

UNIT INFORMATION

UNIT CODE	ES358	
UNIT NAME	Learning Communities and Contexts: Schools, Students and Families (7-12)	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Secondary) Bachelor of Arts-Bachelor of Education (Secondary)	
DURATION	One Semester	
LEVEL	Level 7	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Secondary) 320 – Bachelor of Arts-Bachelor of Education (Secondary)	
LEARNING DELIVERY	<p>Internal/On Campus</p> <ul style="list-style-type: none"> • Weekly lecture • Weekly tutorial (where applicable) <p>Plus, Learning Portal</p> <p>External/Online</p> <ul style="list-style-type: none"> • Weekly virtual lecture/ tutorial <p>Plus, Learning Portal</p> <p>Learning Portal (Moodle™)</p> <ul style="list-style-type: none"> • Power Point presentation and resources • Weekly readings • Study guides • Collaborative forums: Student forums and News forum. • Turnitin assessment and feedback tool <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>	
STUDENT WORKLOAD	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.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil	

RATIONALE

Enduring Understanding:

A cohesive, supportive and engaged learning community enhances the development and learning for all students.

Schools play a important role in the lives of students and their families. This nature and stability of the school environemnt is becoming increasingly significant given pressures families experience in a less socially cohesive and often uncertain community context.

School learning communities consist of mutiple facets and require particular understandings and strategies in order to meet the needs of the student in a holistic manner across Junior (7-10) and senior (11-12) Secondary years.

This unit introduces pre-service teachers to the philosophic foundations, theories, principles and practices for developing environments that promote supportive and learning communities.

Pre-service teachers will attain a knowledge of and investigate roles and responsibilities within a school, develop strategies to engage parents/carers, internal and external specialist professionals and the wider community.

The unit will incorporate Christian worldview perspectives and an awareness of Indigenous and multi-cultural perspectives when investigating, planning and developing Secondary school learning communities.

CONTENT

1. Perspectives and philosophy of educational communities including:
 - 1.1. Christian worldview perspectives
 - 1.2. Equity and inclusion principles
 - 1.3. Multicultural and Aboriginal and Torres Strait Island perspectives
 - 1.4. Educational models and philosophy: Historic, contemporary, non-normative, emerging
 - 1.5. Educational sector: Christian, church systemic, independent and government
2. Personal, cultural, developmental and educational heritage:
 - 2.1. Critical self-evaluation
 - 2.2. Assumptions and impact upon learning community perspective
 - 2.3. Reimagining role as teacher/educator
 - 2.4. Examination of the role of a Christian educator
3. Year 7-12 learning communities:
 - 3.1. Definition, roles and responsibilities:
 - 3.1.1 Leaders: senior, middle
 - 3.1.2 Teachers
 - 3.1.3 Students
 - 3.1.4 Parent/carers
 - 3.1.5 Wider community
 - 3.2 Influences of educational perspective and philosophy on roles and responsibilities
 - 3.3 7-10 and 11-12 context and distinctives
4. Policies, processes, practices, for safe, supportive and sustainable learning communities:
 - 4.1 Legislative responsibilities: including Duty of Care; Code of Conduct (QCT), Equity; Welfare (including mandatory reporting)
 - 4.2 Identifying sources of professional learning, knowledge and practice including professional bodies
 - 4.3 School policies: including student welfare/pastoral care, student management/discipline, academic expectations
 - 4.4 School processes and practices, with attention to 7-10 and 11-12 distinctives:
 - 4.4.1 School cultural norms

