



CHRISTIAN HERITAGE COLLEGE

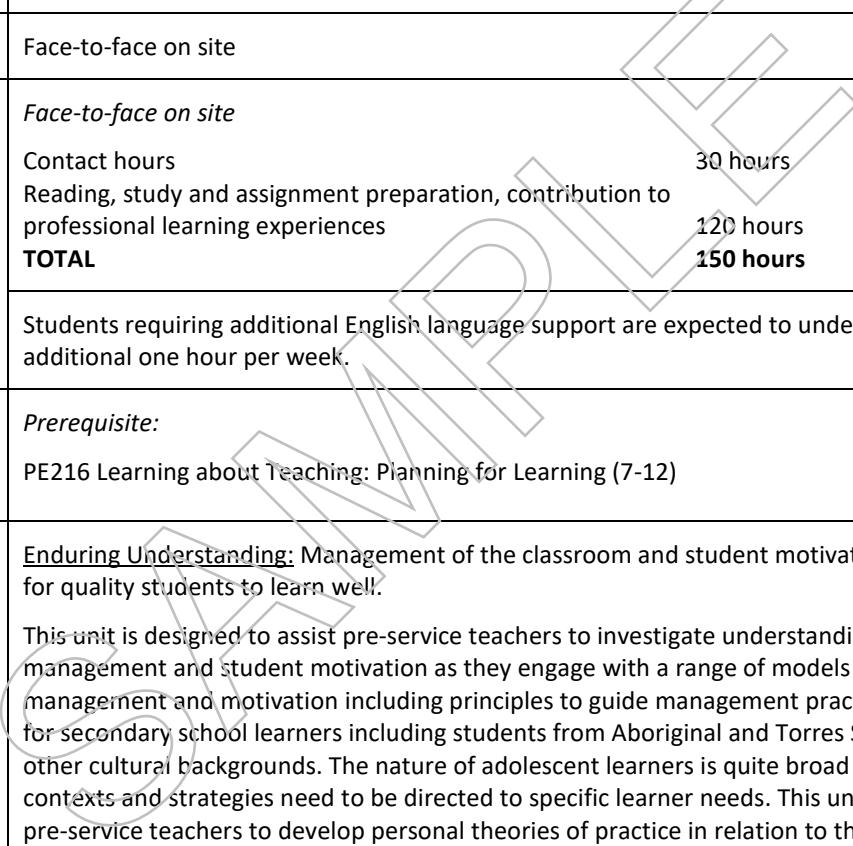
PE326

TEACHING FOR LEARNING: MOTIVATING AND MANAGING LEARNERS (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	PE326
Unit name	Teaching for Learning: Motivating and Managing Learners (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	<i>Face-to-face on site</i> Contact hours Reading, study and assignment preparation, contribution to professional learning experiences TOTAL  Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisite:</i> PE216 Learning about Teaching: Planning for Learning (7-12)
Rationale	<u>Enduring Understanding:</u> Management of the classroom and student motivation are essential for quality students to learn well. <p>This unit is designed to assist pre-service teachers to investigate understandings of classroom management and student motivation as they engage with a range of models and theories of management and motivation including principles to guide management practices appropriate for secondary school learners including students from Aboriginal and Torres Strait Islander and other cultural backgrounds. The nature of adolescent learners is quite broad within secondary contexts and strategies need to be directed to specific learner needs. This unit will then lead pre-service teachers to develop personal theories of practice in relation to the motivation and management of secondary learners (7-12).</p> <p>This second professional experience unit will see a continued development of planning, teaching, organisational skills and reflection for personal growth as pre-service teachers continue to plan and teach individual lessons, consecutive lessons and full days of continuous teaching. There will also be a focus on organisation, motivation and management in secondary school contexts.</p>
Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.

