

<b>Subject Title:</b>	Diverse Learning Communities		
<b>Subject Code:</b>	EDU1DLC	<b>Credit Points:</b>	15
<b>Teaching Period:</b>	Sem. 2	<b>Mode:</b>	Blended
<b>Prerequisite:</b>		<b>Level:</b>	1
<b>Subject Description:</b>			
<p>In this subject, pre-service teachers will reflect upon their roles as learners and contributors in diverse communities and cultures. Pre-service teachers will learn about social theories and justice principles in the local and national context, with a focus on self, others, social issues, and social justice in practice. Pre-service teachers will develop skills to reflect on their knowledge and learning capacities in diverse community settings. Pre-service teachers will gain understand of the value of engaging collaboratively as learners in groups comprising a range of abilities, needs, cultures, values, sexual orientations, linguistic and socio-economic backgrounds. Pre-service teachers will participate in a community project to engage with diverse learning communities.</p> <p>Min. 15 hours – not including organisation, communication, transport or commute, group meetings, etc. Community-based project options: English as an Additional Language (EAL) centre; refugee support centre; disability service provider such as Aspect; SCOPE; Community Hubs, Council groups, Local government, Support networks, etc. (Recommend <u>volunteer</u> on SEEK)</p>			
<b>Intended Learning Outcomes (ILOs) &amp; Australian Professional Standards for Teachers (APST)</b>			
Upon successful completion of this subject, you will be able to:			APST
1	Investigate how community dynamics influence identity and belonging, diversity and inclusion, and access to opportunities for lifelong learning.	7.4 in part	
2	Investigate and articulate the ways in which selected social justice theories and principles inform community and education policy and discrimination legislation.		
3	Demonstrate awareness and a reflective approach to how one's own values, beliefs and behaviours may impact on others in local communities.		
4	Evaluate how community organisations support positive and constructive attitudes towards diverse communities, groups and individuals in relation to culture, language, religion, gender, age, socio economic background, ability levels and special needs.	1.3 in part	

<b>Assessment:</b>				
Assessment Summary		Word Count Equivalence	%	APST
1	Community-Based Project: Action plan	1800	40%	
2	Cultural Plunge	10 mins (equiv. 1400)	30%	1.3 7.4
3	Community-Based Project: Reflection	1400	30%	1.3 7.4
Assessment Details (including Assessment Criteria)				
1	<p><b>Assessment Task 1: Community based project: Action plan</b></p> <p>This assessment task scaffolds your engagement and contribution to a diverse learning community, developing your understanding of social justice, equity and service learning, as well as developing your personal skills in approaching, presenting and communicating professionally to an organisation. Using a professional practice framework (Grossman &amp; Hammerness, 2011) of <i>Studying, Observing, Collaborating</i> (with <i>Reflecting and Sharing</i> in Assessment 3), pre-service teachers are asked to engage in service learning through a community organisation that provides an inclusive, multi-age group, or special needs learning service, for a minimum of 15 hours over the semester. While undertaking this project, pre-service teachers will complement their learning through the weekly learning activities, developing understandings of equity, social justice, diversity and inclusion, as well as policy and legal frameworks relating to inclusion and learning. This assessment task meets Intended learning outcomes:</p> <ol style="list-style-type: none"> <li>(1) Investigate how community dynamics influence identity and belonging, diversity and inclusion, and access to opportunities and lifelong learning</li> <li>(2) Investigate and articulate the ways in which selected social justice theories and principles inform community and education policy and discrimination legislation</li> <li>(3) Demonstrate awareness of one’s world view and how it impacts on perceiving others, and observe representations of diversity within local communities.</li> </ol> <p><b>NB:</b> <i>The min. 15 hours at the organisation does not include organisation, communication, transport or commute, or group reflection meetings</i></p> <p><b>The task:</b> This task is scaffolded through the framework of Studying, Observing and Collaborating. As pre-service teachers complete each of the requirements, they will need to write an action plan that is submitted and assessed</p> <p><b><u>Studying:</u></b> During the first two weeks of the term pre-service teachers will need to locate and learn about a community organisation that they will undertake their 15 hours service learning. The organisation will need to be engaged in providing learning services to people with diverse, inclusive or special needs (for example an English as an Additional Language (EAL) centre; refugee support centre; disability service provider such as Aspect; SCOPE; Community Hubs, Council groups, Local government, Support networks, etc.) Pre-service teachers should approach them to gain permission to undertake 15 hours of service.</p> <p><b><u>In this section of the Action Plan, pre-service teachers will need to provide (~600 words)</u></b></p> <ul style="list-style-type: none"> <li>- a description of the organisation, in their own words</li> <li>- the services that the organisation provide</li> <li>- documentation of at least the 15 hour participation agreement</li> <li>- the diverse learning community the organisation caters to</li> <li>- what the pre-service teachers considers they might contribute to during their 15 hours</li> <li>- a brief discussion of core information and policy or readings that broadly apply to the diverse learning community (i.e. in an EAL setting, identifying a key reading about how to best assist EAL learners) (3 references)</li> </ul> <p><b><u>Observing:</u></b></p>			