- 4.4.2 'Meta-narratives': graduate attributes and aspirations
 - 4.4.3 Teacher-student interaction and relationship
 - 4.4.4 School-parent partnership and involvement
 - 4.4.5 Student agency and voice
 - 4.4.6 curricular-co-curricular emphasis
- 5 Engaging the whole school community and external professionals in building effective Year 7-12 learning communities:
- 5.1 Internal support staff: learning, pastoral, welfare, cocurricular
 - 5.2 External community: cocurricular, curricular, pastoral, Christian
 - 5.3 External professionals: welfare, medical, psychological, educational
 - 5.4 Professional bodies: information, policy and guidelines
 - 5.5 Parents/carers – collaboration, sensitivity and confidentiality
 - 5.6 7-10 and 11-12 context and distinctives
- 6 Safe and supportive communities in a digitally saturated age:
- 6.1 Opportunities: learning and engagement
 - 6.2 Threats: Cyber-bullying, e-safety, addictions, inappropriate exposure
 - 6.3 Policies and practices
 - 6.4 Management, roles and responsibilities

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. analysed personal educational heritage and contemporary models of secondary schooling (7-10 and 11,12) within knowledge of safe and supportive learning environments for school contexts
Graduate Teacher Standards: 1.1, 1.2, 4.4
Graduate Attributes: 1, 2, 4, 5
2. described the purposes, policies, processes, roles and responsibilities of schools, teachers support staff and professional bodies in developing safe, supportive and legislative compliant learning communities in Secondary school (7-10 and 11,12) contexts
Graduate Teacher Standards: 1.2, 1.2, 3.7, 4.1, 4.4, 7.2
Graduate Attributes: 1, 2, 4, 5
3. justified ways of engaging with parents/carers, external professionals and the wider school community in Secondary school in effective, sensitive and confidential manner across (7-10 and 11-12) contexts
Graduate Teacher Standards: 4.1, 4.4, 7.3, 7.4
Graduate Attributes: 1, 2, 4, 5
4. applied Christian philosophic perspectives and professional expectations of teachers to build and maintain safe, supportive, legislatively compliant and inclusive learning communities in Secondary school (7-10 and 11-12) contexts
Graduate Teacher Standards: 1.3, 4.1, 4.4, 7.1,
Graduate Attributes: 1, 2, 4, 5, 7
5. applied multicultural and Aboriginal and Torres Strait Islander perspectives of community to the development of safe, supportive, legislatively compliant and inclusive learning environments for Secondary school (7-10 and 11,12) contexts and
Graduate Teacher Standards: 1.3, 1.4, 2.4, 4.4
Graduate Attributes: 1, 2, 3, 4, 5, 7
6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: LEARNING COMMUNITIES CRITIQUE (SMALL GROUP)

Part A: Critique (written report)

Critique two educational models or sectors for their effectiveness in creating safe, supportive and inclusive learning communities. Your critique is to be anchored in theory, educational documents, academic literature and personal experience. Incorporate differences between P-2 and 3-6 contexts where appropriate.

PART B: Recommendations and advocacy (vodcast)

Drawing from critique findings recommend alternate policy(ies), practice(s) or process(es) which would enhance the effectiveness of one of your examined learning communities from Christian, multicultural and Aboriginal and Torres Strait Islander perspectives. Using the vodcast format, communicate and justify your recommendation/s and advocate for adoption. Incorporate differences between P-2 and 3-6 contexts where appropriate.

Word Length/Duration: Vodcast (5 minutes) + 1,500 words
 Weighting: 40%
 Assessed: Week 8

TASK 2: INVESTIGATIVE REPORT: SUPPORTIVE LEARNING COMMUNITIES

Using case studies, investigate and prepare a report recommending a coordinated whole school community support intervention. Incorporate differences between P-2 and 3-6 contexts where appropriate.

Include the following in your report:

- Data/information collection and evidence requirements
- Relevant policies and processes
- Legislative requirements
- Roles and responsibilities of school staff, external professionals and/or community representatives
- Effective, sensitive, and confidential parent/carer engagement strategies

Word Length/Duration: 2,000 words
 Weighting: 60%
 Assessed: Week 17

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 2, 4, 5, 6	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 2.4, 4.1, 4.4, 7.1	1-7

Task 2	2, 3, 4, 5, 6	3, 4, 5, (6)	1.1, 1.2, 1.3, 1.4, 2.4, 3.7, 4.1, 4.4, 7.1, 7.2, 7.3, 7.4	1-7
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ASSESSMENT ELABORATION

