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>Worldview and Sociology for Teachers</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>ES480</td>
</tr>
<tr>
<td><strong>Awards</strong></td>
<td>Bachelor of Education (Primary)</td>
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<tr>
<td></td>
<td>Bachelor of Education (Middle Years)</td>
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<tr>
<td></td>
<td>Bachelor of Education (Secondary)</td>
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<tr>
<td></td>
<td>Bachelor of Arts/Bachelor of Education (Secondary)</td>
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<tr>
<td><strong>Core/Elective</strong></td>
<td>Core</td>
</tr>
<tr>
<td><strong>Pre/co-requisites</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>10 credit points</td>
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<tr>
<td><strong>Delivery/Contact hrs</strong></td>
<td>Class contact 33 hours</td>
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<td></td>
<td>Engagement with unit materials readings 44 hours</td>
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<td></td>
<td>Assignment preparation 63 hours</td>
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<td></td>
<td>Total 140 hours</td>
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<tr>
<td><strong>Teaching Staff</strong></td>
<td>Sadie Praeger</td>
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**Unit Rationale**
Teaching is a value-laden profession that is fundamentally shaped by worldview assumptions. Teaching and learning take place within sociocultural contexts that powerfully shape schooling in general, as well as the roles and responsibilities of teachers, and the responses of children and adolescents to schooling. An understanding of such contexts and sensitivity to the impact of socio-cultural factors on students’ experiences of schooling is essential for the beginning teacher.

Drawing upon the fields of educational sociology, philosophy and worldview, this unit develops an understanding of various theories regarding the nature of society, the purpose of education and the variegated contexts in which education is seen to operate. Notions of the nature and goals of schooling, the relationship between education and society, the role of the teacher and the student, and the ways in which society is seen to influence education, will each be investigated.

Also considered are perspectives regarding the internal social dimensions of schools and the ways in which worldview assumptions and orientations impact upon the educational experiences of both teachers and students. To this end, a range of issues affecting education and schooling will be examined in terms of contemporary attitudes to and expectations of schooling. Such considerations will assist preservice teachers to reflect upon and clarify perceptions of education in the light of a distinctively Christian worldview. As a result, preservice teachers should gain an enhanced understanding of the place of education within society, the roles and interrelationships of ‘teacher’ and ‘student’, and the forces which impact upon them from both sociological and distinctively Christian perspectives.

**Learning Outcomes:**

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

1. Understood various theories of educational sociology in terms of their varied perceptions of the nature and structure of society.
2. Identified a range of dominant worldview assumptions that underpin educational theory and practice.
3. Analysed the implications of worldview/sociological theories for the perceived roles of education and teaching within society.
4. Applied their understanding of worldview assumptions and sociological paradigms to a range of issues and perspectives relating to teaching and learning within contemporary contexts.
5. Evaluated the prevailing societal expectations placed upon education and schooling in relation to distinctively Christian perspectives.
6. Appreciated the socio-cultural nature of schooling, and the effects of an individual’s social contexts and worldview assumptions upon their experiences of schooling.
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 practice, knowledge and values of the following Professional Standards for Queensland Teachers:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
6. Support personal development and participation in society.

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

10. Commit to reflective practice and professional renewal.

Christian Teachers 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.
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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</table>
| 1-2  | **Worldview and sociology**  
- What is a Christian worldview; glasses on the mind - revisited  
- Christian worldview with, of and for education  
- What is sociology; perspectives on education and society  
- Macro and micro perspectives; structural-functionalist, symbolic interactionism  
- Contemporary perspectives; critical theory, post-structuralism |
| 3-4  | **The historical and social contexts of education in Australia**  
- Historical and contemporary perspectives; schools; teachers and learners  
- History of Australian schooling (including Christian schools)  
- Educational Issues of significance; Aboriginality, youth deviance, class and gender |
| 5    | **Christianity and education**  
- Christian worldview critique and analysis of a ‘sociology of knowledge’  
- How Christian are Christian Schools?  
- What makes a Christian school Christian? |
| 6-9  | **Applying a Christian worldview to education**  
- Bullying; Corporeal Punishment; Self-Harm  
- Home Schooling; Democratic Schools; Summerhill; De-schooling Society  
- Popular Culture; Postmodernism; Responding to a Bart Simpson/Jonah (Summer Heights High) student culture  
- Technology and the Classroom – Wake up Neo; Learning spaces; Schools of the Future |

Set Text Requirements:

No set text. Relevant readings and web-links will be provided as required.

Recommended Readings:


Smith, JKA 2009, *Desiring the Kingdom: Worship, Worldview and Cultural Formation*, Baker Academic, Grand Rapids, MI.


**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>Journal Article (1500-2000 words)</td>
<td>Write a journal article relating to the topic: <em>The Sociocultural Contexts of Teaching - Distinctives from a Christian Worldview Perspective.</em></td>
<td>1-7</td>
<td>10p 1, 2, 3, 4, 5, 6; 10k 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1.2, 1.4, 1.8, 7.1, 7.2, 7.5, 7.6</td>
<td>Week 5</td>
<td>50%</td>
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<tr>
<td>Research Paper (2000 words)</td>
<td>Produce a well-researched and scholarly paper which addresses one of a range of contemporary issues and perspectives topics from a distinctively Christian worldview that also incorporates key sociological themes.</td>
<td>1-7</td>
<td>10p 1, 2, 3, 4, 5, 6; 10k 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1.2, 1.4, 1.8, 7.1, 7.2, 7.5, 7.6</td>
<td>Week 9</td>
<td>50%</td>
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**Unit Overview:**

This unit is designed to develop in preservice teachers an understanding of a range of key worldview assumptions and sociological theories that teaching and learning within contemporary society. The unit will also equip preservice teachers with a range of analytical skills and abilities which they will use to critique and evaluate a variety of issues and imperatives affecting education and schooling within the current socio-cultural milieu. As a result, preservice teachers should gain an enhanced understanding of the place of education within society, the roles and interrelationships of 'teacher' and 'student', and the forces which impact upon them from both sociological and distinctively Christian perspectives.