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 | Teaching for Learning: Motivating and Managing Learners (7-12)
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Unit Code | PE326
Awards | Bachelor of Education (Secondary)
Bachelor of Arts/ Bachelor of Education (Secondary)
Core/Elective | Core
Prerequisite | PE216 Learning about Teaching: Planning for Learning (7-12)
Modes | Internal
Weighting | 10 credit points
Delivery/Contact hrs | Class contact 23 hours
School site placement 100 hours
Assignment preparation 17 hours
Total 140 hours
Teaching Staff | Angela Pratt (Lecturer)
Unit Rationale | Given the range of social complexities existing in Australia today, the motivation and management of learners in school contexts is a vital component of preservice teachers’ studies into teaching and learning. For teachers to manage and discipline successfully, they have to understand themselves as group members and classroom leaders, and the psycho-social needs of the adolescent school students.

This second professional experience unit should see a continued development of planning, teaching, organisational skills and of personal growth. Further practice will be gained in planning and teaching individual and consecutive lessons as well as six full days of continuous teaching. There will also be a focus on organisation, motivation and management of adolescent school students, the learning context, and on providing for the needs and interests of individuals. This unit is designed to assist preservice teachers to investigate their personal understandings and actions in relation to classroom management and then consider how these interrelate with and impact upon the secondary (7-12) learners’ motivation and engagement within the classroom. Alongside this foundation, a range of models and theories of management and discipline will be studied, including principles to guide behaviour management practices appropriate for learners from Indigenous and other cultural backgrounds. This unit will then lead preservice teachers to develop personal theories of practice in relation to the motivation and management of secondary learners (7-12).

Preservice teachers will be encouraged to experiment with a range of teaching strategies, behaviour management strategies and learning experiences. An explicit outcome of this professional experience will be a range of journaling activities that will allow for preservice teacher to reflect upon significant aspects of the integration of the theories and principles of motivation and management into the secondary context (7-12), this unit requires preservice teachers to specifically focus upon exploring and developing personal practices in management and discipline and to reflect upon theory in practice in relation to secondary learners (7-12).
Learning Outcomes:

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

1. Developed increasing competence in a broad range of general teaching skills including: planning, implementing and reflecting on learning experiences; communicating in classroom contexts; and engaging with learners and learning needs.
2. Explored a range of teaching and management approaches and strategies for secondary contexts.
3. Used observations of learners' abilities, needs and interests as a basis for the planning and teaching of learning activities.
4. Planned, implemented and evaluated lessons, sequences of lessons and three full days, with an increasing level of proficiency and professionalism.
5. Applied knowledge and understandings from Discipline Studies in planning and implementing lessons across the key learning areas.
6. Understood, critiqued and evaluated theories, ideas and practices in relation to motivation and management in secondary contexts; incorporating Christian perspectives.
7. Synthesised theories and ideas in relation to personal practices in management and discipline for secondary contexts.
8. Critically reflected upon current and intended management and discipline practices for secondary contexts.
9. 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:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually challenging learning experiences.
4. Design and implement learning experiences that value diversity.
5. Assess and report constructively on student learning.
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.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1-2  | **Foundations of motivation**  
\- Foundations for motivation in secondary classrooms; positive school, adolescents, home relationships  
\- Foundations for management in secondary contexts; adolescents and boundaries  
\- Indigenous perspectives on roles and responsibilities  
\- Groups and group processes in secondary learning contexts; school student groups and teacher teams |
| 3-4  | **Foundations of management**  
\- Quality teachers, quality classrooms, quality schools; engaging secondary learners  
\- Levels of management; whole-school and classroom approaches for 7-12  
\- Three modes of management; behaviouristic, democratic and humanistic views |
| 5-6  | **Key theorists in classroom and behaviour management**  
\- Pioneers in classroom discipline; Redl and Wattenburg, Skinner, Kounin and Ginott  
\- Key Theorist #1: Canter - Assertive Discipline  
\- Key Theorist #2: Dreikurs - Democratic Discipline  
\- Key Theorist #3: Glasser - Noncoercive Discipline  
\- Key Theorist #4: Gordon - Discipline as Self-Control  
\- Key Theorist #5: Ford - The Responsible Thinking Process  
\- Key Theorist #6: Rogers - Positive Behaviour Leadership |
| 7-10 | Professional Experience block in allocated school contexts |
|      | Four-week school-based professional experience within a secondary (7-12) classroom |
| 11-12 | Cultural influences on motivation and management |
|       | - Interrogating philosophical and sociological implications; Biblical perspectives on humanbeings and discipline |
|       | - Managing diverse cultures; Indigenous and other ethnic implications for motivation and management |
| 13-14 | Reflective action in motivating and managing learners |
|       | - Legal and ethical principles and responsibilities for motivation and management |
|       | - ‘Sailing in fair weather’; preventative strategies for secondary contexts |
|       | - ‘Dealing with heavy swells’: corrective strategies with adolescents |
|       | - Personal reflections on motivation and management; a personal commitment for the future |

Set Text Requirements:


School of Education and Humanities 2011, PEP 2 - Teaching for Learning: Motivating and Managing Learners (P-7), Christian Heritage College, Brisbane.

Recommended Readings:

Barry, K & King, L 2002, Beginning Teaching and Beyond, 3rd edn, Social Science Press, Katoomba, NSW.


Brady, L 2006, Collaborative Learning in Action, Pearson/Prentice Hall, Frenchs Forest, NSW.


Ford, EE 2004, Discipline for Home and School: Fundamentals, Brandt, Scottsdale, AZ.


Glasser, W 2006, Every Student Can Succeed, William Glasser, Chatsworth, CA.


Rogers, WA 2006, Behaviour Management: Classroom Discipline, Whole School Discipline, 2nd edn, Scholastic Press, Lindfield, NSW.
Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQT</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>Analyse and evaluate a classroom or behaviour management model, proposed by a particular theorist, and discuss its practical application to secondary (7-12) contexts.</td>
<td>2, 6-9</td>
<td>1, 4, 7</td>
<td>Week 6</td>
<td>20%</td>
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<tr>
<td>Professional Diary</td>
<td>Part A: Mentor's Report Qualitative assessment based on extended observations of the preservice teacher in context.</td>
<td>1-9</td>
<td>1-10</td>
<td>Week 11</td>
<td>Part A: 25%</td>
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<td>Part B: Lecturer's Report Qualitative assessment based on observation of a single learning episode.</td>
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<td>Part C: Professional Diary Collate a diary of professional activities undertaken during the professional experience block. This should include reflections about critical incidents in motivation and management that will inform the personal management model.</td>
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<tr>
<td>Personal Management Model</td>
<td>Develop, implement and reflect upon a model for motivating and managing learners in secondary contexts.</td>
<td>2, 6-9</td>
<td>1, 5, 7-10</td>
<td>Week 15</td>
<td>30%</td>
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Unit Overview:

In this second four-week professional experience and teaching unit, preservice teachers will continue to develop general teaching skills and abilities as well as focus on the motivation and management of learners and learning contexts in the secondary years (7-12). The specific teaching load of this experience will be on teaching individual, series and full days of lessons. Preservice teachers will be expected to exhibit general mastery of basic teaching skills in preparation for continuous teaching. This unit is also designed to assist preservice teachers to investigate their personal understandings and actions in relation to classroom management, explore a range of models and theories of management and discipline, and develop personal theories of practice in relation to the motivation and management of secondary years learners (4-9).