Once pre-service teachers have permission in writing from the organisation to undertake 15 hours service, the student will need to present themselves professionally and personally, as pre-service teachers of La Trobe engaging in a service-learning subject. For the initial visit, pre-service teachers should take some time to observe the learning activities, inclusion and diverse needs of people at the service.

In this section of the **Action Plan**, pre-service teachers will need to provide (~600 words):

- What was happening? What learning activities did you observe? What routines were occurring?
- Initial reactions – Describe what it was like. What did you enjoy? What confronted you? What was different?
- What preparation do you need to do?
- How do the the staff act in professional capacities – i.e. how do they dress, behave, how do they speak to each other, to those attending the organisation
- Having now observed, what do you feel that you can contribute to the organisation during your time there?
- A brief discussion that relates your initial reactions to Cipolle (2010), chapter 4 reading

**Collaborating:**

Following their observation, pre-service teachers need to organise a meeting with a supervisor (the person that they will be assisting/who will oversee them). The purpose of this meeting is to collaborate to develop a shared plan for how the student will most meaningfully contribute to the organisation during their time there. While this conversation should provide the student with the opportunity to communicate the skills that they believe they can contribute to the learning community, the focus should be on the identifying together a plan for their time at the organisation as well as establishing the expectations in relation to appearance, dress and behaviour; initiative and helping out; and “red flags” (for example don’t be alone in a room to assist someone changing their clothes) including tasks they can’t be involved in, OH&S considerations, and when to step back (such as if there is a situation that the student isn’t trained for).

In this section of the **Action Plan**, pre-service teachers will need to provide (~600 words):

- Activities they will work on and who with
- Agreed expectations of the organisation, including time and commitments of the student
- Red flags
- OH&S
- Key contact person to notify and when notification is appropriate (i.e. if sick and unable to attend)
- A brief discussion from readings/research of approaches to inclusion and diverse learning communities that complement the approach of this organisation (min 2 references)

**Submission:**

Pre-service teachers will need to submit a word document with the information provided as needing to be included under each of the headings above. Care should be taken to respond in appropriate writing style, including correct grammar, spelling, paragraphs, and referencing

**Criteria for assessment:**

1. Report on how community dynamics influence identity and belonging, diversity and inclusion, and access to opportunities for lifelong learning
2. Identify and discuss how elements of selected social justice theories and principles inform discrimination policy and legislation in the context of this community organisation.
3. Indicate how this community supports positive and constructive attitudes towards diversity in relation to culture, language, religion, gender, age, socio economic background, ability levels and special needs.

