TEAC 3046 ENGAGING PEDAGOGIES

Credit Points 10

Legacy Code 102819

Coordinator Mary Southall (https://directory.westernsydney.edu.au/search/name/Mary Southall/)

Description This subject focuses on the evidence basis and critical practice of effective pedagogy. It considers coherent and deliberate planning and sequencing of tasks and lessons including curriculum-aligned learning outcomes, assessment and feedback to support student engagement and mastery. It critically explores the use of responsive pedagogies for teaching, including explicit teaching, modelling and scaffolding. It evaluates the application of digital technologies and strategies for effective teaching. It challenges students to inquire and reflect upon contemporary issues that affect learning and teaching in classrooms, including working with students from low socio-economic backgrounds, culturally and linguistically diverse (CALD) students, students who have English as an additional language or dialect (EALD), Aboriginal and Torres Strait Islander learners, and students from diverse religious backgrounds. It enables students to investigate and consider a range of contemporary pedagogical approaches to facilitate substantive student engagement, and relate these to educational philosophy and contemporary learning theories. There are opportunities to consider the Quality Teaching Model and the Fair Go pedagogical model as frameworks that support student retention of information, engagement and connection to learning. This subject is included in the Development Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Primary

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

Restrictions

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education and have successfully completed 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate effective planning and sequencing of tasks to become increasingly challenging for students to support mastery.
2. Demonstrate understanding of explicit teaching, modelling and scaffolding practices that support student learning.
3. Apply evidence-based assessment and feedback practices to promote student learning.
4. Uses digital technologies and strategies for effective teaching.
5. Critically evaluate the effectiveness of responsive pedagogies in promoting student engagement and learning.
6. Critically reflects on how effective pedagogical models such as Quality Teaching Model and Fair Go Pedagogical frameworks supports student learning, inclusion and engagement

Subject Content

- The key features of coherent and deliberate planning and sequencing of tasks and lessons including curriculum-aligned learning outcomes, clear descriptions of how students will show evidence of mastery, the common progression of learning in a subject area and the critical curriculum knowledge needed for students to progress.
- The theory and application of explicit teaching, modelling and scaffolding practices for learning.
- The development and delivery of challenging learning practice to promote learning retention.
- Use of responsive pedagogies for teaching.
- Use of formative assessment and feedback in learning.
- Effective pedagogical models, such as Quality Teaching Model and Fair Go Pedagogical frameworks and how to apply this evidence-based framework to the critical analysis and improvement of classroom pedagogy
- Pedagogies that promote student engagement and mastery of learning.
- Use of digital technologies for effective teaching

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
Presentation	3-4 minutes	30	N	Individual
Professional Task	800 words + original and revised lesson plans attached	30	N	Individual
Reflection	1,500 words	40	N	Individual

Prescribed Texts

- Sawyer, W., Munns, G., Zammit, K., Attard, C, Vass, E. & Hatton, C. (2017). *Engaging Schooling: Developing Exemplary Education for Students in Poverty.* Abingdon, UK: Routledge.

Teaching Periods

Autumn (2024)
Bankstown City
On-site
Subject Contact Kellie Jorda (https://directory.westernsydney.edu.au/search/name/Kellie Jorda/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3046_24-AUT_BK_1#subjects)