

ASSIGNMENT 2 AND 3 TASK SCENARIOS – Belonging in Schools and Teaching for Equity

You may choose any of the following scenarios as your focus for Assessment Task 2 (Learning Theories Module 2) and this will mean that the same scenario will be used for Assessment Task 3 (Learning Contexts Module 3). These are grouped in pairs for ease of use.

Please see Course Outline and Assessment description in Canvas for more detail and assessment criteria.

FORMAT

Assessment Task 2: Written essay response:

Focusing on individual student development (address physical, social, moral and intellectual), motivation theory, and teaching and learning, ITES will provide a detailed and sustained response to the scenario that they have been given. Using appropriate learning theories, developmental models, high quality research and evidence-based strategies, the response will detail how teachers can improve the educational achievement of the student/s in their given scenario.

Assessment Task 3: Digital Poster and Recorded Individual Oral Presentation:

In this part you will create a response based in research from Module 3 (Contexts of Learning) which addresses relevant aspects of intersectional identities, place, socioeconomics and so on. Using the same scenario pair you addressed in Assessment 2, you will submit an oral and visual response. This will be in the form of a digital poster (or a suite of informative and curated imagery in the form of your choice) and recorded oral presentation of no more than 5-6 minutes. There are instruction in Canvas for how to record your oral response and upload it. Ensure that a reference list of high quality research *and* your talking points or written transcript are included in your upload.

TASK SCENARIO ONE: 'Streaming'

Fred (11) will be transitioning from primary to high school. He is a boisterous lad who prefers hands on learning. St Joseph's high school where Fred is going has received the information pack about Fred from his primary school. The pack includes NAPLAN data, behavioural data, results of tests for reading, writing, comprehension, literacy, numeracy and science. Fred has strong reading skills but poor mathematics skills. There are fundamental gaps in his numeracy skills. At St Joseph's students streamed into classes according to their maths results. For timetabling reasons, students in a given stream attend math, English and science classes together but have mixed ability classes for art, technology, PDHPE and history/geography.

Read and explore:

<https://www.vu.edu.au/mitchell-institute/educational-opportunity/middle-years-achievement-gaps-widen-at-year-7>

<https://theconversation.com/its-common-to-stream-maths-classes-but-grouping-students-by-ability-can-lead-to-massive-disadvantage-226723>

ASSESSMENT TASK 2: Belonging in School

At St Josephs the school is trying to improve their NAPLAN scores, especially in numeracy. For many years streaming has been the preferred strategy. As they sort the incoming year 6 students into classes for year 7, Fred's data presents the school with a problem. His prior maths results suggest that he be streamed into the lowest class but this doesn't match his strength in English. Jacob presents the opposite. He has outstanding Mathematics results but has struggles with his written literacy.

This sort of dilemma happens every year with students like Fred and Jacob. The Head Teacher Teaching and Learning decides to put together a team of teachers to look at the effects of streaming and make recommendations to the school executive.

ASSESSMENT TASK 3: Teaching for Equity

Your digital poster and recorded oral presentation will be to discuss the PROS & CONS of STREAMING, in relation to concepts and practices of educational equity in Australian schools. To do so, you will draw on a range of high quality, peer reviewed research to make a case about how streaming impacts equitable opportunities for education across a selection of different social groupings of your choice.

TASK SCENARIO 2: Socio-economics and school completion

<https://myschool.edu.au/school/42932>

At Keira High School, Kevin has been causing trouble. He is 15 and in year 10. When he started at the high school Kevin had made it clear that he was going to leave school at 15 like his Dad and complete an apprenticeship at one of the local factories. However, the economic downturn in the region has seen a decline in manufacturing in the area and the town's youth unemployment rate skyrocket. Any apprenticeships that are available go to students that have completed high school. Apprenticeships have become highly competitive and very sought after as there are so few available. Kevin has no interest or desire to go university. He can't see the point of school but can't leave until he is 17 and even then, he needs to fulfil the government's requirement to be earning or learning. He is disruptive in class and mildly aggressive to his teachers whom he doesn't relate to. While the school has a strong history of preparing its students for trade and manufacturing jobs, these are no longer available to the young people of the area.

