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.
Unit Name: Educational Contexts: Schools and Learners in the Secondary Years

Unit Code: ES462

Award: Graduate Diploma of Education (Secondary)

Core/Elective: Core

Pre/co-requisites: Nil

Mode: Internal

Weighting: 10 credit points

Delivery/Contact hrs:
- Class contact: 30 hours
- Engagement with unit materials readings: 47 hours
- Assignment preparation: 63 hours
- Total: 140 hours

Teaching Staff:
- Karen Webster (Unit Coordinator)
- To be appointed

Unit Rationale:
There is a range of social complexities existing in Australia today, including multiculturalism, individualism, Indigenous cultures and groups, and changing social norms. Teachers in Australian classrooms must be able to confidently and ethically navigate the plethora of sociocultural and developmental issues impacting upon equity in order to provide quality educational outcomes for all adolescents.

There is a rich body of research literature with its focus on the developmental milestones and needs of learners across a variety of domains which can be utilised by educators to enhance educational contexts, pedagogical practices, classroom and behaviour management and ultimately, learning outcomes for school students. Research also reveals that different cultural groups, including Indigenous populations, have different developmental and learning needs as well as different models of motivation and management which supports the needs of the child throughout their development in childhood.

In light of this, educationalists have recognised the increasing need for a deeper understanding of the sociocultural and developmental contexts and needs of the individual to assist in the promotion of learning in secondary school contexts. The simplistic ‘one size fits all’ approach to education and classroom management, no longer meets the needs of an increasingly complex society, and a more inclusive educational philosophy and practice has evolved, where cultural and contextual differences between the students in classrooms, are not only embraced, but celebrated.

This unit is designed to deepen preservice teachers’ understanding of and appreciation for the unique characteristics and needs of learners throughout adolescence, including the specific needs of Indigenous school students. An overview of sociocultural 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 preservice teachers to develop personal theories of practice in relation to contributing to professional school contexts that provide learning environments that foster productive relationships and are supportive of learners’ needs.
Learning Outcomes:

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

1. Understood the sociocultural nature of middle and secondary contexts and their influence on learning and development for a diverse range of learners.
2. Described and appreciated contemporary Australian sociocultural contexts, including both traditional and modern Indigenous lifestyles, and how these relate to and impact upon educational experience and opportunity.
3. Explored, analysed and critiqued theories about the learning and development of adolescents.
4. Defined and explained various developmental and learning milestones, needs and preferences of adolescents, including those with specialised learning needs.
5. Reflected from a distinctively Christian perspective to develop a sensitive, holistic, accepting and respectful approach to school students, with emphasis on social, economic, gender, cultural and religious differences.
6. 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.
10. Commit to reflective practice and ongoing professional renewal.

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

1. Design and implement engaging and flexible learning experiences for individuals and groups.
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.

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.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td><strong>Sociocultural influences on education</strong></td>
</tr>
<tr>
<td></td>
<td>- Including social backgrounds, family backgrounds, issues of diversity, differences between schools and sectors, and resource equity</td>
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<tr>
<td></td>
<td>- Incorporates a critical focus on indigenous issues in Australia</td>
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<td>3</td>
<td><strong>School-based Professional Experience: Orientation to Schools</strong></td>
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<tr>
<td></td>
<td>Preservice teachers attend a secondary school context for 5 full days; undertake observations, conversations and mini-teaching episodes</td>
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</tbody>
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Middle school contexts and philosophies
- Middle schools or middle schooling; doing more than changing rooms and furniture
- Developmental goals for middle learners; ‘intellectual challenge, social connectedness, positive learning experiences’
- Principles of middle schooling; pedagogies that are ‘integrative, authentic, experiential, student-oriented, collaborative’
- Inclusive support services in middle school contexts for students with specialised needs

Secondary school contexts and philosophies
- Discipline-based approaches to teaching and learning
- Multiple learning options; ‘school-based subjects, VET courses and training packages, higher education studies’
- Assessment practices for the senior phase; external vs. school-based practices
- Inclusive support services in secondary school contexts for students with specialised needs

Development across the domains
- Learning, development and memory; ideas from neuroscience
- Perspectives about the domains; psychosocial, physical, cognitive, spiritual, moral
- Catering for learners with specialised needs across the domains

Learning and learners in early adolescence; 12-15 years
- Psychosocial, physical, cognitive and spiritual development in 12-15 year olds
- The dynamic life path model; ‘identity, belonging, organisation, relationships, responsibility’
- Learners with special needs in early adolescence

Learning and learners in late adolescence; 15-18 years
- Psychosocial, physical, cognitive and spiritual development in 15-18 year olds
- Adolescence; biological event or social construction and the impact on high-stakes education
- Learners with special needs in late adolescence

Set Text Requirements:

Recommended Readings:
Charles, CM & Charles, MG 2003, Classroom Management for Middle Grades Teachers, Allyn & Bacon, Boston.


### 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>Reflective Journal (1500 words)</td>
<td>Compile and reflect upon a journal of observations, conversations, plans and resources undertaken in a one-week supervised professional experience within a primary school context. (Observation of at least one teaching area is required)</td>
<td>4, 5, 6</td>
<td>1; 4</td>
<td>6; 9</td>
<td>Week 4</td>
<td>30%</td>
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<tr>
<td>Comparative Analysis (1000 words)</td>
<td>Compare and contrast early learning with primary contexts focussing on the ways that they should cater for the needs of learners from different cultural contexts and learning needs; including indigenous children.</td>
<td>1, 2, 5, 6</td>
<td>4; 6</td>
<td>7; 8</td>
<td>Week 7</td>
<td>30%</td>
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<tr>
<td>Case Study (1500 words)</td>
<td>Based on interviews, reports, documents and observations, prepare a case study report that analyses the learning development and needs of an individual child aged between 4-12 years.</td>
<td>1-6</td>
<td>4; 5</td>
<td>6; 8</td>
<td>Week 11</td>
<td>40%</td>
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### Unit Overview:

Given the range of social complexities existing in Australia today, the knowledge of learning contexts and the developmental milestones and needs of learners is a vital component of preservice teachers' studies into teaching and learning with young people. This unit is designed to assist preservice teachers to understand the developmental needs of the learner, and to explore the sociocultural interplay between learners and a range of middle and secondary contexts. This will lead to a greater understanding of adolescents and a closer connection between teaching and learning that focuses on the needs of learners.