

TEAC 3052 CONNECTING WITH REGIONAL, RURAL AND REMOTE COMMUNITIES AND SCHOOLS

Credit Points 10

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

Description This subject provides an opportunity to engage with rural, remote and regional schools and communities. The subject explores the context of regional, rural and remote schools and considers how localised communities can respond to learner needs to address equity and opportunities for further academic success. The subject focuses on how teachers can create a classroom of explicit teaching pedagogy and high expectations in these diverse settings. The subject explores how technology and pedagogy can be maximised to support remote learning. Teacher resilience and career planning in these contexts is explored as part of a continuous cycle of learning, teaching and leading. There is the opportunity for a short immersion and case study in a regional context in this subject.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Learning Outcomes

1. Demonstrates understanding of the contextual factors of regional, rural and remote communities and schools.
2. Critically reflects on the challenges and opportunities for learning in regional, rural and remote schools.
3. Analyses the needs and goals of schools in regional, rural and remote communities.
4. Applies theories about evidence-based practices for regional, rural and remote communities.
5. Evaluates explicit pedagogies and strategies for differentiation that support student engagement and quality learning.

Subject Content

- Context of regional, rural and remote schools and understanding communities and schooling.
- Creating a classroom of explicit teaching pedagogy and high expectations.
- Understanding equity and diversity in schools across regional, rural and remote schools.
- Engaging the school community with education.
- Responding to learner needs in regional, remote and rural schools.
- Understand support networks for early career teacher in regional, rural and remote schools.
- Understanding curriculum and teaching across multiple stages.
- Engaging with technologies for learning in regional, rural and remote areas.
- Understanding the learning, teaching, leading cycle for professional growth.

- Learning about curriculum collaborations with communities and schools.

Special Requirements

Legislative pre-requisites

Prior to enrolling in subject:

1. Students are required to complete the TWO components of the Working with Children Check (WWCC) process leading to (a) the issuance of a WWCC number by the Office of the Children's Guardian under the category of volunteer, AND (b) verification of the WWCC number with the NSW Department of Education.
2. Students must have completed Child Protection Awareness Training (Online) and the Child Protection Update (for the current year) prior to undertaking any visits/placements.
3. Students must have completed the ASCIA anaphylaxis e-training

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Case Study	1,200 words	40	N	Individual
Viva Voce	10 minutes	30	N	Group
Reflection	1,000 words	30	N	Individual

Teaching Periods

Spring (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3052_24-SPR_BK_1#subjects)