

UNIT OUTLINE FOR EDP242.9 Pedagogy C Critical Pedagogies, Curriculum and Experience

Name of Unit 1 (Unit Code 1)

Pedagogy C Critical Pedagogies, Curriculum and Experience (EDP242.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Master of Teaching	One semester	2 nd year	Head of Program

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).

Unit credit points	Total course credit points
6 credit points	96 credit points

Student workload

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

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	7	10

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 have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDU244.9 Initial Teaching Experience B

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

This unit requires Primary Master of Teaching preservice teachers to critique Philosophical critical pedagogical concepts and frameworks, including Christian perspectives, within which to develop teacher identity. This unit also aims to develop Master of Teaching preservice teachers' ability to evaluate critical understandings of contextual and meaningful learning, so they can develop critical methodologies to empower learners. Knowledge and understandings gained in this unit will be applied to curricula design that evidence concepts of integrated curricula, differentiated learning and assessment, and to contemporary classroom professional experience scenarios. This unit also prepares preservice teachers' planning for the Teacher Performance Assessment (TPA) during their future Internship Professional Practice Experience.

Learning outcomes for the unit

1. Justify key elements of a professional teaching framework based on personal understandings of philosophical theories, including Christian perspectives, in relation to transformational education.
2. Critique a range of contemporary critical pedagogies in relation to empowering student learning.
3. Demonstrate critical explanation, dialogue and data analysis skills.
4. Design curricula that evidence concepts of authentic teaching and assessment, and meaningful learning.
5. Plan for and show sustained high level core teaching skills in a classroom Professional Experience in line with Australian Professional Standards for Teachers, e.g. teaching strategies, professional communication; assessment, evaluation and reporting strategies, differentiated methodology.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Critical elaboration Investigate and deconstruct two concepts in education: one concept from critical pedagogy and one Christian philosophy perspective. Analyse their effectiveness in enabling critical thinking in students. 2000 words	1,2,3	S1	20%
Curriculum design and evaluation Prepare and evaluate 10 double lessons for a curriculum unit based on the Parallel Curriculum in response to a class profile. 1500 words	4	S1	20%
Professional experience requirement 1 observation day, 20 day block	1,2,3,4,5	S1	40%
Professional experience evidence portfolio Critical reflection on learning and application of the graduate level Australian Professional Standards for Teachers. 3000 words equivalent	1,2,3,4,5	S1	25%

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:

Freire, P. (2000). *Pedagogy of the oppressed* (10th Anniversary edition). Continuum.

Recommended reading:

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

Reference texts or bibliography:

Apple, M, W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3, pp. 239-261.

Apple, M. (2013). *Can education change society?* Routledge

Blannin, J. (2022). *Beginning teaching with digital technologies*. SAGE.

Bower, M. (2017). *Design of technology-enhanced learning: integrating research and practice*. Emerald Publishing.

Brookfield, D. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass.

Brown, R.M. (1993). *Liberation Theology. An Introductory Guide*. Westminster/John Knox Press.

Dockery, D.S., & Thornbury, G.A. (2002). *Shaping a Christian worldview: The foundations of Christian higher education*. Broadman & Holman Publishers.

Eggen, P., & Kauchak, D. (2015). *Educational Psychology: Windows on classrooms* (10th ed.). Pearson.

Freire, P. (2010). *Education for Critical Consciousness*. Continuum.

Gutierrez, G., (2001). *A Theology of Liberation*. SCM Press.

Howell, J. & McMaster, N. (2022). *Teaching with technologies: Pedagogies for collaboration, communication and creativity* (2nd ed.). Oxford University Press.

Howie, G. (1969). *St. Augustine on Education*. Regnery.

Hamilton, C. (2016). *Critical Thinking for Better Learning: New Insights from Cognitive Science*. Rowman & Littlefield.

Henderson, M., & Romeo, G. (2016). *Teaching and digital technologies: Big issues and critical questions*. Cambridge University Press.

Jensen, J., & Miller, L. (Eds.). (2009). *Questions that matter: An invitation to Philosophy* (6th ed.). McGraw-Hill

Marsh, C, Clarke, M., & Pittaway, S. (2016). *Marsh's becoming a teacher* (7th ed.). Cengage Learning.

McLaren, P. (2015). *Life in Schools. An Introduction to Critical Pedagogy in the Foundations of Education*. Routledge.

McLaren, P., & Kinchloe, J.L. (Eds.) *Critical pedagogy: Where are we now?* Peter Lang

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

Mezirow, J. (1990). *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. Jossey Bass.

Palmer, P.J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th Anniversary ed.). John Wiley & Sons Inc.

Price, T. (2019). *An investigation of teacher understandings of justice in the context of evangelical Christian schooling*. Thesis (Doctor of Education). University of South Australia.

Reid, A., McCallum, F., & Dobbins, R. (1998). Teachers as Political Actors, *Asia-Pacific Journal of Teacher Education*, 26(3), pp. 247-259.

Robinson, K. (2015). *Creative Schools. Revolutionizing Education from the Ground Up*. Penguin.

Sire, J.W (2015). *Naming the elephant. Worldview as a concept*. IVP.

Smith, D.I. (2018). *On Christian teaching. Practicing faith in the classroom*. Eerdmans Publishing.

Tomlinson, C. (2009). *The Parallel Curriculum: a design to develop high potential and challenge High Ability Learners*. Corwin Press.

Wolterstorff, N. (2002). *Educating for Life. Reflections on Christian Teaching and Learning*, edited by Gloria Goris Stronks and Clarence W. Joldersma. Baker Academic.

Wolterstorff, N. (2006). Teaching Justly for Justice. *The Journal of Education & Christian Belief*, 10(2), pp. 23-37.