Task 1: Learning Communities Critique (Small group)

For this task you are to submit your responses electronically in two parts:

Part A - Critique (written essay)

Utilise relevant theories (e.g. Douglas [2010], Epstein [2010] or Westheimer & Kahne [1993]) to critique two education models or sectors, support your critique by engaging with:

1. Your selected theory or theories
2. Key policy documents (Education Queensland, Independent Schools Queensland and/or Christian Schools Association etc)
4. Policies and/or practices from both models/sectors. One model or sector should be one that reflects your personal educational heritage
5. Academic literature

Incorporate differences between P-2 and 3-6 contexts where appropriate.

You must include in-text referencing and a reference list.

Part B - Vodcast:

The vodcast (a video of you presenting) is to be a group expression of your critique and recommendations. It should take the form of:

1. A very brief summary of your Part A critique
2. Recommendation(s) that will create a safer and/or more supportive and/or more inclusive learning community
3. An impassioned justification for the recommendation(s) based on Christian, multicultural and Aboriginal and Torres Strait Islander perspectives.

Your vodcast may include brief segments of interviews, other sources of footage as well as talking to camera or talking over other material.

Your vodcast can be shared via your CHC OneDrive or a link to a YouTube, OneNote or other cloud-based source. The required link is to be noted on a CHC Assignment Cover Sheet and then uploaded as a separate document on TurnItIn.

There are a number of resources available on Moodle to help you format a vodcast both for Apple and PC users.

References:

Douglas, H. (2010). Types of Community. In: International Encyclopedia of Civil Society (pp.539-544) Publisher: Springer Editors: Anheier, Toepler DOI: 10.1007/978-0-387-93996-4_542.

Epstein, J. L. (2010). School, family, and community partnerships : Preparing educators and improving schools. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Westheimer, J., & Kahne, J. (1993). Building school communities: An experience-based model. Phi Delta Kappan, 75, 324-324.

Task 2: Investigative Report: Supportive Learning Communities

You will be presented with a number of possible examples of a marginalised student in a class. You are to prepare a report on the marginalised student. Your report is to use the following structure:

Introduction (100 words): a brief description of the student and a possible context (this can be from a previous PEP experience or a 'constructed' classroom context). This paragraph is to 'set the scene'.

Analysis of the issues (250 words): here you will declare the key issues that may appear to impact the student's learning and cause them to be marginalised. This can be presented in bullet point format if you desire.

Proposal (750 words): the program you develop to support the student's inclusion into the classroom learning community.

Detail the following:

- Data/information collection and evidence requirements
- Relevant policies and processes
- Legislative requirements
- Roles and responsibilities of school staff, external professionals and/or community representatives
- Effective, sensitive, and confidential parent/carer engagement strategies

As you develop the program you will need to justify the inclusions in the program by referring to the academic literature you have investigated. If you propose a course of action and it is not supported by academic literature, its inclusion will be questioned. It is appropriate to use subheadings or lists in this section. Here is an opportunity to clearly demonstrate how a Christian approach to supporting the student might differ from a secular selection of strategies.

Justify your proposal based on academic literature and your Christian perspective (750 words): in this section you will make use of academic literature to justify the most important details in your proposal.

Conclusion (150 words): Briefly outline what outcomes you hope to achieve for the student and any possible challenges that might need to be addressed as a result of the implementation of the program.

Reference List: academic sources referred to in your report.

Appendices: if you wish, you could present relevant details of the program you propose to implement by placing the documentation into an appendix. If you make use of an appendix you must make appropriate reference to it in the body of your work.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Nil

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Amatea, E. (Ed.). (2014). Building culturally responsive family-school relationships. (2nd ed.). Upper Saddle River, NJ: Pearson.

Australian Government:-DEEW (2017) *Family-School Partnerships Framework: a guide for schools and families*. Available at http://www.family-school.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf

Centre for Educational Research & Innovation. (2013). *Innovative learning environments: Educational research & innovation*. Paris, France: Organization for Economic Co-operation and Development (OECD).