**2 Assessment Task 2: Cultural Plunge**

This assessment asks you to explore identity in relation to your schooling and learning. Our identities are shaped and formed through many experiences within our society and culture. Through this task you will develop your awareness of diversity and experiences of being 'othered' in the context of schooling. 'Cultural plunges' are cultural immersion experiences that will provide individual exposure to persons or groups markedly different from you. The overall intention behind this plunge is not to be studying the other, but to be studying yourself based on reflection of your interview. This assessment task address Intended Learning Outcomes:

- (1) Investigate how community dynamics influence identity and belonging, diversity and inclusion, and access to opportunities and lifelong learning
- (3) Demonstrate awareness of one's world view and how it impacts on perceiving others, and observe representations of diversity within local communities.

**The Task:**

For this assessment task you need to interview someone who has come from a social or cultural context different to your own, about the ways that their identity has had an impact on the way that they have experienced schooling.

You are required to seek and approach a person (over 18 years of age) and gain their permission to be interviewed. It is recommended that you approach someone who works in an organisation, or is in a position, where their race, class or gender identity/ies feature in of their work. Outside of this, please approach people thoughtfully and respectfully. The person you interview cannot be a family member. They must also come from a social or cultural context that is different to your own – i.e. a different sexuality to your own, a different cultural background to your own, a different socio-economic status to your own. You need to seek permission to video or audio record the interview and for the video or audio recorded material to be used for a university assessment (media release attached).

Some examples of people or organisations that you might approach are:

- Local Aboriginal Land Council
- LGBTQ groups
- Poverty groups, homeless advocacy groups
- Rural and remote groups
- Refugee groups
- Cultural groups – immigrants, specific cultural community groups/expat groups
- English language learning groups

**Part 1) Interview:**

This part of the assessment task is not to be submitted – you will analyse the answers that you receive, to build and develop your presentation, making connection to research and theory from the learning materials, as well as personal reflections.

Interview questions

- Explain the purpose of the assessment task to the interviewee (to explore identity in relation to schooling)
- What are three key influences (experiences, people, etc.) that have shaped your identity?
- Describe three positive experiences that you had when you were at school
- What was a situation at school that impacted you negatively?
- Do you think that teachers have an impact on student identity?

## Part 2) Presentation

This is the part of the assessment task that you are required to submit. It must be no shorter than 8 minutes, and no longer than 11 minutes.

There are three elements that you will need to include in your completed presentation for this assessment task. These may be organised or synthesised as you wish – be creative – as long as you meet the three criteria below:

1. Considered reflections of your interviewees experience of schooling – you may use excerpts and responses from the interview – in other words, using your interviewees words as well as your analysis. NB this criteria is an assessment of your ability to reflect and therefore should not include long excerpts of the interview.
2. Demonstrate connections to the theory and research literature from the set readings as well as readings that you have accessed. NB this criteria is an assessment of your ability to demonstrate an understanding of research around identity and culture and contextualise it into peoples lives
3. Demonstrate awareness of your own cultural and social background and how this may impact the way that you approach teaching pre-service teachers who have different experiences to yourself. NB this criteria is an assessment of your ability to reflect on your own cultural bias and stereotyping (something that is often unrealised) and demonstrate how developing your understanding of cultures and identities different to your own will impact the way that you will approach teaching.

**Submission**

The **narrated presentation** that you submit must be:

- Accessible to the subject marker, yet with privacy settings that don't allow unauthorised people to access it
- Able to be submitted through the LMS – websites and links are fine
- The time for the presentation must be no shorter than 8 minutes and no longer than 11.

Technology platforms you may wish to use (please ensure that the subject coordinator can gain access to it):

- You tube
- Vimeo
- Veoh
- Prezi
- Power Point (narrated)
- Metta.io
- Powtoon
- Shared file through Google Drive or Dropbox

**Criteria for assessment:**

1. Articulate a foundational understanding of equity in education
2. Reflect on the ways that identities, belonging and inclusion influence experiences of schooling
3. Reflect on the connection between one's own culture and identity in relation to readings in the subject.
4. Design and deliver an articulate, creative, engaging presentation that incorporates use of digital technologies

