



CHRISTIAN HERITAGE COLLEGE

PE446

**TEACHING FOR TRANSFORMATION:
MEETING LEARNER NEEDS (7-12)**

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	PE446
Unit name	Teaching for Transformation: Meeting Learner Needs (7-12)
Associated higher education awards	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation and contribution to professional learning experiences 120 hours TOTAL 150 hours
	Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisites:</i> PE326 Teaching for Learning: Motivating and Managing Learners (7-12) and PE336 Teaching for Learning: Curriculum and Planning (7-12) and 90 credit points in the Discipline Studies strand
Rationale	<u>Enduring Understanding:</u> That differentiated planning and practice promote ethical and equitable opportunities for all students to learn. Through academic professional learning this capstone professional experience for pre-service teachers will further develop a range of knowledge, skills and attitudes in preparation for the subsequent internship experience. This unit builds on core concepts of assessment and inclusion studies previously covered to enable preservice teachers to engage with the principles and practices of differentiation to meet the learning needs of a diverse range of students in secondary education contexts. Through reflective processes, pre-service teachers will demonstrate engagement with feedback loops to modify their teaching practice and develop equitable opportunities for all students in the secondary classroom to learn. Pre-service teachers will also further develop their Christian worldview perspective of inclusion and social justice and how this impacts their teaching practice. Throughout the professional experience block central to this unit, preservice teachers will be provided with opportunities to reflect upon their developing experiences in their ministry of teaching as they engage with their supervisors and mentors and self-evaluation processes. This reflective process will also enable students to evaluate themselves against the Australian Professional Standards for Teachers.
Prescribed text(s)	Gregory, G.H., & Kuzmich, L. (2014). <i>Data driven differentiation in the standards-based classroom</i> (2nd ed.). Thousand Oaks, CA: Corwin. Selected readings will be available via the Moodle™ site for this unit.

<p>Recommended readings</p>	<p>Books</p> <p>Bartlett, J. (2016). <i>Outstanding differentiation for learning in the classroom</i>. New York, NY: Routledge.</p> <p>Cavanagh, M., & Prescott, A. (2015). <i>Your professional field experience handbook: A guide for preservice teachers</i>. Frenchs Forest, NSW: Pearson Australia.</p> <p>Doubet, K., & Hockett, J. (2015). <i>Differentiation in middle and high school: Strategies to engage all learners</i>. Alexandria, VA: ASCD.</p> <p>Howell, J. (2014). <i>Teaching and learning: Building effective pedagogies</i>. South Melbourne, VIC: Oxford University Press.</p> <p>Giannola-Casale, D., & Green, L.S. (2012). <i>41 active learning strategies for the inclusive classroom, grades 6-12</i>. Thousand Oaks, CA: Corwin.</p> <p>Gregory, G., & Kaufeldt, M. (2012). <i>Think big, start small: How to differentiate instruction in a brainfriendly classroom</i>. Bloomington, IN: Solution Tree Press.</p> <p>Sevilla, M. (2013). <i>Differentiating learning with the android</i>. USA: Createspace.</p> <p>Sparapani, E.F. (2015). <i>Differentiated instruction: Content area applications and other considerations for teaching in grades 5-12 in the twenty-first century</i>. Lanham, MD: Rowman & Littlefield.</p> <p>Tomlinson, C.A. (2016). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, VA: ASCD.</p> <p>Journals</p> <p><i>Australian Council for Educational Research</i></p> <p><i>Australasian Journal of Special Education</i></p> <p><i>Australasian Journal of Gifted Education</i></p> <p><i>International Journal of Inclusive Education</i></p> <p>Websites</p> <p>Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au</p> <p>Attention Deficit Hyperactivity Disorder http://www.adhd.com.au</p> <p>Autism Awareness http://www.autismawareness.com.au</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.acara.edu.au/</p> <p>Australian Curriculum http://www.australiancurriculum.edu.au</p> <p>Queensland Curriculum and Assessment Authority (ACARA) http://www.qcaa.qld.edu.au</p> <p>Supporting People Experiencing Learning Difficulties http://www.speld.org.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>
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Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Principles of differentiation and inclusion considering Christian worldview perspectives of inclusion and social justice 2. Knowing your secondary students: Differentiating by readiness, interest and student learning profile 3. Planning for differentiated teaching experiences, strategies and resources to support a range of student learning needs, using differentiation models (e.g. Williams, Maker, Tannebaum and Renzulli) 4. Managing the differentiated secondary classroom across a range of contexts such as middle years, VET and QCE pathways options 5. Assessment strategies for learning – collecting and using assessment data to modify teaching practice and support student learning 6. Professional Experience Program block
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. investigated and applied differentiated principles and practice in secondary school contexts, including strategies for informing parents/carers of student learning; 2. identified, designed and effectively used a range of differentiated teaching strategies and resources to promote learning for a diverse range of learning needs in secondary school contexts; 3. integrated quality assessment processes with differentiated teaching and learning strategies and interpreted assessment data to support student learning; 4. integrated biblical Christian worldview perspectives and/or values position into teaching and learning; 5. critically engaged with professional feedback and demonstrated judgement, adaptability, responsibility and reflective processes to develop teaching skills and competencies to meet the graduate standards; 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: Investigation/Demonstration</p> <p>Case Study Report and Oral presentation on differentiated teaching in secondary context</p> <p>Word Length/Duration: 1,000 word report and 10 minute oral presentation of report</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 16</p> <p>Task 2: Planning/Demonstration/Reflection</p> <p>Professional Experience Folio: Mentor Report, Lecturer Report, Professional Diary</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>

Australian Professional Standards for Teachers (APST)	Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> :			
	<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>
	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1, 2	1, 2
	1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 3	1, 2
	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.	2	1, 2
	1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1, 2	2
	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2	2
	2.2	Organise content into an effective learning and teaching sequence.	2	2
	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2, 3	1, 2
	3.3	Include a range of teaching strategies.	2, 5	1, 2
	3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	5	1
	3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	3, 5	2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2, 3	1, 2
	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2	2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	2, 5	2	

	4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	2	2
	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	3	1, 2
	5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	3	1, 2
	5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	3, 5	2
	5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	1, 3	1, 2
	6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	5	2
	6.2	Understand the relevant and appropriate sources of professional learning for teachers.	5	2
	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	5	2
	6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	5	2
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 5	2
	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	5	2
	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1	1
Unit summary	Throughout this unit pre-service teachers will further develop knowledge and skills to promote differentiated learning for students in secondary contexts. They will also have opportunities to reflect upon their developing knowledge and practice to engage in feedback loops to promote equitable opportunities for all students in secondary school contexts to learn.			