



CHRISTIAN HERITAGE COLLEGE

**ES480**

**WORLDVIEW AND SOCIOLOGY FOR TEACHERS**

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.

<b>Unit code</b>	ES480
<b>Unit name</b>	Worldview and Sociology for Teachers
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Advanced
<b>Core/elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 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> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b> Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Prerequisites:</i> ES352 Learning Communities: Schools, Students and Families (P-6) <i>or</i> ES358 Learning Communities: Schools, Students and Families (7-12)
<b>Rationale</b>	<u>Enduring Understanding:</u> Teaching is a value laden profession that is fundamentally shaped by sociological assumptions regarding the social function of education. Teaching and learning take place within socio-cultural contexts that powerfully shape all aspects of education and schooling. An understanding of how such contexts impact students' experiences of schooling is essential for the pre-service teacher. This unit will analyse and investigate a range of issues affecting education and schooling in terms of contemporary attitudes to, and expectations of, schooling within Australia. Analysis of the diversity and divergence of a range of worldviews, as well as those of Aboriginal and Torres Strait Island peoples, will support pre-service teachers to critically evaluate the place of education within society, the roles and inter-relationships of 'teacher' and 'student', and the forces which impact upon them from culturally diverse, including Christian, perspectives.
<b>Prescribed text(s)</b>	Holmes, D., Hughes, K., & Julian, R. (2014). <i>Australian sociology: A changing society</i> (4th ed.). Frenchs Forest, NSW: Pearson Education.
<b>Recommended readings</b>	<b>Books</b> Ashman, A. (Ed.). (2015). <i>Education for inclusion and diversity</i> (5th ed.). Melbourne, VIC: Pearson Australia. Campbell, C., & Proctor, H. (2014). <i>A history of Australian schooling</i> . Sydney, NSW: Allen & Unwin. Collier, J., & Goodlet, K. (Eds.). (2014). <i>Teaching well: Insights for educators in Christian schools</i> . Canberra, ACT: Barton Books.

Donovan, V. (2014). *The reality of a dark history* [Kindle, iBook, Google, kobo, nook]. Retrieved from <http://www.australianebookpublisher.com.au/publishing/category/val-donovan/>

Haralambos, M., Holborn, M., Chapman, S., & Moore S. (2013). *Sociology: Themes and perspectives* (8th ed.). London, UK: HarperCollins.

Price, K. (Ed.) (2015). *Aboriginal and Torres Strait Islander education* (2nd ed.). Melbourne, VIC: Cambridge University Press.

Sadovnik, A.R. (Ed.). (2015). *Sociology of education: A critical reader*. New York, NY: Routledge.

#### **Journals**

*The Australian Journal of Education*

*The Australian Journal of Religious Studies*

*Incite*

*The International Journal of Comparative Sociology*

*New Zealand Sociology*

*The Religious Education Journal of Australia*

*Sociological Review*

*Sociology of Religion*

*Youth Studies Australia*

#### **Websites**

Australian Bureau of Statistics

<http://www.abs.gov.au/>

Barna Research

<https://www.barna.org>

Department of Education, Training and the Arts

<http://www.education.qld.gov.au>

Melbourne Declaration for Young Australians

[http://www.curriculum.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

McCrinkle Research

<http://www.mccrinkle.com.au>

Queensland Government: Indigenous Education

<http://indigenous.education.qld.gov.au/Pages/default.aspx>

Queensland Government: Indigenous Portal

<https://indigenousportal.eq.edu.au/Pages/home.aspx>

Society for Research on Adolescence

<http://www.s-r-a.org/>

Theorising Indigenous Sociology: Australian Perspectives

<http://ses.library.usyd.edu.au/>

Youth Research Centre (The University of Melbourne)

<http://web.education.unimelb.edu.au/yrcc/>

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.

<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Cultural diversity and education</li> <li>2. Sociology theories and education: Functionalist, conflict and postmodern perspectives, including applying a Christian worldview to educational issues</li> <li>3. The historical and social contexts of education in Australia: <ul style="list-style-type: none"> <li>• class</li> <li>• gender</li> <li>• ethnicity and immigration</li> <li>• Aboriginality and Australia's Indigenous peoples: <ul style="list-style-type: none"> <li>- traditional and contemporary culture: Aboriginal Australians; Torres Strait Islanders</li> <li>- colonisation, government policy and practice</li> <li>- land rights and native title</li> <li>- Indigenous Australians and the law</li> <li>- Australia's future and Indigenous Australians – educational implications</li> </ul> </li> <li>• the family</li> <li>• religion, including Christianity, and education in the Australian context</li> <li>• globalisation</li> <li>• media, popular culture and the networked society</li> </ul> </li> </ol>
<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. interpreted the socio-cultural nature of schooling, and the effects of an individual's social contexts and worldview assumptions upon their experiences of schooling;</li> <li>2. applied worldview assumptions and sociological paradigms to a range of culturally diverse contemporary education contexts, including Aboriginal and Torres Strait Islander contexts;</li> <li>3. investigated various theories of educational sociology in terms of their varied perceptions of the nature and structure of society;</li> <li>4. analysed the implications of worldview and sociological theories for the perceived roles of education and teaching within society;</li> <li>5. appraised the prevailing societal expectations placed upon education and schooling in relation to distinctively Christian worldview perspectives; 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: Research paper</b></p> <p>Research paper examining the challenges to education in Australia using common sociological theories and perspectives</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 8</p> <p><b>Task 2: Journal article</b></p> <p>Journal article examining the pedagogical needs of students in the Australian education system, including a focus on the needs of Aboriginal and Torres Strait Islander peoples</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>

<b>Australian Professional Standards for Teachers (APST)</b>	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, 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 Islander backgrounds.	1, 2	
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1, 2	
<b>Unit summary</b>	Drawing upon the fields of educational sociology, philosophy and Christian worldview, this unit develops an understanding of various theories regarding the nature of society, the purpose of education and the variegated contexts in which education is seen to operate in Australia. This unit will enable pre-service teachers to critically evaluate the place of education within society, the roles and interrelationships of 'teacher' and 'student', and the forces which impact upon them from indigenous, culturally diverse, and Christian perspectives.		