ES355

LEARNING COMMUNITIES: HOLISTIC APPROACHES TO SCHOOLS AND STUDENTS (4-9)

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><strong>Unit Name</strong></th>
<th>Learning Communities: Holistic Approaches to Schools and Students (4-9)</th>
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<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>ES355</td>
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<tr>
<td><strong>Award</strong></td>
<td>Bachelor of Education (Middle Years)</td>
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<tr>
<td><strong>Core/Elective</strong></td>
<td>Core</td>
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<td><strong>Mode</strong></td>
<td>Internal</td>
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<tr>
<td><strong>Weighting</strong></td>
<td>10 credit points</td>
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</table>
| **Delivery/Contact hrs** | Class contact 33 hours  
Engagement with unit materials readings 44 hours  
Assignment preparation 63 hours  
Total 140 hours |
| **Teaching Staff** | Sadie Praeger (Unit Coordinator)  
To be appointed |
| **Unit Rationale** | This unit is designed to introduce preservice teachers to the understanding of the creation of a safe and inclusive holistic school environment that leads to an equitable learning community (including indigenous perspectives). The current climate of terrorism, economic tension, family breakdown, international instability and community isolation, can cause school students to enter the classroom with increasing stress levels, disengagement with social structures, grief and social isolation. Teachers need to understand and cater for the emotional, cultural and learning needs of their school students.  
This unit will expose preservice teachers to philosophies, models and practical applications relevant to building safe and supportive learning communities. It will investigate pastoral care models and approaches, as well as safe learning environments and how these support school students and teachers in the middle years of schooling. Preservice teachers will investigate broader community-based initiatives which support the holistic development of the school student in the middle years of schooling as well as how the middle school learning community can actively participate in and support the wider community. Throughout this unit, preservice teachers will actively engage in group processes within a learning community. |

### Learning Outcomes:

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

1. Defined from a literary and philosophical perspective safe learning environments and holistic approaches to education for middle years (4-9) contexts.
2. Understood the purposes, functions, roles and responsibilities of schools, teachers and school students in learning communities within middle years (4-9) contexts.
3. Linked elements of the broader community to learning communities in middle years (4-9) contexts.
4. Understood and planned for diversity in the middle years (4-9) classroom.
5. Appreciated the personal and professional qualities required for teachers to build and maintain supportive learning communities in middle years (4-9) contexts.
6. Engaged in group processes and professional teams for the development of learning communities
7. Demonstrated knowledge to foster wellbeing and resilience of school students in years 4-9.
8. 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:

Successful engagement with the learning opportunities provided in this unit will contribute to the development of practice, knowledge and values of the following Professional Standards for Queensland Teachers:

4. Design and implement learning experiences that value diversity.
6. Support personal development and participation in society.
7. Create and maintain safe and supportive learning environments.
8. Foster positive and productive relationships with families and the community.
9. Contribute effectively to professional teams.
10. Commit to reflective practice and professional renewal.

Christian Teacher Practitioner Standards:

2.0 Dedicated to learning in relationship through consultative, cooperative and critical partnerships embedded in learning communities.
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 socio-cultural 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>
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| 1-2  | **Models and philosophies of learning communities**  
- Models of learning communities relevant to middle years contexts; building teams and groups for learning.  
- Philosophies underpinning safe learning environments (including indigenous perspectives). |
| 3    | **Safe and supportive learning communities**  
- Building safe, supportive, inclusive learning communities for middle years contexts - encouraging diversity of ideas and opinions which encompass a sense of belonging, equity, safety, caring cultures, and fostering positive attitudes to learning, with a focus on identifying and countering bullying especially in the electronic medium (including indigenous perspectives). |
| 4-7  | **Safe and supportive processes for school students in the middle school**  
- Pastoral care models - whole school approaches . Working with professional teams to build supportive learning environments - teacher to teacher, teacher to head of school or HOD.  
- Pastoral care models and actions for the middle school (4-9) (including indigenous perspectives).  
- Building resilience in school students (4-9) - developing personal identity, holistic well-being and healthy lifestyles.  
- Mentoring school students in the middle years - Understanding backgrounds and characteristics of individual school students and their learning needs. Development of supportive learning partnerships, sound relations and empathy with others. |
| 8-9  | **Engaging with the wider community to build effective learning communities**  
- Engaging parents and care givers, Aboriginal elders and the wider community in learning communities; developing respectful, cooperative relationships, using ICT’s and other means of open communication (Newsletter, emails, parent-teacher interviews, caring for the parent).  
- Working with the community agencies (support groups, special interest groups, government agencies) to enhance supportive learning environments for school students (4-9). |
| 10-11| **Developing active citizenship**  
- Developing missions approaches for the community.  
- Engaging with the wider community; developing active citizenship in the middle years of schooling. |
Set Text Requirements:


Recommended Readings:


Catholic Schools Commission, 2004, *Guidelines for Pastoral Care in Catholic Schools*, CEC, NSW.

Click, PM & Parker, J 2009, *Caring for School-age Children*, Delmar Cengage Learning, Clifton Park, NY.

Coil, C 2003, *Surviving the Middle Years: Strategies for Student Engagement, Growth and Learning*, Hawker Brownlow Education, Cheltenham, VIC.


Humphries, R (ed.) 2007, *Connecting to School: Teacher’s Tool Kit*, ADRA Australia, Wahroonga, NSW.


Journals

*Education Connect: Occasional Papers About Social and Emotional Wellbeing in Education*

*Journal of School Health*

*Journal of Student Wellbeing*
<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>
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<tbody>
<tr>
<td>Research Paper (1500 words)</td>
<td>Prepare a research paper: safe and engaging learning environments for the classroom in years 4-9</td>
<td>1, 2, 4, 7, 8</td>
<td>6, 7</td>
<td>2, 6</td>
<td>Week 5</td>
<td>30%</td>
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<tr>
<td>Case Study (1500 words)</td>
<td>Identify a school student who is marginalised in a classroom context (years 4-9) and provide evidence of the marginalisation. Develop and evaluate a program to support the student’s inclusion into the classroom learning community.</td>
<td>2, 4, 5, 7, 8</td>
<td>4, 6-10</td>
<td>2, 6, 7</td>
<td>Week 10</td>
<td>30%</td>
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<tr>
<td>Group Process Task (Part A: 500 words or equivalent; Part B: at least 7 entries)</td>
<td>In groups of 8-12 develop a model for a learning community for a middle years (4-9) context: Part A: Creatively present the model for a learning community Part B: Present a reflective journal on the process of developing the model of the learning community and working in a group</td>
<td>1-8</td>
<td>4, 6-10</td>
<td>2, 6, 7</td>
<td>Week 11</td>
<td>Part A: 15% Part B: 25%</td>
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</tbody>
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**Unit Overview:**

This unit will expose preservice teachers to philosophies, models and practical applications relevant to building safe and supportive learning communities. It will investigate pastoral care models and approaches, as well as safe learning environments and how these support school students and teachers in the middle years of schooling. Preservice teachers will investigate broader community-based initiatives which support the holistic development of the school student in the middle years of schooling as well as how the middle school learning community can actively participate in and support the wider community. Throughout this unit, preservice teachers will actively engage in group processes within a learning community.