



CHRISTIAN HERITAGE COLLEGE

# **PE402 – Teaching for the Needs of Learners (7-12 GradDipEd)**

## **UNIT OUTLINE**

**Credit Points:** 10

**Lecturer:** Sadie Praeger

**Semester:** Semester 2, 2016

<b>Unit code</b>	PE402						
<b>Unit name</b>	Teaching for the Needs of Learners (7-12 GradDipEd)						
<b>Associated higher education awards</b>	Graduate Diploma of Education (Secondary)						
<b>Duration</b>	One semester						
<b>Level</b>	Postgraduate						
<b>Unit coordinator</b>	Sadie Praeger						
<b>Core/elective</b>	Core						
<b>Weighting</b>	Unit credit points: 10 Course credit points: Graduate Diploma of Education (Secondary) 100						
<b>Delivery mode</b>	Face-to-face on site						
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>30 hours</td></tr> <tr> <td>Reading, study and assignment preparation and contribution to professional learning experiences</td><td>120 hours</td></tr> <tr> <td><b>TOTAL</b></td><td><b>150 hours</b></td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study and assignment preparation and contribution to professional learning experiences	120 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>TOTAL</b>	<b>150 hours</b>						
<b>Prerequisites/ co-requisites/ restrictions</b>	Prerequisite: PE401 Learning about Teaching: Planning for Learning (7-12 GradDipEd)						
<b>Rationale</b>	<p><u>Enduring Understanding:</u> An effectively differentiated classroom is demonstrated by teachers designing opportunities for all students to work at appropriate levels of challenge.</p> <p>Through a combination of institution-based professional learning and school-based supervised professional experience, the unit provides the opportunity for pre-service teachers to develop their professional capacity to plan, implement and evaluate differentiated teaching and learning pedagogical practices. The unit builds on knowledge and understanding from the first professional experience unit, 'PE401 Learning about Teaching: Planning for Learning (7-12 GradDipEd)'.</p> <p>This unit integrates and applies current perspectives, issues and theoretical frameworks of inclusion and differentiation to meet the needs of a diverse range of learners in secondary schooling contexts. Literacy and numeracy standards, as well as professional ethics and conduct as required by the profession, are an inherent requirement of this professional experience block. The professional experience block provides opportunities for pre-service teachers to further build upon their knowledge and skills of developing Christian worldview perspectives for teaching and learning.</p>						

<b>Prescribed text(s)</b>	<p>Gregory, G.H., &amp; Kuzmich, L. (2014). <i>Data driven differentiation in the standards-based classroom</i> (2nd ed.). Thousand Oaks, CA: Corwin.</p> <p>Professional Experience Program Handbook available via the Moodle™ site for this unit.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Bartlett, J. (2016). <i>Outstanding differentiation for learning in the classroom</i>. New York, NY: Routledge.</p> <p>Cavanagh, M., &amp; Prescott, A. (2015). <i>Your professional field experience handbook: A guide for preservice teachers</i>. Frenchs Forest, NSW: Pearson Australia.</p> <p>Clarke, M., Pittaway, S., &amp; Marsh, C. (2014). <i>Becoming a teacher: Knowledge, skills and issues</i> (6th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p>Doubet, K., &amp; Hockett, J. (2015). <i>Differentiation in middle and high school: Strategies to engage all learners</i>. Alexandria, VA: ASCD.</p> <p>Giannola-Casale, D., &amp; Green, L.S. (2012). <i>41 active learning strategies for the inclusive classroom, grades 6-12</i>. Thousand Oaks, CA: Corwin.</p> <p>Gregory, G., &amp; Kaufeldt, M. (2012). <i>Think big, start small: How to differentiate instruction in a brainfriendly classroom</i>. Bloomington, IN: Solution Tree Press.</p> <p>Sevilla, M. (2013). <i>Differentiating learning with the android</i>. USA:Createspace.</p> <p>Tomlinson, C.A. (2016). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, VA: ASCD.</p> <p><b>Journals</b></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><b>Websites</b></p> <p>ACARA: <a href="http://www.acara.edu.au">www.acara.edu.au</a></p> <p>AITSL: <a href="http://www.aitsl.edu.au">www.aitsl.edu.au</a></p> <p>Attention Deficit Hyperactivity Disorder: <a href="http://www.adhd.com.au">www.adhd.com.au</a></p> <p>Autism Awareness: <a href="http://www.autismawareness.com.au">www.autismawareness.com.au</a></p> <p>QCAA: <a href="http://www.qcaa.qld.edu.au">www.qcaa.qld.edu.au</a></p> <p>Supporting People Experiencing Learning Difficulties: <a href="http://www.speld.org.au">www.speld.org.au</a></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 <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil

