

UNIT INFORMATION

UNIT CODE	ES611
UNIT NAME	PEP3 Differentiation for Safe & Supportive Classrooms (Primary)
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Teaching (Primary)
DURATION	One Semester
LEVEL	Level 9
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 160 - Master of Teaching (Primary)

LEARNING DELIVERY

Weekly lecture
Weekly tutorial (where applicable)
Plus, Learning Portal

Weekly virtual lecture/ tutorial
Plus, Learning Portal

Power Point presentation and resources

Weekly readings

Study guides

Collaborative forums: Student forums and News forum.

Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD	Contact hours/Directed Online study	30 hours
	Reading, study and preparation	50 hours
	Assignment preparation	70 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS

ES522 PEP2 Curriculum, Assessment and Reporting (Primary)

- 6 Management in the differentiated classroom:
 - 6.1 Strategies and practices that motivate Years Prep-2 and Years 3-6 students for learning
 - 6.2 Providing a safe and supportive learning environment that enables student participation and engagement in learning

- 7 Management strategies that support safe and supportive learning environments:
 - 7.1 Theoretical models and philosophy, skills development, learner developmental context (including models and theories such as:
 - 7.1.1 Dewey, Skinner, Kohn, Dreikurs (Democratic Discipline)
 - 7.1.2 Applied Behavioural Analysis, Kounins, Thomas, Lee and Marlene Canter (Assertive Discipline)
 - 7.1.3 Piaget (Constructivist Learning)
 - 7.1.4 Ford (Responsible Thinking Process)
 - 7.1.5 Glasser (Reality and Choice)
 - 7.1.6 Bandura (Social learning Theory)
 - 7.1.7 Jones and Rogers (Positive Behaviour Leadership)


- 8 Progressive development of capacity and an integrated understanding of teaching practice through:
 - 8.1 A commitment to continuous professional learning guided by the Australian Professional Standards for Teachers;
 - 8.2 Professional interaction with qualified practitioners and implementation of constructive feedback
 - 8.3 School environmental contextualisation within an embedded professional experience block

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

- 1 critically applied inclusive differentiation strategies and teaching strategies that support safe and supportive learning environments for student cross the full range of abilities in primary school (Years Prep-2 and Years 3-6) contexts to motivate and engage learners to ensure a safe learning environment, identify the potential legislative requirements that support participation and learning of students with disability. Include strategies for informing students and parents/carers of student learning
Graduate Teacher Standards: 1.1, 1.2, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 5.1, 5.2
Graduate Attributes: 1, 2, 3, 4, 5, 7

- 2 synthesised from research and academic literature a range of teaching strategies and resources, including ICTs, to promote differentiation and inclusion in teaching and learning, particularly in literacy and numeracy, for a diverse range of learning needs in primary school contexts
Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.4, 4.5
Graduate Attributes: 1, 2, 3, 4, 5, 7

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- 5 demonstrated autonomy, well-developed judgement, adaptability, responsibility (ethical and legislative, Professional Code of Conduct, administrative and organisational policies and processes), and an understanding of effective teaching skills and communications strategies (verbal and nonverbal) to support student engagement and competencies to an appropriate AITSL Graduate Teacher Standard
- Graduate Teacher Standards: 3.6, 4.1, 4.4, 4.3, 4.5, 5.2, 6.1, 6.3
- Graduate Attributes: 5, 6, 7

data collection and analysis, (formative and summative), responsive planning, and teaching and communication (verbal and non-verbal) strategies employed.

Case Study Report (4-5-page written report of 2500 words- supported with appendices)

Your first task in identifying a student for your case study is to discuss this with your mentor teacher. You are to be discrete when making enquiries and work closely with one or more of your mentors during this process. Once you have identified a suitable school student you will need to:

1. Obtain permission from the student's teacher to conduct the case study.
2. Organise a mutually suitable time and place to discuss this case study with your mentor and other support staff. These professional discussions should be documented (see Moodle for scaffold) and then a reflection based on the professional discussion should be included as part of your data collection process to inform your planning for learning and teaching.

Preparing the Differentiation Report

The Case Study Report submission will be a professional presentation (10 mins + 5min questions) within a round-table meeting context to peers within the examination block period. Your Case Study Report should be utilised as the primary resource of your presentation. Your presentation may be supplemented by AV resources, but this shall not form part of your submission nor be your primary resource.

You will need to include the following to support the work conducted for this case study:

A Case Study Report – This 4-5page report (2500 words) presents the results of the case study and suggestions for future differentiation and student learning support

Comprehensive notes and relevant data arranged in an appendix – You need to collate and logically organise your supporting documentation in an Appendix. This could include:

Professional discussions with mentors that will inform your planning and teaching;

Observations that will inform your planning and teaching;

Lesson planning showing evidence of differentiated teaching

);

Work samples: Copies or photographs of student work (where applicable);

Copies of adjusted resources – you will need to include the original resource and show how you have adjusted the differentiated resource;

PEP Reports: Mentor and Lecturer
Planning Documentation: Lesson and Daily plans
AITSL Graduate Teacher Standards Goal-setting Tool
AITSL Graduate Teacher Standards Self-Audit Tool.

The Professional Experience Folio consists of three key components which are explained more fully below.



