ES462 – Educational Contexts: School and Learners in the Secondary Years

UNIT OUTLINE

Credit Points: 10

Lecturer: Dr Robert Herschell

Semester: Semester 2, 2016

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Unit code	ES462
Unit name	Educational Contexts: Schools and Learners in the Secondary Years
Associated higher education awards	Graduate Diploma of Education (Secondary)
Duration	One semester
Level	Postgraduate
Unit coordinator	Dr Robert Herschell
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Graduate Diploma of Education (Secondary) 100
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 30 hours Reading, study and assignment preparation 120 hours **TOTAL** **150 hours** Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	<u>Enduring Understanding</u>: The roles and functions of teachers and students, as well as schools and schooling is a socially constructed enterprise. In this unit pre-service teachers will develop understandings of education and, in particular, the positioning of schools, teachers and students, as embedded within particular social, cultural, historical, political and economic contexts. The course scaffolds an on-going inquiry into such understandings within secondary school contexts. The pre-service teacher will consider the implications of teaching and learning within a rapidly changing social, economic and technological world. An overview of socio-cultural issues impacting upon middle and secondary school contexts and investigation of the key aspects and phases of development in the physical, social, emotional, cognitive, linguistic and spiritual domains will form the basis of this unit. This unit will lead pre-service teachers to explore the big questions and purposes of education and to develop their personal philosophies, values and beliefs of practice in relation to contributing to professional school contexts that provide learning environments that foster productive relationships and are supportive of learners' needs.
Prescribed text(s)	Holmes, D., Hughes, K., & Julian, R. (2014). *Australian sociology: A changing society* (4th ed.). Frenchs Forest, NSW: Pearson Education.

Recommended readings	**Books**
	Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M., Nicholson, P., & Vick, M. (2016). *Teaching: Making a difference* (3rd ed.). Milton, QLD: John Wiley & Sons.
	Clarke, M., Pittaway, S., & Marsh, C. (2014). *Marsh's becoming a teacher* (6th ed.). Frenchs Forest, NSW: Pearson Australia.
	Haralambos, M., Holborn, M., Chapman, S., & Moore S. (2013). *Sociology: Themes and perspectives* (8th ed.). London, UK: HarperCollins.
	Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Moorabbin, VIC: Hawker Brownlow.
	Holmes, D., Hughes, K., & Julian, R. (2014). *Australian sociology: A changing society* (4th ed.). Frenchs Forest, NSW: Pearson Education.
	Killen, M., & Coplan, R.J. (2011). *Social development in childhood and adolescence: A contemporary reader*. Malden, MA: Wiley-Blackwell.
	Sadovnik, A.R. (Ed.). (2015). *Sociology of education: A critical reader.* New York, NY: Routledge.
	Tait, G. (2015). *Making sense of mass education*. Port Melbourne, VIC: Cambridge University Press.
	Journals
	Educational Leadership (ASCD)
	Australian Journal of Educational and Developmental Psychology
	Australian Journal of Teacher Education
	Social Psychology of Education
	Websites
	Becoming a Teacher: http://education.qld.gov.au/hr/recruitment/teaching/becoming-teacher.html
	Professional Learning: http://www.ascd.org/Default.aspx
	Adolescent Success: http://www.adolescentsuccess.org.au/
	The Australian curriculum (ACARA): http://www.australiancurriculum.edu.au/
	Australian Institute for Teaching and School Leadership (AITSL): http://www.aitsl.edu.au/
	Queensland Curriculum & Assessment Authority (QCAA): https://www.qcaa.qld.edu.au/
	Learning Place: http://education.qld.gov.au/learningplace/
	Queensland College of Teachers (QCT): http://www.qct.edu.au/
	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.
Specialist resource requirements	Nil

Content	
	1. Socio-cultural influences on education 2. Historical insights into teaching 3. The historical and social contexts of education in Australia: - class - gender - ethnicity and immigration - Aboriginality and Australia's Indigenous peoples: - traditional and contemporary culture: Aboriginal Australians; Torres Strait Islanders - colonisation, government policy and practice - land rights and native title - Indigenous Australians and the law - Australia's future and Indigenous Australians – educational implications - the family - religion, including Christianity, and education in the Australian context - globalisation - media, popular culture and the networked society 4. Education discourses that influence teaching practice such as "child centered" discourse, socio-cultural discourse 5. Educational artifacts: Linking practice and theory 6. The future: Schooling, equity and social change
Learning outcomes	On completion of this unit, pre-service teachers will have provided evidence that they have: 1. understood the socio-cultural nature of middle and secondary contexts and their influence on learning and development for a diverse range of learners; 2. critically evaluated contemporary Australian socio-cultural contexts, and how these relate to and impact upon educational experience and life chances; 3. investigated various theories of educational sociology in terms of their varied perceptions of the nature and structure of society; 4. analysed the implications of worldview and sociological theories for the perceived roles of education and teaching within society; 5. appraised the prevailing societal expectations placed upon education and schooling in relation to distinctively 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	**Task 1: Investigation** Case Study Report: Provide an ethically oriented analysis of the socio-cultural factors that influence and impact a secondary phase learner. Word Length/Duration: 3,000 words Weighting: 60% Learning Outcomes: 1, 2, 4-6 Assessed: Week 4 **Task 2: Exposition** Comparative discourse analysis of school-level and systemic-level artefacts in terms of how they were constructed and how they shape educational practice. Word Length/Duration: 2,000 words Weighting: 40% Learning Outcomes: 2-6 Assessed: Week 8

Australian Professional Standards for Teachers (APST):	Successful completion of this unit will provide significant evidence about the following *Australian Professional Standards for Teachers*:		
	Graduate Teacher Standards	*Learning Outcomes*	*Assessment tasks*
	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1-4	1, 2
	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	3, 4	1, 2
	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
	3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	4	1
	4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 4	1
	4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	1-4	1, 2
	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	5	1, 2
	7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	2, 5	1, 2
	7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1-5	2
Unit summary	An overview of socio-cultural issues impacting upon middle and secondary school contexts and investigation of the key aspects and phases of development will form the basis of this unit. This unit will lead pre-service teachers to explore the big questions and purposes of education and to develop their personal philosophies, values and beliefs of practice in relation to contributing to professional school contexts that provide learning environments that foster productive relationships and are supportive of learners' needs.		