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.
<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Educational Contexts and Philosophies: The Middle Phase of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>ES235</td>
</tr>
<tr>
<td>Award</td>
<td>Bachelor of Education (Middle Years)</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>Core</td>
</tr>
<tr>
<td>Pre/co-requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Weighting</td>
<td>10 credit points</td>
</tr>
<tr>
<td>Delivery/Contact hrs</td>
<td></td>
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<tr>
<td>Teaching Staff</td>
<td>To be appointed</td>
</tr>
<tr>
<td>Unit Rationale</td>
<td>Schools exist in a very familiar ‘space’ in society, which has changed little in over a century. While outward structures, buildings and technologies have changed and continue to change, the fundamental goals, purposes and structures of schools are resilient to change and so may often go unnoticed by casual observers. In order to properly understand the role of teacher and learner, and the underlying assumptions and forces shaping education in middle years contexts, it is important for preservice teachers to have a good understanding of philosophical and sociocultural foundations for this context. In the middle phase, these foundations include a developmentally responsive, student-based curriculum and a focus on meeting the specific sociocultural needs of early adolescents. Schools have a fundamental, inherent potential to be mechanisms for change and transformation of school students, and ultimately of the wider society. As perhaps the most influential agent for change in a school, the middle years teacher should be an informed professional, possessing a deep understanding of the philosophical and sociocultural assumptions, norms and unspoken ‘truths’. From this position of informed professional, the teacher is in a position to question and challenge inequities and systems which work to produce disadvantage for sectors within a school population, such as indigenous students or other minority groups. This unit will encourage preservice teachers to identify themselves as active participants in considerations of the role and purpose of the school and the teacher, and as innovators and key facilitators of equitable outcomes for the middle years school students in their care. Preservice teachers will be encouraged to develop a distinctively Christian rationale for change working in and through schools, to influence their communities and their schools in godly, positive, transforming ways.</td>
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</tbody>
</table>
Learning Outcomes:

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Explored, defined and explained the meaning and significance of culture, learning, development, context and education in the sociocultural contexts of middle years school contexts and classrooms.
2. Described and appreciated their personal cultural, developmental and educational heritage, when studying philosophical assumptions and sociocultural contexts.
3. Compared and contrasted various sociocultural contexts and their impact upon educational experiences and opportunities in middle years classrooms.
4. Investigated and interrogated philosophical foundations of schooling in middle years contexts (4-9) in order to inform their own personal philosophies of education.
5. Developed understanding of the principles of the student-centred, developmentally sensitive, negotiated, authentic curriculum; and applied these understandings to their own practice as preservice middle years teachers.
6. Developed an informed Christian philosophy of education which is supported by research, is sensitive and respectful of other worldviews and which addresses questions of teaching ‘Christianly’, in either Christian or secular school contexts.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).

Professional Standards for Queensland Teachers:

The learning opportunities provided in this unit contribute to the development of the following Professional Standards for Queensland Teachers:

3. Design and implement intellectually challenging learning experiences.
7. Create and maintain safe and supportive learning environments.
9. Contribute effectively to professional teams.

Successful completion of this unit will provide significant evidence about the following Professional Standards for Queensland Teachers:

4. Design and implement learning experiences that value diversity.
6. Support personal development and participation in society.
10. Commit to reflective practice and professional renewal.

Christian Teacher Practitioner Standards:

