 7</p> <p><b>Task 2: Reflective Journal</b></p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Weekly</p> <p><b>Task 3: Exposition</b></p> <p>Investigation Paper</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 14</p>  |
| <b>Australian Professional Standards for Teachers (APST)</b> | <p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> <li>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</li> <li>3.7 Engage parents/carers in the educative process</li> <li>4.1 Support student participation</li> <li>4.4 Maintain student safety</li> <li>7.1 Meet professional ethics and responsibilities</li> <li>7.2 Comply with legislative administrative and organisational requirements</li> </ol>  |

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|                     | Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> :   |  |                          |
|                     | <i>Graduate Teacher Standards</i>  |  | <i>Learning Outcomes</i> |
|                     |  |  | <i>Assessment Tasks</i>  |
|                     | 1.3  | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.   | 1                        |
|                     | 1.4  | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | 1, 2, 5                  |
| <b>Unit summary</b> | Pre-service teachers will investigate the changing roles of secondary schools, teachers and learners, and the assumptions as well as forces shaping secondary education. This unit engages pre-service teachers with investigating educational contexts, tenets of modern and postmodern education as well as theories of education and how these impact education in secondary school contexts. |  |                          |

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