

TEAC 1031 SOCIOLOGY FOR EDUCATORS

Credit Points 10

Legacy Code 102629

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

Description This subject includes the study of society, culture, gender, ethnicity, sexuality and social class. It explores sociological understandings of the impact of the social on individuals and how this influences education, knowledge, society and change. The subject addresses the diverse needs of children in complex contexts. It provides students with opportunities to reflect on universal assumptions often imposed on children, families and communities, through applying analytical tools and developing their professional identity as critical reflexive educators. This subject is included in the Foundation 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 1 subject

Restrictions

Students must be enrolled in the 1876 Bachelor of Education (Primary), 1939 Bachelor of Education (Secondary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Learning Outcomes

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

1. Identify key sociological theories, range of theoretical approaches and tools for explaining the sociological dimensions of education and care.
2. Analyse the role and impact of political, economic and social aspects of difference and how they have influenced sociological constructions of family, community and schooling.
3. Explain key concepts and theoretical approaches for exploring culture, community, class, identity, subjectivity, diversity, religion, gender, sexuality, ethnicity, power and agency.
4. Examine the social construction of contemporary childhood and its influence on the changing nature of being a child in families, the community and educational settings.
5. Describe how social, historical and cultural practices have impacted on the educational outcomes for Aboriginal and Torres Strait Islander children.
6. Apply critical thinking skills to analyse contemporary teaching and learning based on sociological theories.
7. Construct and evaluate arguments by reference to appropriate sources and theory.
8. Analyse one's own personal, physical, learning and emotional needs to apply appropriate self-directed learning strategies.

Subject Content

1. Society and community, the political, economic and social aspects of difference and community through historical and contemporary sociological understandings
2. Concepts of subjectivity and identity as related to consciousness, agency, personhood, reality and relationship to how individuals are shaped by being in the world
3. Understandings of culture, agency, power through theories of culture, diversity, postcolonial, feminism and social constructivism
4. Social class, levels of power and wealth
5. Foundational concepts in the study of gender: identity, sexuality, family, religion, the body, cultural practices and gender norms in light of contemporary gender theories
6. The social construction of childhood and the importance of examining contemporary and diverse childhoods and understanding children's role in families, community and education
7. Sociological perspectives on race, ethnicity and shared cultures: practices, values, and beliefs of a group, cultural characteristics as objects of collective discrimination
8. Impact of social and cultural practices on the educational outcomes for Aboriginal and Torres Strait Islander students: their heritage and cultural practices including the invasion of their nation and intergenerational racism
9. The complexity of key concepts on the sociological dimensions of children's education and care in a range of contexts

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	Mandatory
Presentation	30 minutes	20	N	Group	Y
Quiz	10 min per quiz	30	N	Individual	Y
Final Exam	2 hours	50	N	Individual	Y

Prescribed Texts

Ferfolja, T., Jones-Diaz, C., & Ullman, J. (Eds.). (2024). Understanding sociological theory for educational practices (3rd ed.). Cambridge University Press.

Teaching Periods

Autumn (2025)

Bankstown City

On-site

Subject Contact Alfred Mupenzi ([https://directory.westernsydney.edu.au/search/name/Alfred Mupenzi/](https://directory.westernsydney.edu.au/search/name/Alfred%20Mupenzi/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC1031_25-AUT_BK_1#subjects)

Penrith (Kingswood)

On-site

Subject Contact Alfred Mupenzi ([https://directory.westernsydney.edu.au/search/name/Alfred Mupenzi/](https://directory.westernsydney.edu.au/search/name/Alfred%20Mupenzi/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC1031_25-AUT_KW_1#subjects)

Parramatta - Victoria Rd

On-site

Subject Contact Alfred Mupenzi ([https://directory.westernsydney.edu.au/search/name/Alfred Mupenzi/](https://directory.westernsydney.edu.au/search/name/Alfred%20Mupenzi/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC1031_25-AUT_PS_1#subjects)

Quarter 2 (2025)

Bankstown City

Hybrid

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC1031_25-Q2_BK_3#subjects)