Read and explore:

<https://www.vu.edu.au/mitchell-institute/educational-opportunity/senior-school-years-school-completion-uneven-across-australia>

<https://theconversation.com/australian-education-fails-one-in-four-young-people-but-not-the-wealthy-ones-49663>

ASSESSMENT TASK 2: Belonging in School

There are a number of disaffected students like Kevin in the school and the teachers are finding them difficult to motivate. They make a sport of disrupting lessons and mocking those students who are trying to learn. The deputy principal has decided that a new curriculum program or approach needs to be implemented in the school to try to engage these students.

With reference to research-based learning psychology, explore at least two different approaches to curriculum and/or pedagogy and/or behaviour specific to high school age groups, which would be suitable for these disaffected students, to re-engage them in learning at school, and to offer them the means to reimagine their aspirations for post-schooling opportunities?

ASSESSMENT TASK 3: Teaching for Equity

According to the piece in the Conversation, Australian education fails one in four young people. Your digital poster and oral presentation will draw on course content (including appropriate sociological and/or theoretical perspective/s) to explain which group/s of students are being failed by the Australian education system and what can be done (at either classroom, school or policy level) to improve equity of opportunity in schooling for the students that currently are at risk of failing, with a focus on the needs of regional high schools in contexts where a majority of the school ICSEA is in the bottom quarter.

TASK SCENARIO 3: Strong, smart and excellent Indigenous Education

Identifying as an 'indigenous' person is fraught with complexity, not the least of which is working out what to name this identity/ies, and when particular words like 'indigenous', 'Aboriginal' and 'Torres Strait Islander' seem to be given by outsiders but also relate to specific places and ancestries. But finding and enjoying one's cultural identity in this space can present important connections, challenges and opportunities. Read and explore the following resources.

What does 'indigenous' mean to me? (Stewart, 2017)

<https://www.tandfonline.com/doi/full/10.1080/00131857.2017.1302050>

<https://theconversation.com/once-students-knew-their-identity-they-excelled-how-to-talk-about-excellence-in-indigenous-education-193394>

<https://www.ngarrngga.org/>

<https://www.closingthegap.gov.au/>

Assessment 2 – Belonging in School

Using the above as stimulus apply theories of learning, socio-emotional-moral development, and/or social psychology model/s, to explore and explain the factors involved in building up students' positive identities and how this may support learning in primary and/or secondary schools for those with First Nations heritage/ Indigenous students. Consider critiques of traditional, culturally 'neutral' measures of intelligence and offer a strengths based approach to success in learning.

Assessment 3- Teaching for Equity

Your digital poster and oral presentation will be to develop an introduction to key issues in Indigenous Education/Education for First Nations Peoples in Australia. Drawing on historical contexts, including the recent Voice to Parliament referendum, and relevant sociological theories, identify Australian policies that have affected the educational outcomes of Indigenous students. Explore and recommend policies that could help to "Close the Gap".

TASK SCENARIO 4: Gender and Maths education

Maths education has never been higher in significance, in Australia and globally. Mathematics is everywhere! Understanding and using mathematical concepts, and being numerate, helps children know and describe the world around them and make meaning of these encounters. It is, therefore, an essential skill for successful daily life.