**3 Community based project: Reflection**
**Rationale**

Building on the activities that pre-service teachers are engaged in for their community based project, the reading materials and the learning activities, this assessment provides pre-service teachers with a structured and collaborative group reflection. This assessment task meets intended learning outcomes:

- (1) Investigate how community dynamics influence identity and belonging, diversity and inclusion, and access to opportunities and lifelong learning

- (2) Demonstrate awareness of one's world view and how it impacts on perceiving others, and observe representations of diversity within local communities.
- (3) Indicate how this community supports positive and constructive attitudes towards diversity in relation to culture, language, religion, gender, age, socio economic background, ability levels and special needs.
- (4) If you were to repeat the community project what would you do differently?

**The task**

After pre-service teachers have begun the community based project, they will meet (online or virtual) in groups of four in a guided peer-reflection. Each of the four meetings will have a specific focus for discussion, and each student will take turns in leading the discussion. The meeting will be student led, but will need to involve discussion of:

- The experiences that pre-service teachers have had to that point during their community based project, with a different focus provided for each of the meetings
- The weekly learning activities and readings
- Sharing within the group

Following each meeting, the leader for that week will provide an 800 word synopsis discussion of the reflection meeting. This should include a robust discussion, with references, on three of the key themes that were raised during discussion and conclude with two thought provoking questions for the remaining members to respond to in 200 words. The leader is responsible for distributing their synopsis and questions. This cycle will repeat three times, with each group member taking a turn at being the reflection leader. Individuals are responsible for submitting their own work for assessment.

The marking will be as follows for your final submission:

Synopsis discussion (leader) – 55%

3 responses (group members) – 45%

Over the four reflections, each student will accumulate a mark out of 100%.

**Criteria for assessment**

1. Synthesise and reflect on the connection between research, theory and personal experiences
2. Demonstrate an awareness of one's own culture and identity in relation to community and schooling
3. Demonstrate an understanding of cultures and identities through social justice perspectives
4. Articulate the role and impact of social justice on access and opportunities

Learning Resources	
Required Texts	
1	Cipolle, S. B. (2010). <i>Service-learning and social justice: Engaging students in social change</i> . Lanham: The Rowman & Littlefield Publishing Group, Inc.
Recommended Reading	
1	Apple, M., Ball, S., & Gandin, L. (Eds.). (2010). <i>The Routledge international handbook of the sociology of education</i> . Abingdon, UK: Routledge.
2	Bottrell, D., & Goodwin, S. (2011). (Eds.). <i>Schools, communities and social inclusion</i> . South Yarra: Palgrave Macmillan.
3	Bowes, J., & Grace, R. (2010). (Eds.). <i>Children, families &amp; communities: Contexts and consequences</i> (3rd ed.). South Melbourne, Vic.: Oxford University Press. (Original work published 1999)
4	Burnett, B. (2004). <i>How does 'othering' constitute cultural discrimination</i> . In Burnett, B., Meadmore, D., & Tait, G. (Eds.). <i>New questions for contemporary teachers: Taking a socio-cultural approach to education</i> . Frenchs Forest, NSW: Pearson Education Australia.
5	Carrington, S., & Macarthur, J. (Eds.). (2012). <i>Teaching in inclusive school communities</i> . Milton, Qld.: John Wiley & Sons Australia
6	Cipolle, S. B. (2010). Chapter 4: <i>Developing a critical consciousness</i> . In <i>Service-learning and social justice: Engaging students in social change</i> . Lanham: The Rowman & Littlefield Publishing Group, Inc
7	Gewirtz, S. (1998). <i>Conceptualizing social justice in education: Mapping the territory</i> . <i>Journal of Education Policy</i> , 13(4), 469-484.
8	Groundwater-Smith, S., Brennan, M., McFadden, M., Mitchell, J., & Munns, G. (2009). <i>Secondary schooling in a changing world</i> (2nd ed.). South Melbourne, Vic.: Cengage Learning.
9	Habis, D., & Walter, M. (2011). <i>Social inequality in Australia: Discourses, realities and futures</i> (Rev. ed.). South Melbourne, Vic.: Oxford University Press.
10	Hyde, M., Carpenter, L., & Conway, R. (Eds.). (2011). <i>Diversity and inclusion in Australian schools</i> . South Melbourne, Vic: Oxford University Press. (Original work published 2010).
11	Letts, W. & Meyenn, B. (2007). <i>Sex, gender and sexuality: Windows to identity</i> . In S. Knipe, <i>Middle Years Schooling: Reframing adolescence</i> , pp 137-148
12	Martusewicz, R., & Edmundson, J. (2005). <i>Social Foundations as Pedagogies of Responsibility and Eco-Ethical Commitment</i> . In D. W. Butin (Ed.), <i>Teaching social foundations of Education: context, theories and issues</i> (pp. 71-91). Mahwah, New Jersey: Lawrence Erlbaum Associates
13	Meadmore, D., Burnett, B., & O'Brien, P. (Eds.). (1999). <i>Understanding education: Contexts and agendas for the new millennium</i> . Frenchs Forest, NSW: Prentice Hall.
14	Meighan, R., & Harber, C. (2007). <i>A sociology of educating</i> (5th ed.). London: Continuum
15	Milne, A. (2009). <i>Colouring in the White Spaces: Cultural Identity and Learning in School</i> . A research report prepared for the ASB/APPA Travelling Fellowship Trust, 2009
16	Meighan, R., & Harber, C. (2007). <i>A sociology of educating</i> (5th ed.). London: Continuum
17	Reay, D. (2004). <i>Education and cultural capital: The implications of changing trends in education policies</i> . <i>Cultural trends</i> , 13(2), 73-86
18	White, R., & Wyn, J. (2008). <i>Youth and society</i> (3rd ed.). South Melbourne: Oxford University Press.