Churchill, R., Apps, T., Batt, J., Beckman, K., Grainger, P., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M., & Shaw, K. (2022). *Teaching: Making a difference*. (5th ed.). Milton, QLD: John Wiley & Sons.

Fyson, S. (2014). *Serving God in the classroom: A handbook for developing Christian teaching practice*. Gosford, NSW: Resolve Consulting Group Pty. Limited.

Hyde, M., Dole, S., & Tait, K. (Eds.). (2021). *Diversity, inclusion & engagement* (4th ed.). South Melbourne, VIC: Oxford University Press.

Quezada, R., Alexandrowicz, V., & Molina, S. (Eds.). (2015). *Family, school, community engagement and partnerships: Theory and best practices*. Abingdon, UK: Routledge.

Woodman, W., & Win, J. (2015). *Youth and generation: Rethinking change and inequality in the lives of young people*. Thousand Oaks, CA: SAGE Publications.

JOURNALS

Australian Association for Research in Education
Australian Educational Researcher
Change: Transformations in Education
Education and Society

WEBSITES

Australian Government – Indigenous education: <http://www.indigenous.gov.au/>

Qld Government: Education (2020): Parent and carers, community engagement. available <https://education.qld.gov.au/parents-and-carers/community-engagement/schools/collaboration>

Qld Government: Child Safety (2020). *About Child Protection*. Available at <https://www.csyw.qld.gov.au/child-family/protecting-children/about-child-protection>

Safe Schools Hub: <http://www.safeschoolshub.edu.au/home>

Wellbeing Australia: <http://wellbeingaustralia.com.au/wba/>

OTHER

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).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: LEARNING COMMUNITIES CRITIQUE (SMALL GROUP)

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1	Critique of models of education or school sectors regarding safe and supportive learning environments.	Insightful and comprehensive understanding of personal educational heritage, models/sectors, clearly anchored in theory, educational documents, and literature.	Comprehensive understanding of personal educational heritage, models/sectors, clearly anchored in theory, educational documents, and literature.	Accurate account of personal educational heritage, models/sectors. Critique demonstrates accurate links to theory or educational documents and literature.	Generally accurate account of personal educational heritage and two models/sectors. General understanding of theory and educational documents or literature.	Significant inaccuracies or omissions regarding personal educational heritage and two models/sectors. Minimal understanding of theory and educational documents or literature.
2,4	Proposals reflecting key policy documents and Christian perspectives for policies and processes that develop safe, supportive and inclusive	Insightful and comprehensive proposals that will enhance safe, supportive, and inclusive learning communities Proposals are consistent with Christian perspectives and key policy documents with appropriate reference to differences between P-2 and 3-6 contexts	Cohesive proposals that will enhance safe, supportive, and inclusive learning communities. Proposals are consistent with Christian perspectives and key policy documents with reference to differences between P-2 and 3-6 contexts	Practical proposals that will enhance safe, supportive and inclusive learning communities. Proposals demonstrate Christian perspectives and some policy documents.	Proposals that may enhance safe and supportive learning communities. Proposals reflect some Christian perspectives and/or policy documents.	Poor or limited proposals that attempt to enhance safe and supportive learning communities. Justifications based on Minimal reference to Christian perspectives and policy documents.
4,5	Justification of proposals based on Christian perspectives and, Cultural awareness and Aboriginal and Torres Strait Islander perspectives.	Convincing justification based on insightful and extensive understanding of Christian, multicultural and Aboriginal and Torres Strait Islander perspectives and how they relate to each other.	Thoughtful justification based on accurate understandings of Christian, multicultural and Aboriginal and Torres Strait Islander perspectives and how they relate to each other.	Clear justifications based on accurate understandings of Christian, multicultural and Aboriginal and Torres Strait Islander perspectives.	Typically, sound justifications based on a basic understanding of Christian, multicultural and Aboriginal and Torres Strait Islander perspectives.	Weak justifications based on shallow or inaccurate Christian, multicultural and/or Aboriginal and Torres Strait Islander perspectives.



