

## UNIT OUTLINE FOR EDM111.9 Integrating Spirituality, Justice and Education

<b>Name of Unit 1 (Unit Code 1)</b>
Integrating Spirituality, Justice and Education (EDM111.9)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Bachelor of Education – Master of Teaching Secondary	One semester	4 <sup>th</sup> year	Dr Tracey Price

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

<b>Unit credit points</b>	<b>Total course credit points</b>
12 credit points	240 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

- Yes    No

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit engages students in analysis of key philosophical notions of justice and spirituality as they relate to various concepts of education, and to explore ways in which those concepts may be effectively enacted in pedagogical practice. Topics include transformational and critical pedagogy, authentic pedagogy, meaningful education, theories of justice, hospitality as a form of justice in education, and justice in educational leadership.

**Learning outcomes for the unit**

1. Justify the significance of a teacher's philosophical understandings of justice and spirituality in enabling critical, transformational and just pedagogy;
2. Critically assess research related to justice in educational leadership;
3. Evaluate the impact on student learning when various aspects of justice (e.g. hospitality) and spirituality are applied to planning and enactment of school policies, curriculum, pedagogy or assessment;
4. Engage in high-level reflective analysis of personal educational practice with regard to concepts of justice and spirituality.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Critical discussion paper</b> Transformational teaching practices for effective learning outcomes require a robust teacher understanding of key aspects of justice and spirituality. Discuss. (2000 words)	1,3,4	Week 5	20%
<b>Literature review</b> Conduct a review of recent and current (2015-2020) literature about justice in an aspect of educational leadership in Australian schools, including recommendations for practice. (3500 words)	1,2,3	Week 9	35%
<b>Critical analysis</b> Analyse the professional implications and impact of applying Hospitality (as an aspect of justice) in relation to either school policies, curriculum, pedagogy or assessment. (4500 words)	1,2,3,4	Week 14	45%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

Palmer, P.J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th Anniversary ed.). San Francisco: Jossey-Bass.

### Recommended reading:

Brookfield, S.D. (2017). *Becoming a Critically Reflective Teacher*. 2<sup>nd</sup> ed. John Wiley & Sons.

Brookfield, S.D. (2005). *The power of Critical Theory for adult learning and teaching*. Berkshire, UK: Open University Press.

Freire, P. (2000). *Pedagogy of the oppressed*. 30th Anniversary Edition. London: Continuum.

Knight, G.R. (2006). *Philosophy and Education: An introduction in Christian perspective* (4th ed.). Michigan: Andrews University Press.

Mehta, J. & Fine, S (2019). *In Search of Deeper Learning*. Harvard University Press.

Pietsch, J. (2018). *Character Reborn. A Philosophy of Christian Education*. Acorn Press.

Pohl, C. D. (1999). *Making room: Recovering hospitality as a Christian tradition*. Grand Rapids: Wm. B. Eerdmans Publishing.

Sandel, M. J. (2007). *Justice: A Reader*. Oxford, UK: Oxford University Press.

Shaw, P.W (2002). *Education as hospitality: A Christian approach to teaching and learning*. *Theological Review*, 23(2), 95-124.

Smith, D.I. (2018). *On Christian Teaching. Practicing Faith in the Classroom*. Wm B Eerdmans Publishing.

Smith, D.I., Shortt, J., & Sullivan, J. (2006). Justice, spirituality and pedagogy: A special edition. *The Journal of Education & Christian Belief*, 10(2).

Wolterstorff, N. (2010). *Justice: Rights and wrongs*. New Jersey: Princeton University Press.