

TEAC 7082 PEDAGOGY FOR POSITIVE LEARNING ENVIRONMENTS

Credit Points 10

Legacy Code 102082

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

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This subject is designed to promote the application and integration of current psychological and educational theory, evidence and best practice in creating positive learning environments for the purposes of learning, behaviour and wellbeing. A problem-based approach to learning and teaching is used employing case-based vignettes depicting various specific school-based behaviour management challenges. The subject is delivered by providing students with an unfamiliar problem, situation or task related to promoting students learning, positive behaviour and wellbeing. Students are required to determine for themselves how they will go about solving the problem. This occurs through small group work and self-directed research in which students are encouraged to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem whilst being supported by their tutor and peers.

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 7 subject

Pre-requisite(s) TEAC 7004

Equivalent Subjects TEAC 7086 - Positive Learning Environments TEAC 7113 - Psychology for Teaching

Restrictions

Students must be enrolled in 1714 Master of Teaching (Secondary)

Assumed Knowledge

An understanding of Adolescent Development.

Learning Outcomes

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

1. Analyse and resolve complex real-world problems in relation to learning, behaviour and social and wellbeing management including how culturally and linguistically diverse communities' philosophies and beliefs about learning and behaviour can affect teaching practice.
2. Locate, evaluate and model the use of specific strategies and resources to support students' behaviour and well-being.
3. Explain ethical and legislative responsibilities, including Work Health and Safety, and risk management legislation, for responding positively to challenging secondary student behaviour, including

students with significant behavioural difficulties such as violent behaviour.

4. Evaluate personal beliefs, values and teaching practices in light of theory, applied learning and research evidence relating to effective behaviour management practices.
5. Articulate the importance of teaching social and emotional skills, both alongside and embedded within substantive curriculum content at the secondary level.
6. Use self-reflective teaching practices, alongside relevant empirical findings and theory, when applying preventative and restorative pedagogies so as to prioritise secondary student wellbeing and promote individual and whole-class learning outcomes.
7. Link theories of classroom learning and behaviour to practical assessment of individual secondary students' needs.

Subject Content

1. What is Problem Based Learning (PBL)? How does this approach work?
2. What is contemporary classroom management?
3. What causes secondary students to become disengaged from their learning?
4. What strategies, systems and pedagogy can teachers use to promote sustainable culturally and linguistically informed student engagement, positive behaviour and wellbeing in schools?
5. How can we assess the social and emotional wellbeing needs of secondary students?
6. How do teachers individualise approaches to learning, positive behaviour & wellbeing management?

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
Report	2,000 words	50	N	Individual
Reflection	Part A: 15 minutes; Part B: 1,000 words	50	N	Both (Individual & Group)

Prescribed Texts

- De Nobile, J., Lyons, G., & Arthur-Kelly, M.. (2021). Positive learning environments: Creating and maintaining productive classrooms. 2nd Ed. Cengage AU.

Teaching Periods

Autumn Penrith (Kingswood)

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

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View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=TEAC7082_22-SPR_KW_D#subjects)