



CHRISTIAN HERITAGE COLLEGE

PE442

**TEACHING FOR TRANSFORMATION:
MEETING LEARNER NEEDS (P-6)**

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	PE442
Unit name	Teaching for Transformation: Meeting Learner Needs (P-6)
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 30 hours</p> <p>Reading, study and assignment preparation, contribution to professional learning experiences 120 hours</p> <p>TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisite:</i></p> <p>PE322 Teaching for Learning: Motivating and Managing Learners (P-6) and PE332 Teaching for Learning: Curriculum and Planning (P-6) and 90 credit points in the Discipline Studies strand</p>
Rationale	<p><u>Enduring Understanding:</u> Differentiated planning and practice promotes ethical and equitable opportunities for all students to learn.</p> <p>Through academic professional learning and school-based placement, this final supervised professional experience for pre-service teachers will further develop a range of knowledge, skills and attitudes in preparation for the subsequent internship experience. Students will continue to consider the principles and practices of differentiation and reflection to engage with inclusive practices in primary education contexts. Students will develop a case study report to evidence their engagement with the principles and practices of an inclusive and differentiated curriculum while on their professional experience block.</p> <p>This unit and professional experience practicum is an opportunity for pre-service teachers to further develop a range of skills, knowledge and attitudes more closely related to those of graduate teachers in primary contexts. The professional experience block allows opportunities for pre-service teachers to further build upon their knowledge and skills of Christian worldview perspectives for teaching and learning, considering the values of inclusion and social justice. Pre-service teachers will be encouraged to review these experiences and use a reflective process to evaluate themselves against the <i>Australian Professional Standards for Teachers</i>, in preparation for the subsequent internship experience.</p>
Prescribed text(s)	<p>Gregory, G.H., & Kuzmich, L. (2014). <i>Data driven differentiation in the standards-based classroom</i> (2nd ed.). Thousand Oaks, CA: Corwin.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>

<p>Recommended readings</p>	<p>Books</p> <p>Bartlett, J. (2016). <i>Outstanding differentiation for learning in the classroom</i>. New York, NY: Routledge.</p> <p>Bender, W.N. (2012). <i>Differentiating instruction for students with learning disabilities: New best practices for general and special educators</i> (3rd ed.). Thousand Oaks, CA: Corwin.</p> <p>Gregory, G.H., & Burkman, A. (2012). <i>Differentiated literacy strategies for English language learners: Grades K-6</i>. Thousand Oaks, CA: Corwin.</p> <p>Gregory, G., & Kaufeldt, M. (2012). <i>Think big, start small: How to differentiate instruction in a brainfriendly classroom</i>. Bloomington, IN: Solution Tree Press.</p> <p>Overton, T. (2016). <i>Assessing learners with special needs: An applied approach</i> (8th ed.). Brownsville, TX: Pearson.</p> <p>Tomlinson, C.A. (2016). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, VA: ASCD.</p> <p>Journals</p> <p><i>Australian Council for Educational Research</i></p> <p><i>Australasian Journal of Special Education</i></p> <p><i>Australasian Journal of Gifted Education</i></p> <p><i>International Journal of Inclusive Education</i></p> <p>Websites</p> <p>Australian Institute for Teaching and School Leadership (AITSL) www.aitsl.edu.au</p> <p>Attention Deficit Hyperactivity Disorder www.adhd.com.au</p> <p>Autism Awareness www.autismawareness.com.au</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) www.acara.edu.au/home_page.html</p> <p>Australian Curriculum www.australiancurriculum.edu.au</p> <p>Queensland Curriculum and Assessment Authority (QCAA) www.qcaa.qld.edu.au</p> <p>Supporting People Experiencing Learning Difficulties www.speld.org.au</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>
<p>Specialist resource requirements</p>	<p>Nil</p>

Content	<ol style="list-style-type: none"> Principles of differentiation and inclusion considering Christian worldview perspectives of inclusion and social justice Knowing your primary students: Differentiating by readiness, interest and student learning profile Planning for differentiated teaching experiences, strategies and resources, including ICTs, to support a range of student learning needs using differentiation models (eg: Williams, Maker, Tannebaum, and Renzulli) Managing the differentiated primary classroom across a range of contexts such as summative and formative assessment and standardised and diagnostic testing Assessment strategies for learning – collecting and using assessment data to modify teaching practice and support student learning Professional Experience Program block 		
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"> investigated and applied differentiated principles and practice in primary school contexts, including strategies for informing parents/carers of student learning; identified, designed and effectively used a range of differentiated teaching strategies and resources, including ICTs, to promote learning for a diverse range of learning needs in primary school contexts; integrated quality assessment processes with differentiated teaching and learning strategies and interpreted assessment data to support student learning; integrated Christian worldview perspectives into teaching and learning; critically engaged with professional feedback and demonstrated judgement, adaptability, responsibility and reflective processes to develop teaching skills and competencies to meet the graduate standards; and communicated at an appropriate tertiary standard: with special attention to design element, grammars, usage, logical relations, style, referencing and presentation. 		
Assessment tasks	<p>Task 1: Investigation/Demonstration Case study report and oral presentation on differentiated teaching in a primary context Word Length/Duration: 1,000 word report and 10 minute presentation Weighting: 50% Learning Outcomes: 1-4, 6 Assessed: Week 14</p> <p>Task 2: Planning/Demonstration/Reflection Professional Experience Folio: Mentor Report, Lecturer Report, Professional Diary Word Length/Duration: 2,000 words Weighting: 50% Learning Outcomes: 1-6 Assessed: Week 16</p>		
Australian Professional Standards for Teachers (APST)	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>
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1, 2	1, 2

1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 3	1, 2
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.	2	1, 2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1, 2	2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2	2
2.2	Organise content into an effective learning and teaching sequence.	2	2
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2, 3	1, 2
3.3	Include a range of teaching strategies.	2, 5	1, 2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	5	1
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	3, 5	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2, 3	1, 2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2	2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	2, 5	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.	2	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	3	1, 2

	5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	3, 5	2
	5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	1, 3	2
	6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	5	2
	6.2	Understand the relevant and appropriate sources of professional learning for teachers.	5	2
	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	5	2
	6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	5	2
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 5	2
	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	5	2
	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	1	1
Unit summary	Through academic professional learning and school-based placement, this final supervised professional experience will assist pre-service teachers to further develop a range of knowledge, skills and attitudes in preparation for the subsequent internship experience. Students will continue to consider the principles and practices of differentiation and reflection to engage with inclusive practices in primary education contexts and evaluate themselves against the <i>Australian Professional Standards for Teachers</i> at a graduate teacher standard.			