

# TEAC 7068 LEARNING AND TEACHING IN CHALLENGING CONTEXTS

**Credit Points** 10

**Legacy Code** 102158

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**Description** This subject involves the study of pedagogy in contexts regarded as 'challenging'. The main focus will usually be on the contexts of school and early childhood, but alternative sites of education will also be studied as appropriate. The definition of a challenging context will be considered with an emphasis on contexts of poverty. Students will undertake a critical analysis of policies and practices that impact and respond to challenging contexts. The subject is structured around the investigation of dilemmas and specific provocations, and explores engaging pedagogies for education.

**School** Education

**Discipline** Teacher Education

**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** Postgraduate Coursework Level 7 subject

## Restrictions

Students must be enrolled in a postgraduate program, with the exception of those students enrolled in 8083 Bachelor of Research Studies.

## Learning Outcomes

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

1. Audit areas of challenge in an educational context
2. Locate 'challenge' within the larger context of global educational policy and 'policy travel'
3. Analyse the notion of pedagogical / institutional effectiveness
4. Critically analyse policy and discourse around 'challenge' in contemporary educational contexts
5. Critically analyse responses to policy around challenge in contemporary educational contexts
6. Apply key theoretical perspectives in analysis of challenge and responses to challenge

## Subject Content

1. What are challenging contexts in contemporary education?
2. What dilemmas can arise from challenging contexts at the classroom and institutional levels?
3. Is education a way out of poverty?
4. How do/can systems respond to challenging contexts?
5. What are the key features of effective pedagogies for challenging contexts?
6. What is the role of policy instruments such as 'data' in contemporary education, especially in challenging contexts?

7. What are the roles of expectations and aspirations in contemporary education in challenging contexts?
8. How can educational sites/pedagogies be engines of change?

## 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
An audit and detailed analysis of a 'challenging' educational context	20 minutes+ 10 minutes of questions and discussion	50	N	Group
Critical analysis of a pedagogical or institutional or systemic intervention in a challenging context	2,000 words	50	N	Individual

## Prescribed Texts

- Comber, B. (2016.) Literacy, place, and pedagogies of possibility. New York and London: Routledge.
- Munns, G., Sawyer, W. Cole, B. & Fair Go team (2013) Exemplary teachers of students in poverty. London, England: Routledge

## Teaching Periods