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Diverse Learning Communities and your role in them	<p><b>Summary:</b>            This week pre-service teachers will be introduced to the subject, the assessment requirements, and the key concepts that will be explored through the subject. In particular, pre-service teachers will consider what are contexts of/for learning and education, with a particular focus on how learning is a social practice. Specific attention will be given to diverse learning communities in relation to:</p> <ul style="list-style-type: none"> <li>notions of engagement, participation, and leadership</li> <li>concepts of community, learning in community, local, global, virtual</li> <li>understanding, locating and problematising learning contexts</li> </ul> <p><b>Introduction to community project...</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Bottrell, D., &amp; Goodwin, S. (2011). (Eds.). <i>Schools, communities and social inclusion</i>. South Yarra: Palgrave Macmillan.</li> <li>Bowes, J., &amp; Grace, R. (2010). (Eds.). <i>Children, families &amp; communities: Contexts and consequences</i> (3rd ed.). South Melbourne, Vic.: Oxford University Press. (Original work published 1999)</li> </ul>
2	Social justice and inclusion	<p><b>Summary</b>            This week pre-service teachers will explore concepts of social justice in developing an understanding of what justice is, its historical development and how it effects and shapes society. Particular focus will be on</p> <ul style="list-style-type: none"> <li>In whose interests? Understanding privilege</li> <li>Historical understandings and development of social justice</li> <li>Models of justice, equity and equality in formal and informal education</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Burnett, B. (2004). How does 'othering' constitute cultural discrimination. In Burnett, B., Meadmore, D., &amp; Tait, G. (Eds.). <i>New questions for contemporary teachers: Taking a socio-cultural approach to education</i>. Frenchs Forest, NSW: Pearson Education Australia.</li> <li>Milne, A. (2009). <i>Colouring in the White Spaces: Cultural Identity and Learning in School</i>. A research report prepared for the ASB/APPA Travelling Fellowship Trust, 2009</li> </ul>
3	Social justice – developing awareness of self (identity)	<p><b>Summary</b>            This week pre-service teachers will consider their own identity in terms of the intersection of gender, sexuality, economic, ethnicity and ability, with a focus on developing pre-service teachers' articulation of their self-awareness and identity. Pre-service teachers will explore the concept of social and cultural capital as well as characteristics and concepts of privilege.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Cipolle, S. B. (2010). Chapter 4: Developing a critical consciousness. In <i>Service-learning and social justice: Engaging students in social change</i>. Lanham: The Rowman &amp; Littlefield Publishing Group, Inc.</li> <li>Letts, W. &amp; Meyenn, B. (2007) Sex, gender and sexuality: Windows to identity. In S. Knipe, <i>Middle Years Schooling: Reframing adolescence</i>, pp 137-148</li> </ul>

