

# TEAC 3046 ENGAGING PEDAGOGIES

**Credit Points** 10

**Legacy Code** 102819

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

**Description** This unit is designed to prepare students for their role as active, thoughtful leaders of learning environments for children in the primary years. 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 (EAL/D), 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.

**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 3 subject

**Restrictions** Students must be enrolled in 1876 Bachelor of Education (Primary) and have successfully completed 160 credit points.

## Learning Outcomes

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

1. Investigate the relationship between theory, research and practice in understanding student engagement.
2. Examine issues that affect the engagement and motivation of learners in classrooms.
3. Explore why contemporary education is focused on creating active and engaging classrooms, rather than just educational delivery.
4. Refine their educational philosophy, based on their explorations of contemporary theorising, research and practice around student engagement.
5. Consider the implications of their developing philosophy to their practice, especially the potential effect on the students' authentic and engaged learning experiences.
6. Apply their new understandings of engaging pedagogies in their planning of a hypothetical learning experience.
7. Use logical and critical skills to develop solutions to educational problems in contemporary teaching and learning.

## Subject Content

1. Theory and practice surrounding student engagement - Elements of the Fair Go Framework

- engaging task design/engaging learning experiences
- engaging processes/The Insider Classroom

2. Contemporary and evolving approaches to engaging teaching and engaged learning:

- engaging through dialogue (Working with peers, teacher inclusive conversations)
- engaging through Technology
- Engaging through active learning (project based/inquiry based learning, tinkering, makerspace)
- engaging through culturally appropriate pedagogic practices
- engaging through personalised learning
- Creative classrooms and engagement

## 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
Quiz	30 minutes	20	N	Individual
Report	800 words + original and revised lesson plans attached	35	N	Individual
Teaching plan	1,500 words	45	N	Individual plan

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
- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). *Exemplary teachers of students in poverty*. Abingdon, UK: Routledge.

Teaching Periods