



CHRISTIAN HERITAGE COLLEGE

ES352

**LEARNING COMMUNITIES: SCHOOLS, STUDENTS
AND FAMILIES (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.

Unit code	ES352
Unit name	Learning Communities: Schools, Students and Families (P-6)
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	<p><u>Enduring Understanding:</u> Inclusive learning communities are central to promoting learning for all students in Prep-Year 2 and Year 3-6 contexts.</p> <p>The introduction of the Australian Curriculum has highlighted the importance of inclusive education in primary school contexts. This unit introduces pre-service teachers to the theories, principles and practices for developing holistic Prep-Year 2 and Year 3-6 environments that promote supportive and equitable learning opportunities for all students. A focus of the unit will be to consider Aboriginal and Torres Strait Islander culture and identity and how to consider these when developing inclusive primary school learning communities. Pre-service teachers will investigate and develop strategies to draw parents/carers and the wider community to assist the teacher in developing quality learning for all school students. This unit will integrate Christian worldview perspectives of community and social justice as foundational aspects of holistic learning communities.</p>
Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	<p>Books</p> <p>Amatea, E.S. (Ed.). (2014). <i>Building culturally responsive family school relationships</i> (2nd ed.). Upper Saddle River, NJ: Pearson.</p> <p>Berns, R. (2013). <i>Child, family, school, community: Socialization and support</i> (9th ed.). Belmont, CA: Wadsworth/Cengage Learning.</p> <p>Bowes, J., Grace, R., & Hodge, K. (Eds.) (2012). <i>Children, families & communities: Contexts and consequences</i> (4th ed.). South Melbourne, VIC: Oxford University Press.</p> <p>Bredenkamp, S. (2011). <i>Effective practices in early childhood education: Building a foundation</i> (2nd ed.). Upper Saddle River, NJ: Pearson.</p>

	<p>Gestwick, C. (2013). <i>Home, school, & community relations</i> (8th ed.). Belmont, CA: Wadsworth Cengage Learning.</p> <p>Jonassen, D.H., & Land, S.M. (Eds.). (2012). <i>Theoretical foundations of learning environments</i> (2nd ed.). Abingdon, UK: Routledge.</p> <p>Jorgenson, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). <i>Pedagogies to enhance learning for Indigenous students: Evidence-based practice</i>. Singapore: Springer Vertag.</p> <p>Journals</p> <p><i>Australian Association for Research in Education</i></p> <p><i>Australian Educational Researcher</i></p> <p><i>Change: Transformation in Education</i></p> <p><i>Education and Society</i></p> <p>Websites</p> <p>Family-School Partnerships Framework a guide for schools and families http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf</p> <p>Safe Schools Hub http://www.safeschoolshub.edu.au/</p> <p>Wellbeing Australia http://wellbeingaustralia.com.au/wba/</p> <p>Australian Government – Indigenous education http://www.indigenous.gov.au/</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Concepts of community: Christian worldview and Aboriginal and Torres Strait Islander perspectives 2. Impact of culture and history on the development of inclusive learning communities in Prep-Year 2 and Year 3-6 contexts, including Aboriginal and Torres Strait Islander perspectives 3. Models and philosophies of Prep-Year 2 and Year 3-6 learning communities: Impact on curriculum and pedagogy 4. Principles and practices of safe and supportive learning communities, including Aboriginal and Torres Strait Islander perspectives 5. Engaging with the whole school community to build effective Prep-Year 2 and Year 3-6 learning communities: Parents/carers – collaboration not just cooperation, school support staff and colleagues 6. Engaging with the wider community to build effective Prep-Year 2 and Year 3-6 learning communities

Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. applied knowledge of safe and supportive learning environments for Prep-Year 2 and Year 3-6 contexts; 2. described the purposes, roles and responsibilities of schools and teachers in developing safe, supportive and inclusive learning communities in Prep-Year 2 and Year 3-6 contexts; 3. justified ways of engaging with parents/carers and the wider school community in the Prep-Year 2 and Year 3-6 contexts; 4. identified and applied professional qualities of teachers to build and maintain safe, supportive and inclusive learning communities in primary school contexts; 5. applied Christian worldview and Aboriginal and Torres Strait Islander perspectives of community and social justice imperatives to the development of safe, supportive and inclusive learning environments for Prep-Year 2 and Year 3-6 contexts; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. 										
Assessment tasks	<p>Task 1: Exposition</p> <p>Research paper – inclusion and cultural diversity</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 5, 6</p> <p>Assessed: Week 5</p> <p>Task 2: Demonstration/Investigation</p> <p>Case study presentation investigating inclusion</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 8</p> <p>Task 3: Reflection</p> <p>Reflective essay from journal blog</p> <p>Word Length/Duration: 1,000 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 2, 4-6</p> <p>Assessed: Examination Week</p>										
Australian Professional Standards for Teachers (APST)	<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 1641 1442 1897"> <thead> <tr> <th colspan="2" data-bbox="384 1641 970 1709"><i>Graduate Teacher Standards</i></th> <th data-bbox="970 1641 1206 1709"><i>Learning Outcomes</i></th> <th data-bbox="1206 1641 1442 1709"><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1709 456 1897">1.3</td> <td data-bbox="456 1709 970 1897">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="970 1709 1206 1897">1, 5</td> <td data-bbox="1206 1709 1442 1897">1, 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, 5	1, 2
<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, 5	1, 2								

	1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Island backgrounds.	1, 2, 5	1, 3
	1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities..	1, 2	2
	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1, 5	1
	3.7	Describe a broad range of strategies for involving parents/carers in the educative process	3	2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2, 4	1, 2
	4.4	Describe strategies that support students wellbeing and safety working within school and/or system, curriculum and legislative requirements.	1, 2	1, 2
	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	3	2
	7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	3, 4	2
Unit summary	Through investigating inclusive holistic learning communities this unit assists pre-service teachers to develop principles and practices core to promoting safe and supportive learning environments for Prep-Year 2 and Year 3-6 students.			