4	Social justice legislation and policy	<p><b>Summary:</b>          This week pre-service teachers will learn about social justice through legal and policy contexts. In particular, pre-service teachers will engage with key policies that are in place to protect those in positions of disadvantage. Particular focus will be on:</p> <ul style="list-style-type: none"> <li>• Policy and practice in relation to education and services</li> <li>• Equity and access</li> <li>• Redressing disadvantage</li> <li>• Millennium development goals</li> </ul> <p><b>Community project</b></p> <ul style="list-style-type: none"> <li>• Reflection 1 due – developing self awareness (based on W 2&amp;3)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Carrington, S., &amp; Macarthur, J. (Eds.). (2012). Teaching in inclusive school communities. Milton, Qld.: John Wiley &amp; Sons Australia</li> </ul>
5	Social justice in diverse learning communities	<p><b>Summary:</b>          This week pre-service teachers will explore concepts of social justice in order to understand the role and purpose of social justice in society, with a focus on educational access and outcomes. Particular focus will be on:</p> <ul style="list-style-type: none"> <li>• Social justice in a democratic society – rationales and principles</li> <li>• Social justice in diverse learning communities</li> <li>• the role and place of social justice in learning provision and outcomes</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Habibis, D., &amp; Walter, M. (2011). Social inequality in Australia: Discourses, realities and futures (Rev. ed.). South Melbourne, Vic.: Oxford University Press.</li> <li>• Gewirtz, S. (1998). Conceptualizing social justice in education: Mapping the territory. <i>Journal of Education Policy</i>, 13(4), 469-484.</li> </ul>
6	Belonging and developing awareness of others	<p><b>Summary:</b>          This week pre-service teachers will develop their understanding of social theories of gender, class, ethnicity, environmental, economic, and ability, with focus on how these intersect and impact educational access and outcomes.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Apple, M., Ball, S., &amp; Gandin, L. (Eds.). (2010). The Routledge international handbook of the sociology of education. Abingdon, UK: Routledge.</li> </ul>
7	Community and inclusion	<p><b>Summary:</b>          This week pre-service teachers will extend their understanding of social justice into the community. Pre-service teachers will extend on the previous week's focus on social justice theories to learn about social justice in relation to:</p> <ul style="list-style-type: none"> <li>• How can pre-service teachers develop and utilise their own social and cultural capital to help others?</li> <li>• Scaffolding the community project through discussion</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Meighan, R., &amp; Harber, C. (2007). A sociology of educating (5th ed.). London: Continuum</li> <li>• Reay, D. (2004). Education and cultural capital: The implications of changing trends in education policies. <i>Cultural trends</i>, 13(2), 73-86.</li> </ul>
8	Community development	<p><b>Summary:</b>          During this week pre-service teachers will engage with ecological justice and place, with particular focus on how economic, ethnic and gender injustice is related environmental issues have. They will explore social categories from an intersection-based perspective, and consider how diverse communities can impact and be active in redressing social injustice and inequity.</p>

