



CHRISTIAN HERITAGE COLLEGE

**ES232**

**EDUCATIONAL CONTEXTS AND PHILOSOPHIES (P-6)**

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.

<b>Unit code</b>	ES232
<b>Unit name</b>	Educational Contexts and Philosophies (P-6)
<b>Associated higher education awards</b>	Bachelor of Education (Primary)
<b>Duration</b>	One semester
<b>Level</b>	Intermediate
<b>Core/elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
<b>Delivery mode</b>	Face-to-face on site
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <p>Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
<b>Prerequisites/ co-requisites/ restrictions</b>	Nil
<b>Rationale</b>	<p><u>Enduring Understanding:</u> An understanding of primary education contexts, theories and frameworks is core to how curriculum is enacted.</p> <p>Pre-service teachers will investigate primary education contexts, philosophical tenets of modern and post-modern education and theories of education. They will analyse the impacts of philosophical and cultural factors on curriculum and consider the role of curriculum in developing in students understanding of diversity and in promoting equality of opportunity for all learners in primary contexts.</p> <p>Pre-service teachers will examine Christian philosophical perspectives and their application in primary school contexts.</p>
<b>Prescribed text(s)</b>	Selected readings will be available via the Moodle™ site for this unit.
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Bailey, R. (2010). <i>Philosophy of education: An introduction</i>. London, UK: Continuum.</p> <p>Duchesne, S., &amp; McMaugh, A. (2016). <i>Educational psychology for learning and teaching</i> (5th ed.). South Melbourne, VIC: Cengage Learning Australia.</p> <p>Fleer, M. (2010). <i>Early learning and development: Cultural historical concepts in play</i>. Cambridge, UK: Cambridge University Press.</p> <p>Goodlet, K., &amp; Collier, J. (Eds.). (2014). <i>Teaching well: Insights for educators in Christian schools</i>. Canberra, ACT: Barton Books.</p> <p>Noddings, N. (2015). <i>Philosophy of education</i> (4th ed.). Boulder, CO: Westview Press.</p> <p>Price, K. (Ed.). (2012). <i>Aboriginal and Torres Strait Islander education: An introduction for the teaching profession</i>. Port Melbourne, VIC: Cambridge University Press.</p>

	<p><b>Journals:</b></p> <p><i>Australian Journal of Education</i></p> <p><i>Australasian Journal of Early Childhood</i></p> <p><i>Culture and Education</i></p> <p><i>Journal of Education and Christian Belief</i></p> <p><i>Issues in Educational Research</i></p> <p><b>Websites:</b></p> <p>Philosophical Perspectives in Education  <a href="http://oregonstate.edu/instruct/ed416/PP3.html">http://oregonstate.edu/instruct/ed416/PP3.html</a></p> <p>Six Contemporary Philosophies  <a href="https://www.scribd.com/doc/52136749/Six-Contemporary-Educational-Philosophies">https://www.scribd.com/doc/52136749/Six-Contemporary-Educational-Philosophies</a></p> <p>Aboriginal and Torres Strait Islander Philosophies of Education  <a href="https://iher.education.gov.au/aboriginal-and-torres-strait-islander-knowledge-and-perspectives">https://iher.education.gov.au/aboriginal-and-torres-strait-islander-knowledge-and-perspectives</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Educational contexts and frameworks</li> <li>2. Tenets of modern and post-modern education which focus on social class, gender, race and ethnicity with consideration of Aboriginal and Torres Strait Islander students</li> <li>3. Theories of education</li> <li>4. Curricular influences: Philosophical and socio-cultural factors</li> <li>5. Alternate models of primary schooling (eg Montessori, Steiner, Mapuru, Reggio Emilia, and International Baccalaureate)</li> <li>6. Personal, cultural, developmental and educational heritage</li> <li>7. Christian philosophical perspective of education</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. understood the meaning and significance of socio-cultural contexts, including the Aboriginal and Torres Strait Islander socio-cultural context, on primary education;</li> <li>2. analysed educational assumptions and tenets and their impacts;</li> <li>3. critiqued philosophical assumptions in primary contexts;</li> <li>4. understood Christian philosophical perspective of education;</li> <li>5. analysed personal, cultural, developmental and educational heritage; and</li> <li>6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Oral Presentation</b></p> <p>Oral presentation: Vodcast comparing models of education</p> <p>Word Length/Duration: 5 minutes</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1, 2, 6</p> <p>Assessed: Week 6</p>

	<p><b>Task 2: Reflective Essay</b></p> <p>Reading journal and reflective essay</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 9</p> <p><b>Task 3: Investigation Report</b></p> <p>Investigation report: Philosophical and socio-cultural assumptions found in primary school curriculum documentation</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1, 3-6</p> <p>Assessed: Week 14</p>												
<p><b>Australian Professional Standards for Teachers (APST)</b></p>	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>3.7 Engage parents/carers in the educative process</p> <p>4.1 Support student participation</p> <p>4.4 Maintain student safety</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative administrative and organisational requirements</p> <p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p> <table border="1" data-bbox="384 1299 1442 1792"> <thead> <tr> <th colspan="2" data-bbox="384 1299 968 1364"><i>Graduate Teacher Standards</i></th> <th data-bbox="968 1299 1204 1364"><i>Learning Outcomes</i></th> <th data-bbox="1204 1299 1442 1364"><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1364 459 1563">1.3</td> <td data-bbox="459 1364 968 1563">Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td> <td data-bbox="968 1364 1204 1563">1</td> <td data-bbox="1204 1364 1442 1563">2</td> </tr> <tr> <td data-bbox="384 1563 459 1792">1.4</td> <td data-bbox="459 1563 968 1792">Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td> <td data-bbox="968 1563 1204 1792">1, 2, 5</td> <td data-bbox="1204 1563 1442 1792">2</td> </tr> </tbody> </table>	<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>	1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1	2	1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1, 2, 5	2
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<p><b>Unit summary</b></p>	<p>Pre-service teachers investigate educational contexts, tenets of modern and post-modern education as well as the theories of education and how these impact education in primary school contexts.</p>												