

# TEAC 1021 LEARNING, TEACHING AND TECHNOLOGIES

**Credit Points** 10

**Legacy Code** 102116

**Coordinator** Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

**Description** The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Beginning a teacher education course requires students to orient themselves to learning and teaching in a variety of ways. This unit introduces a range of issues that are critical to effective teaching and learning. These issues centre on learning environments; the roles of teachers in schools and as life-long learners; and the responsibilities of teachers to observe and understand the children in their care, plan for individual children on the basis of diagnostic evaluations, employ teaching approaches which cater for the needs of individuals as well as the group, and employ assessment processes that empower rather than simply compare children.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 1 subject

**Co-requisite(s)** TEAC 1029

**Equivalent Subjects** EDUC 1005 - Introduction to Learning and Teaching

**Restrictions** Students must be enrolled in 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. Describe a range of environments and activities which facilitate learning through recognition of the diverse nature of learners.
2. Explain the roles and responsibilities of teachers in primary schools.
3. Develop, implement, justify and document teaching experiences relating to the NSW Syllabus documents and the needs of individual children in their care.
4. Explain the impact of technologies on teaching and learning.
5. Utilise technologies for their personal productivity and developing professional practice.
6. Apply the principles and practices of classroom pedagogy based on an understanding of how children learn and are motivated.
7. Evaluate their role in the teaching profession and the need to continually improve their professional knowledge and practice.

## Subject Content

1. Positive environments for learning and supporting learners - school, home and community

2. Developing a personal understanding of teaching as a profession. Personal philosophy of teaching and learning
3. Teacher as a life-long learner - including reflection in teaching and learning, portfolios, schools as learning communities
4. Introduction to curriculum and the structure of syllabus documents;
5. Planning, implementing and assessing in the teaching and learning cycle
6. Development and use of resources
7. Teaching and learning strategies including roles and uses of information and communication technologies
8. Managing classrooms and learners in classrooms

## Special Requirements

Legislative pre-requisites

Students must have: Working with Children Check and Completion of Child Protection 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.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Report and Artefact	2,000 words	50	N	Individual

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Sinclair, C., & Nanlohy, P. (2010). Learning for teaching: teaching for learning. Melbourne: Cengage.

Teaching Periods