1.0 Committed to understanding and applying a distinctive yet wide-ranging Christian worldview in all aspects of their life, character, scholarship and profession.
2.0 Dedicated to learning in relationship through consultative, cooperative and critical partnerships embedded in learning communities.
4.0 Skilled professionals demonstrating a comprehensive knowledge base and higher order thinking that informs all aspects of their pedagogy, curriculum, professional relationships and practice.
6.0 Learner-focused and committed to developing contextually relevant, safe, supportive and stimulating learning environments that are inclusive, socially just, intellectually challenging and sensitive to sociocultural imperatives.
7.0 Reflective professionals who are praxis oriented and committed to ongoing transformation, personal and professional renewal and development within their learning communities.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Educational advantage and disadvantage</td>
</tr>
<tr>
<td></td>
<td>- A sociocultural view of the person - the person through the lens of Theology, Philosophy, Psychology, and Sociology</td>
</tr>
<tr>
<td></td>
<td>- Sociocultural contexts and the person of the teacher</td>
</tr>
<tr>
<td></td>
<td>- Cultural influences on educational experiences and opportunities in early phase, primary, middle years and secondary school contexts</td>
</tr>
<tr>
<td></td>
<td>- Sociocultural issues of gender, economic and indigenous perspectives</td>
</tr>
</tbody>
</table>
| 3 | Alternative models for education  
- Classical, modern and post-critical philosophies and indigenous and their impacts on education  
- Unpacking philosophical ideas and their relationship to learners and their needs  
- A Christian approach to philosophy and education  
- Developing a personal philosophy of education |
|---|---|
| 4-8 | Models of education: the middle phase  
- Nature and purpose of middle years contexts  
- Philosophical and sociocultural foundations for middle years contexts  
- Student-centred, negotiated, developmentally responsive curriculum as a philosophy  
- Developing a personal sense of adult identity in the middle phase  
- Connections and challenges in developing appropriate middle years classrooms within diverse communities, including indigenous |
| 9-11 | Innovations in the middle phase  
- Addressing underlying philosophies and sociocultural assumptions in the middle years classroom  
- Being an agent for positive change in lives of early adolescent school students  
- Developing a classroom community with middle years students  
- Redesigning middle years assessment  
- Integrating and negotiating the curriculum |

Set Text Requirements:

Pendergast, D & Bahr, N (eds.) 2010, Teaching Middle Years: Rethinking Curriculum, Pedagogy and Assessment, 2nd edn, Allen & Unwin, Crows Nest, NSW.

Recommended Readings:


Claxton, G 2008, What’s the Point of School? Rediscovering the Heart of Education, Oneworld, Richmond, NSW.


Dinham, S & Scott, C (eds.) 2000, Teaching in Context, ACER Press, Camberwell, VIC.


Mackay, H 2004, Right and Wrong: How to Decide for Yourself, Hodder, Sydney.


Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQT</th>
<th>CTPC</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper (2500 words)</td>
<td>Investigate the philosophical and sociocultural assumptions and foundations of middle phase of learning in Australian contexts.</td>
<td>1-7</td>
<td>4p1; 4p3; 4p8; 4k1; 4k2; 4k3; 4k8; 4k9; 6p2; 6p8; 6k1; 6k4; 6k5; 6k10; 10p1; 10p2; 10k1; 10k5; 10k8; 10k9</td>
<td>1.1; 1.2; 1.4; 1.5; 1.7; 1.8; 2.2; 2.3; 2.5; 4.1; 4.4; 4.6; 4.7; 4.8; 6.3; 6.5; 6.6; 7.1; 7.2; 7.4; 7.5; 7.6</td>
<td>Week 6</td>
<td>50%</td>
</tr>
<tr>
<td>Debate and Brief (2000 words)</td>
<td>Reflect, prepare and present a position on a topic addressing issues of educational disadvantage in the middle phase. Prepare a Debate Brief defending the position, including analysis of alternative views and rebuttals.</td>
<td>1-7</td>
<td>4p1; 4p3; 4p8; 4k1; 4k2; 4k3; 4k8; 4k9; 6p2; 6p8; 6k1; 6k4; 6k5; 6k10; 10p1; 10p2; 10k1; 10k5; 10k8; 10k9</td>
<td>1.1; 1.2; 1.4; 1.5; 1.7; 1.8; 2.2; 2.3; 2.5; 4.1; 4.4; 4.6; 4.7; 4.8; 6.3; 6.5; 6.6; 7.1; 7.2; 7.4; 7.5; 7.6</td>
<td>11 Week</td>
<td>50%</td>
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</table>

Unit Overview:

This unit encompasses the notion that culture and philosophy underpin the context, perceptions and outcomes of education, and that, in order to be professional and effective, educators need to be cognisant of this. As such, it introduces pre-service teachers to the sociocultural contexts of middle years school classrooms and contexts and investigates these from a number of philosophical positions. Specific attention is paid to the particular sociocultural needs of middle years school students within diverse cultural settings.

Drawing upon the tenets of philosophy, pre-service teachers will develop an understanding of the ideas and philosophies that have shaped contemporary education in the middle years. Overall, this unit will provide the tools for the preservice teacher to think in critical and reflective ways about teaching philosophy and practice, and to develop Christian ways of thinking about and reconceptualising education in the middle years classroom.