		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Martusewicz, R., &amp; Edmundson, J. (2005). Social Foundations as Pedagogies of Responsibility and Eco-Ethical Commitment. In D. W. Butin (Ed.), <i>Teaching social foundations of Education: context, theories and issues</i> (pp. 71-91). Mahwah, New Jersey: Lawrence Erlbaum Associates.</li> </ul>
9	Developing awareness of social issues	<p><b>Summary:</b>          During this week, pre-service teachers will explore social justice perspectives and ways of working ethically, collaboratively and equitably with different perspectives. Pre-service teachers will consider what it means to develop a critical consciousness in the work that they are doing in the community as well as develop their awareness of social issues that impact communities and the role of diverse learning communities in redressing inequity and inequality.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Groundwater-Smith, S., Brennan, M., McFadden, M., Mitchell, J., &amp; Munnset, G. (2009). <i>Secondary schooling in a changing world</i> (2nd ed.). South Melbourne, Vic.: Cengage Learning.</li> <li>• White, R., &amp; Wyn, J. (2008). <i>Youth and society</i> (3rd ed.). South Melbourne: Oxford University Press.</li> </ul>
10	Contention in social justice	<p><b>Summary:</b>          During this week, pre-service teachers will explore differing and sometimes contentious positions on social justice through different theoretical frames. These include issues around multicultural/lingual, political, economic, religious, feminist. Pre-service teachers will be encouraged to articulate their own viewpoints in relation to their participation into their community organisations.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hyde, M., Carpenter, L., &amp; Conway, R. (Eds.). (2011). <i>Diversity and inclusion in Australian schools</i>. South Melbourne, Vic: Oxford University Press. (Original work published 2010).</li> </ul>
11	Community case studies	<p><b>Summary</b>          This week pre-service teachers will look at social justice in practice, exploring and analysing theoretical understandings of social justice alongside examples of school and community practices that have benefited communities and places.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Meadmore, D., Burnett, B., &amp; O'Brien, P. (Eds.). (1999). <i>Understanding education: Contexts and agendas for the new millennium</i>. Frenchs Forest, NSW: Prentice Hall.</li> </ul>
12	Diverse learning communities	<p><b>Summary:</b>          Building on the previous weeks focus, pre-service teachers will discuss and share case-based stories from their community work experience. Through reflecting on these case studies alongside their learning during the subject, pre-service teachers will consider why it is important to have a theoretical understanding of social justice.</p>

Assessment	
Assessment Task No.	Description of task:
1	Cultural Plunge
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.3	<p><b>Taught:</b> The importance of responsiveness of educators to the learning strengths and needs of students with diverse backgrounds, through presentation of evidence, discussion of impact of strategies, and practical emphasis of impact.</p> <p><b>Practised:</b> Pre-service teachers to engage with learning materials and resources, and participate in class discussions regarding case studies and experiences. Through the assessment task, pre-service teachers will gain an insight into the ways others have experienced such processes, and better appreciate this in action.</p> <p><b>Assessed:</b> Pre-service teachers' identification and critical reflection on the ways that schooling practices, including teaching strategies, respond to the needs of students with diverse backgrounds. Pre-service teachers' responses to their interviewees' experiences – considering the impacts on others of such experiences of schooling and education, and critically reflecting on this on a broader scale – will enable identification of their identification of inclusive and supporting strategies and approaches.</p>
7.4	<p><b>Taught:</b> Reading and explorations regarding the impacts of professional and community actors on educators' and learners' roles. Emphasis on a valuing of the power of community-level considerations of schooling and education will be provided through teaching and learning content.</p> <p><b>Practised:</b> In-class and in the assessment activities, pre-service teachers will explore the impacts on themselves, each other and their interviewees of the power of community pressures and processes on learners. Educators' respect and appreciation of incorporating community and professional supports within their roles and responsibilities as educators.</p> <p><b>Assessed:</b> The interviews will require pre-service teachers to consider the ways that professional and community representatives of selected population groups have been affected by and have in turn had an impact on the learning experiences of others. The use made of the interviews will allow pre-service teachers to demonstrate their developing beliefs of the roles of external professionals and community representatives on educators' knowledge and practice. Pre-service teachers will be required to critically reflect on the power of educators and non-educators on learning and learners.</p>