- Bender, W. (2012). *Differentiating instruction for students with learning disabilities: New best practices for general and special educators*. (3rd ed.). Thousand Oaks, CA: Corwin.
- Doubet, K., & Hockett, J. (2015). *Differentiation in middle and high school: Strategies to engage all learners*. Alexandria, VA: ASCD.
- Gregory, G.H., & Kuzmich, L. (2014). *Data driven differentiation in the standards-based classroom (2nd ed.)* Thousand Oaks, CA: Corwin.
- Howell, J. (2014). *Teaching and learning: Building effective pedagogies*. South Melbourne, VIC: Oxford University Press.
- Sevilla, M. (2013). *Differentiating learning with the android*. USA: Createspace.
- Sparapani, E. (2015). *Differentiated instruction: Content area applications and other considerations for teaching in grades 5-12 in the twenty-first century*. Lanham, MD: Rowman & Littlefield.
- Jorgenson, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). *Pedagogies to enhance learning for Indigenous students: Evidence-based practice*. Singapore: Springer Verlag.
- McDonald, T. (2019). *Classroom management: engaging students in learning (3rd ed.)*. Melbourne, VIC: Oxford University Press.
- Phillips, J., & Lampert, J. (2012). *Introductory Indigenous studies in education: Reflection and the importance of knowing*. (2nd ed.). Frenchs Forest, NSW: Pearson Australia
- Rogers, B. (2015). *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support (4th ed.)*. London, UK: SAGE.
- Tomlinson, C.A. (2016). *The differentiated classroom: Responding to the needs of all learners*. (2nd ed.) Alexandria, VA: ASCD.

JOURNALS

Australian Council for Educational Research
Australian Education Leader
Australian Educational Researcher
Australasian Journal of Gifted Education
Australasian Journal of Special Education

WEBSITES

Australian Institute for Teaching and School Leadership, www.aitsl.edu.au

Attention Deficit Hyperactivity Disorder, www.adhd.com.au

Autism Awareness, www.autismawareness.com.au

Australian Curriculum, Assessment and Reporting Authority, www.acara.edu.au/home_page.html

Australian Curriculum v8.1, www.australiancurriculum.edu.au

Queensland Curriculum & Assessment Authority, www.qcaa.qld.edu.au

Supporting People Experiencing Learning Difficulties, www.speld.org.au

OTHER

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).

RUBRIC

TASK 1: LITERATURE REVIEW

LOS	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Differentiation Case Study Report						
2, 4, 5	A description of the student and their context; Collection and analysis of existing data; linkage with academic research	Insightful and highly relevant description of the student and their learning issues. Making accurate use of an extensive range of data and critical engagement with academic literature	Highly relevant description of the student and their learning issues. Making accurate use of a diverse range of data and strong engagement with academic literature	Relevant description of student and their learning issues. Making accurate use of a range of data and moderate engagement with academic literature	Relevant description of student and their learning issues. Making use of a range of data and appropriate engagement with academic literature	Description of student issues is inappropriate and/or inaccurate and lacks supporting data and inadequate/minor engagement with academic literature
1-6	Collection of in-class data, and professional discussions. Reflection, review and analysis of intervention strategies. Evidence of responsive modification of interventions	Comprehensive highly relevant observations and tests, and deep analysis of				

LOS

**TASK-SPECIFIC
CRITERIA**

processes for modification
of teaching practice

HIGH DISTINCTION

approaches which clearly
inform the design,
modification, and
implementation of
teaching experiences is
evident in reflective
journal documentation

DISTINCTION

for design, modification,
and implementation of
teaching experiences is
evident in reflective
journal documentation

CREDIT

for design, modification,
and implementation of
teaching experiences is
evident in reflective
journal documentation

PASS

modification, and
implementation of
teaching experiences is
evident in reflective
journal documentation

FAIL

reflective journal

CRITERIA

RUBRIC

TASK 3: CLASSROOM MANAGEMENT PLAN

LOS	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Part A Management Plan						
		Management design and elaboration including; assumptions, principles and Christian perspective	Comprehensive, robust, and astute development of a set of assumptions and principles with a strong Biblical justification throughout	Comprehensive and robust development of a set of assumptions and principles with a strong Biblical justification throughout	Comprehensive development of a set of assumptions and principles with a strong Biblical justification throughout	Development of a set of assumptions and principles with Biblical justification evident
		Strong internal consistency throughout the management plan including reference to academic literature.	Insightful and robust internal consistency between all elements of the management plan with strong reference to academic literature.	Strong and robust internal consistency between all elements of the management plan with strong reference to academic literature.	Strong internal consistency between all elements of the management plan with strong reference to academic literature.	Internal consistency demonstrated between most elements of the management plan with some reference to academic literature.
Part B Critical Reflection						
		Critically reflected upon the relevance of your model to the context	Strong and insightful reflection on the relevance of the model to the context	Strong reflection on the relevance of the model to the context	Commendable reflection on the relevance of the model to the context	Adequate reflection with of the relevance of the model to the context
		Critically reflected upon model implementation, communication and effectiveness	Strong insightful research-based reflection upon how the model was implemented and communicated noting specific strengths and weaknesses	Strong research-based reflection upon how the model was implemented and communicated noting specific strengths and weaknesses	Research-based reflection upon how the model was implemented and communicated noting specific strengths and weaknesses	A reflection with some research upon how the model was implemented and communicated noting specific strengths and weaknesses