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
6	Communication of critique, proposals and justification with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation	Consistently controls conventions of oral delivery: voice, tone, pace, pausing, expression, eye contact, facial expressions, gestures and stance. Communicated at an outstanding standard with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Referencing is accurate and consistent	Controls conventions of oral delivery: voice, tone, pace, pausing, expression, eye contact, facial expressions, gestures and stance. Communicated at a high-quality standard through expression that only contains minor technical errors. Sentences are well structured, and vocabulary is appropriate for academic writing. Referencing is consistent	Few minor lapses in controlling the conventions of oral delivery: voice, tone, pace, pausing, expression, eye contact, facial expressions, gestures and stance. Communicated at a commendable standard through expression that only contains minor technical errors. Sentences are mostly well structured. Referencing information has been provided, with some errors/inconsistencies	Some lapses in controlling the conventions of oral delivery: voice, tone, pace, pausing, expression, eye contact, facial expressions, gestures and stance. Communicated at a satisfactory standard through expression that contains some errors, but they don't detract from comprehension. Use of simple language. Other people's ideas are acknowledged	Speaking demonstrates frequent lapses of control and/or inappropriate delivery of oral conventions with a lack of adequate range of relevant sources and/or inappropriate adherence to the conventions. Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people's ideas have not been acknowledged

COMMENT



RUBRIC

TASK 2: INVESTIGATIVE REPORT: SUPPORTIVE LEARNING COMMUNITIES

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2 3	Description of the student, their context and the key issues	Highly articulate, detailed and insightful description of the student, their context and key issues.	Clear and detailed description of the student, their context and key issues.	Clear description of the student, their context and key issues.	Basic description of the student and/or their context with possible minor errors	Inadequate and/or inaccurate description
2 3 4 5	Report recommendations to support the student's inclusion into the classroom learning community	<p>Insightful, practical, and extensively detailed proposals that support inclusion. Effective use of data collection, school staff, external professionals, and community.</p> <p>Proposals are developed, communicated, and actioned with parents effectively, sensitively and confidentially.</p> <p>Issues relating to P-2 or 3-6 contexts are identified and addressed.</p>	<p>Practical and detailed proposals that support inclusion. Effective use of data collection, school staff, external professionals, and community.</p> <p>Proposals are developed, communicated, and actioned with parents effectively, sensitively and confidentially.</p> <p>Issues relating to P-2 or 3-6 contexts are identified and addressed.</p>	<p>Practical and/or detailed proposals that support inclusion. Generally effective use of data collection, school staff, external professionals, and community.</p> <p>Proposals are developed, communicated, and actioned with parents.</p> <p>Issues relating to P-2 or 3-6 contexts are identified.</p>	<p>Proposals address inclusion. Generally effective use of data collection, school staff, external professionals, and community.</p> <p>Parents are involved in the proposals developed.</p> <p>Issues relating to P-2 or 3-6 contexts are identified.</p>	Inadequate proposals and/or the way they are actioned
2 3 4 5	Justification of proposals based on academic literature and documents, legislative requirements, and Christian perspectives.	Convincing justification based on insightful and extensive understanding of educational literature and documents, legislative requirements, and Christian perspectives.	Convincing justification based on educational literature and documents, legislative requirements, and Christian perspectives.	Sound justification based on educational literature and documents, legislative requirements, and Christian perspectives.	Typically sound justification based on educational literature and documents, legislative requirements, and Christian perspectives.	Inadequate justification based on educational literature and documents, legislative requirements, and Christian perspectives.



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
6	Communication	Communicated at an outstanding tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Referencing is accurate and consistent.	Communicated at a high-quality tertiary standard through expression that only contains minor technical errors. Sentences are well structured, and vocabulary is appropriate for academic writing. Referencing is consistent.	Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Referencing information has been provided, with some errors/inconsistencies.	Communicated at a satisfactory tertiary standard through expression that contains some errors, but they don't detract from comprehension. Use of simple language. Other people's ideas are acknowledged.	Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people's ideas have not been acknowledged.

COMMENT