TEAC 5037 TECHNOLOGY CURRICULUM 2

Credit Points 10

Legacy Code 102882

Coordinator Kay Carroll (https://directory.westernsydney.edu.au/search/name/Kay Carroll/)

Description The subject will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant Board of Studies NSW Years 11-12 Syllabuses in Technology Key Learning Area and links with the Years 7-10 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative program, subject and lesson planning and on the role of student data in authentic and appropriate assessment practices. Students will have opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area.

School Education

Discipline Teacher Education: Secondary

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/) page.

Level Postgraduate Coursework Level 5 subject

Pre-requisite(s) TEAC 7027 AND
TEAC 7004 AND
TEAC 7032

Learning Outcomes

1. Demonstrate understanding of NSW Education Standards Authority Stage 6 Technology syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate understanding of socio-cultural perspectives and pedagogical theories and approaches used in teaching senior Technologies.
3. Demonstrate understanding of Aboriginal and/or Torres Strait Islander design solutions in Technology and the impact of historical and contemporary design solutions surrounding Indigenous cultural and intellectual property.
4. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
5. Prepare a suitable range of senior assessment instruments that use valid, reliable and consistent judgements of student learning.
6. Design and select innovative teaching resources that apply a critically reflective approach to teaching senior Technologies and include opportunities to develop students' inquiry skills.
7. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.
8. Reflect and research professional learning to develop the discipline of Technology teaching.

Subject Content

1. What is the nature of the subject in the senior years of secondary education including the concepts, substance and structure of senior secondary curriculum content in Technology?
2. How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in the teaching of the subject?
3. How can we explore Aboriginal and/or Torres Strait Islander design solutions in Technology?
4. How can we investigate the impact of historical and contemporary design solutions and understand ethical responsibilities surrounding Indigenous cultural and intellectual property?
5. How do we apply a holistic approach by considering the factors affecting design and production in a design project?
6. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in the subject?
7. Why is it necessary to continue to differentiate teaching in the subject in the senior years of secondary education? How do teachers go about differentiation?
8. Specific professional practices and key pedagogical approaches related to teaching and learning in Design and Technologies, and their theoretical underpinnings (e.g. OHS, safe practices)
9. Alignment and coherence in content, learning outcomes, pedagogy in curriculum programming in Technologies with a focus on Years 11-12
10. Pedagogical strategies to facilitate creativity, promote problem solving and foster critical thinking in Technologies
11. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
12. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
13. In what ways has educational research contributed to the teaching and student learning of the subject?
14. What options are open to pre-service teachers to continue to learn about the subject?

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
Professional Task	2000 words	50	N	Individual
Portfolio	2000 words	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2013) Design and Technology Stage 6 Syllabus (https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus/)

Teaching Periods

Spring

Penrith (Kingswood)

Day

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

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5037_22-SPR_KW_D#subjects)