ES358

LEARNING COMMUNITIES: SCHOOLS, STUDENTS AND FAMILIES (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.

Unit code	ES358
Unit name	Learning Communities: 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	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 30 hours Reading, study and assignment preparation 120 hours **TOTAL** **150 hours** Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	<u>Enduring Understanding:</u> Inclusive education is central to achieving increased equity and particpation for a range of individuals and groups. The implementation of the Australian curriculum has drawn attention to the perspectives and imperatives towards inclusive education. This unit is designed to provide pre-service teachers with greater knowledge, understanding and expectation of inclusive policies and practices in school learning environments. The unit will take a fresh look at what constitutes inclusion and the principles underpinning inclusive learning and teaching practices which lead to improved learning outcomes for students in secondary school contexts. A particular focus of the unit is to highlight some of those equity groups who have been restricted in their school participation, such as students of Indigenous heritage, students with English as a second langauge and pedagogical practices related to gender. This unit will integrate Christian perspectives of community and social justice in responding to standards and principles that build friendly inclusive learning environments.
Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	**Books** Amatea, E.S. (Ed.). (2014). *Building culturally responsive family-school relationships* (2nd ed.). Upper Saddle River, NJ: Pearson. Centre for Educational Research & Innovation. (2013). *Innovative learning environments: Educational research & innovation*. Paris, France: Organization for Economic Co-operation and Development (OECD).

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	Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M., Nicholson, P., & Vick, M. (2016). *Teaching: Making a difference* (3rd ed.). Milton, QLD: John Wiley & Sons. Fyson, S.J. (2014). *Serving God in the classroom: A handbook for developing Christian teaching practice*. Gosford, NSW: Resolve Consulting Group Pty. Limited. Hyde, M., Carpenter, L., & Conway, R. (Eds.). (2015). *Diversity, inclusion & engagement*. South Melbourne, VIC: Oxford University Press. Jorgenson, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). *Pedagogies to enhance learning for Indigenous students: Evidence-based practice*. Singapore: Springer Vertag. Quezada, R.L., Alexandrowicz, V., & Molina, S.C. (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: Transformation in Education* *Education and Society* **Websites** Australian Curriculum and Reporting Authority (ACARA) http://www.acara.edu.au/ Australian Government – Indigenous education http://www.indigenous.gov.au/ Safe Schools Hub http://www.safeschoolshub.edu.au/home Wellbeing Australia http://wellbeingaustralia.com.au/wba/ 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.
Specialist resource requirements	Nil
Content	1. Principles of inclusion 2. Christian perspectives of community and social justice imperatives 3. Models of inclusion for curriculum and pedagogy 4. Linguistic and cultural diversity 5. Culture and identity for indigenous students and contexts of Indigenous education in Australia 6. Gender, inclusivity and engagement 7. Engaging with parents/carers and the wider community to build effective inclusive learning communities 8. Accessing and using technology; development of apps 9. Creating friendly and inclusive schools

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Learning outcomes	On completion of this unit, pre-service teachers will have provided evidence that they have: 1. demonstrated knowledge and understanding of principles and practices of safe, inclusive and supportive learning environments; 2. identified and applied a range of pedagogical practices (including ICTs) which support individuals and groups in their engagement in secondary school contexts; 3. applied personal and professional qualities of teachers to build and maintain supportive learning communities and environments in the secondary school contexts; 4. applied biblical Christian worldview perspectives of community and social justice to the development of safe, inclusive learning environments; and 5. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	**Task 1: Exposition** Research Paper – inclusion and cultural diversity Word Length/Duration: 1,500 words Weighting: 40% Learning Outcomes: 1, 2, 4, 5 Assessed: Week 5 **Task 2: Demonstration/Investigation** Case Study presentation investigating inclusion Word Length/Duration: 1,500 words Weighting: 40% Learning Outcomes: 1-3, 5 Assessed: Week 9 **Task 3: Reflection** Reflective Essay from journal blog Word Length/Duration: 1,000 words Weighting: 20% Learning Outcomes: 1-5 Assessed: Week 16

Australian Professional Standards for Teachers (APST)	Successful completion of this unit will provide significant evidence about the following *Australian Professional Standards for Teachers*:

Graduate Teacher Standards		*Learning Outcomes*	*Assessment Tasks*
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, 5	1, 2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Island backgrounds.	1, 2, 5	1, 3

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	1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities..	1, 2	2
	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1, 5	1, 2
	3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	3	2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2, 3, 4	1, 2
	4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	1, 2, 4	1, 2
	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	1, 3, 4	2
	7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	3	2
Unit summary	This unit is designed to introduce pre-service teachers to an understanding of safe and inclusive learning communities that lead to equitable learning opportunities for all students. They will investigate cultural and linguistic diversity especially considering Australian indigenous culture and its place in secondary school contexts.			

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