<b>Content</b>	<ol style="list-style-type: none"> <li>1. Effective differentiation in the secondary classroom: Teaching to the learning needs of all students</li> <li>2. Assessment in the differentiated classroom - data informed teaching: Knowing your students</li> <li>3. Specific learning needs: Intellectual impairment, ASD, ADHD/ADD, and Dyslexia</li> <li>4. Models for differentiated teaching (e.g. Maker, Williams, Renzulli, and Tannenbaum)</li> <li>5. Differentiation teaching strategies: Curriculum compacting, using different time strategies, flexible grouping, adjusted resources, and literacy and numeracy strategies</li> <li>6. Researching to support teaching to the learning needs of students; using data to plan for differentiated teaching</li> <li>7. Preparation for Professional Experience Program: PEP briefing</li> <li>8. Strategies for engaging in professional learning</li> <li>9. Engaging wider stakeholders within the education community</li> <li>10. Professional Experience Program</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. demonstrated knowledge and understanding of inclusive and differentiated practice in meeting the diverse needs of learners in secondary contexts;</li> <li>2. designed and implemented differentiated teaching and learning sequences, strategies and resources appropriate to the developmental needs of a diverse range of secondary school learners;</li> <li>3. integrated a Christian worldview perspective into teaching and learning experiences;</li> <li>4. demonstrated teaching and learning strategies that are informed by quality data and an assessment process that promote student learning engagement;</li> <li>5. demonstrated judgement, adaptability, responsibility and an understanding of effective teaching skills and competencies to meet the graduate standards; 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: Investigation/Demonstration</b></p> <p>Case study oral presentation on differentiated teaching in secondary context</p> <p>Word Length/Duration: 15 minute presentation (2,000 word equivalent)</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 14</p> <p><b>Task 2: Planning/Demonstration/Reflection</b></p> <p>Professional Experience Folio: Mentor Report, Lecturer Report, Professional Diary</p> <p>Word Length/Duration: 5,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 16</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>
	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
	1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 4
	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.	1-3
	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
	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	1-3
	1.6	Knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1, 5
	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2
	2.2	Organise content into an effective learning and teaching sequence.	2
	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2, 4
	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1
			2

	2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2, 4	1, 2
	2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2, 4, 5	2
	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1, 2	1, 2
	3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2, 4	1, 2
	3.3	Include a range of teaching strategies.	2, 4	1, 2
	3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	2, 4	2
	3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	5, 6	2
	3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	4, 5	1, 2
	3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	5	1, 2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	4, 5	1, 2
	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2, 4-6	1, 2
	4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1, 5	1, 2
	4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	2, 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.	2, 5	2

5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	4, 5	1, 2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	4, 5	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	4, 5	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	4, 5	1, 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.	4, 5	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.	1, 5	2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 3, 5	1, 2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	1, 5	1, 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	1, 2, 5	1, 2

	7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1, 2, 5	1, 2
<b>Unit summary</b>	Through a combination of institution-based professional learning and school-based supervised professional experience, the unit provides the opportunity for pre-service teachers to develop their professional capacity to plan, implement and evaluate effective and differentiated teaching and learning pedagogical practices.			