Read and explore:

<https://www.smh.com.au/education/girls-schools-buck-decline-in-maths-participation-20220714-p5b1ll.html>

<https://fbe.unimelb.edu.au/newsroom/girls-score-the-same-in-maths-and-science-as-boys,-but-higher-in-arts-this-may-be-why-they-are-less-likely-to-pick-stem-careers>

Assessment Task 2 – Belonging in School

<https://myschool.edu.au/school/41426>

At a local Primary school, the Year 3/4 composite teacher has noticed that a normally bubbly Year 3 girl is withdrawing during the class numeracy hour and deliberately sitting down as soon as possible. The teacher has instituted a fun, low-stakes competition with quick-answer physical activity each morning to support remembering the times tables. All the students stand up and complete a simple set of movements to get them active in the morning and as a way of answering the questions. If students answer incorrectly they are to sit down, until the last student standing wins a small prize. The girl's mother is an engaged parent, but she mentioned one afternoon at pick up that she is concerned whenever she tries to connect their everyday family activities, like during in cooking or out shopping with maths concepts (eg measuring, money counting) the girl becomes distressed and refuses to answer.

Using Module 2 material, draw on learning theories and high quality research to offer possible explanations and offer recommendations to help remedy the situation.

Assessment Task 3 – Teaching for Equity

<https://myschool.edu.au/school/41601>

At a local metropolitan high school, it has been noticed that there has been a steady decline in the number of girls selecting maths subjects over the last 5 years. As a part of your role in the school's Teaching and Learning team you have been asked to write a report that might explain this downward trend, its impact on girls' career options, and explore ways that can encourage more girls to select maths.

TASK SCENARIO 5: Gender and Identity

The recent political uproar about the rights of religious schools to discriminate against gay and trans gender students and teachers demonstrates that gender and sexuality is still a sensitive political and educational topic.

Read and explore:

<https://theconversation.com/4-out-of-5-parents-support-teaching-gender-and-sexuality-diversity-in-australian-schools-176787>

<https://theconversation.com/school-uniforms-what-australian-schools-can-do-to-promote-acceptance-of-gender-diversity-95134>

<https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy>

Assessment Task 2: Belonging in School

Drawing on materials and learning theories from Module 2, explain how children and teens develop physically, cognitively and socio-emotionally in relation to sexuality, and in terms of their gender identities. Why is gender and sexuality an important factor for teachers to take into account for student wellbeing and belonging in both the classroom and the school more broadly?

Assessment Task 3: Teaching for Equity

You are part of your K-12 Independent school's wellbeing team. Drawing on the content of Module 3, provide a response that suggests guidelines for your school in terms of revisiting and revising its policies around the expression of gender and sexuality, which includes both teachers and students. What needs to be considered in terms of meeting the needs of students, parents, teachers and the community given the sensitivity that surrounds issues related to this topic? What contextual information and theoretical perspectives could be used to inform the school's policy, at a school which houses a K-12 population?

TASK SCENARIO 7 – Social media in schools

According to Jonathan Haidt, social media is responsible for an increase in mental health issues for teens, especially. The Australian government is in the process of policy-making to limit social media access for children and youth.

Read and explore:

<https://www.abc.net.au/btn/high/social-media-isolation/104504126>

<https://harvardpublichealth.org/mental-health/jonathan-haidt-on-countering-negative-effects-of-social-media/>

<https://www.theguardian.com/technology/2024/nov/18/australian-parliamentary-inquiry-stops-short-of-backing-social-media-ban-for-under-16s>

Assessment Task 2: Belonging in School

Drawing on Module 2 course content including appropriate theoretical and developmental perspectives, explain why this age group is particularly vulnerable to the effects of social media including its impact on learning, social connections and other behaviours related to how this age group experiences school. How can teachers use theories of learning to mitigate the negative use of phones/social media 'hangovers' and improve engagement in class?

Assessment Task 3: Teaching for Equity

Your digital poster and oral presentation will be to offer the pros and cons of a selection of existing or potential school policy strategies and/or approaches which aim to tackle the insidious impact of social media on student experiences at school, and its out-of-school implications, including bullying. Pay particular attention to how these policies may be adapted for a range of school contexts and locations, and in particular, how the policies may affect different intersectional identities and student social groupings in particular.