Recommended readings	<p>Books</p> <p>Emmer, E.T., & Evertson, C.M. (2012). <i>Classroom management for middle and high school teachers</i> (9th ed.). Boston, MA: Pearson.</p> <p>Fisher, D., & Frey, N. (2012). <i>The purposeful classroom: How to structure lessons with learning goals in mind</i>. Alexandria, VA: ASCD.</p> <p>Frangenheim, E. (2012). <i>Reflections on classroom thinking strategies: Practical strategies to encourage thinking in your classroom</i> (10th ed.). Loganholme, QLD: Rodin Educational Publishing.</p> <p>Lyons, G., Ford, M., & Arthur-Kelly, M. (2014). <i>Classroom management: Creating positive learning environments</i> (4th ed.). South Melbourne, VIC: Cengage Australia.</p> <p>Perso, T., & Hayward, C. (2015). <i>Teaching indigenous students: Cultural awareness and classroom strategies for improving learning outcomes</i>. Sydney, NSW: Allen & Unwin.</p> <p>Porter, L. (2014). <i>A comprehensive guide to classroom management: Facilitating engagement and learning in schools</i>. Crows Nest, NSW: Allen & Unwin.</p> <p>Sprick, R.S. (2014). <i>Discipline in the secondary classroom: A positive approach to behaviour management</i> (3rd ed.). San Francisco, CA: Jossey-Bass.</p> <p>Rogers, B. (2015). <i>Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support</i> (4th ed.). London, UK: SAGE.</p> <p>Journals</p> <p><i>Australian Journal of Education.</i></p> <p><i>Educational Psychology.</i></p> <p>Websites</p> <p>National Education Association http://www.nea.org/tools/classroom-management-articles.html</p> <p>Safe Schools http://www.safeschoolshub.edu.au/</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au</p> <p>Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/</p> <p>Eric Frangeheim http://www.rogineducation.com.au/</p> <p>Roger's Education Consultancy http://www.billrogers.com.au/</p> <p>Habits of Mind http://habitsofmind.org/</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil

Content	<ol style="list-style-type: none"> 1. Foundations of motivation; including Christian worldview and Aboriginal and Torres Strait Islander perspectives on roles and responsibilities 2. Foundations of management; including theoretical underpinnings of modes of management 3. Creating lesson sequences and daily plans specific to content areas; including ICTs. 4. Utilising ICTs and digital literacy on classroom management practices 5. Key theories and practices in classroom management 6. Key theories and practices in motivating learners 7. Cultural influences on motivation and management; including Aboriginal and Torres Strait Islander and other ethnic implications 8. Reflective action in motivating and managing learners 						
Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. demonstrated a range of general teaching skills including: planning, implementing and reflecting on learning experiences; communicating in classroom contexts; and engaging with learners and learning needs; 2. applied observations of learners' abilities, needs and interests as a basis for motivating and managing learners; 3. applied knowledge and understandings from relevant teaching areas in planning and implementing lessons for specific teaching areas; 4. evaluated theories, ideas and practices in relation to motivation and management in secondary contexts, incorporating Christian worldview perspectives; 5. synthesised and critically reflected upon personal theories and practices in motivation and management for secondary contexts incorporating Christian worldview perspectives; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. 						
Assessment tasks	<p>Task 1: Classroom Management Plan</p> <p>Classroom Management Plan and Critical Reflection</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 5 (Plan) and Week 16 (Reflection)</p> <p>Task 2: Professional Experience Folio</p> <p>Professional Experience Folio: Mentor Report, Lecturer Report, Professional Diary</p> <p>Word Length/Duration: 4 weeks (2,000 words equivalent)</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>						
Australian Professional Standards for Teachers (APST)	<p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i>Graduate Teacher Standards</i></th> <th style="text-align: left; padding: 5px;"><i>Learning Outcomes</i></th> <th style="text-align: left; padding: 5px;"><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td> <td style="padding: 5px;">1, 2, 4, 5</td> <td style="padding: 5px;">1</td> </tr> </tbody> </table>	<i>Graduate Teacher Standards</i>	<i>Learning Outcomes</i>	<i>Assessment Tasks</i>	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 4, 5	1
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1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 4, 5	1					

	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.	2, 4, 5	1, 2
	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 3	2
	2.2	Organise content into an effective learning and teaching sequence.	1-3	2
	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1-3	2
	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1-3	2
	3.3	Include a range of teaching strategies.	1-3	2
	3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1-4	2
	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1-3	1, 2
	4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	2-5	1, 2
	4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4, 5	1, 2
	4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	1, 3, 5	2
	5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 3	2
	6.2	Understand the relevant and appropriate sources of professional learning for teachers.	4, 5	1, 2

	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1, 2, 5	2
	6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	4, 5	2
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	4, 5	2
Unit summary	This unit is designed to assist pre-service teachers to investigate and develop their understanding of theories of classroom management and motivation for secondary school learners. Pre-service teachers will also engage in their second professional experience block where they will continue to develop their teaching skills and reflective processes for professional growth.			

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