

# TEAC 2004 BEING A TEACHER

**Credit Points** 10

**Legacy Code** 102637

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

**Description** Theory and the practice of teaching are explored in depth in this subject. This subject explores the necessary teaching and interpersonal skills required to build positive relationships with students and manage the classroom. Students will develop skills in planning, implementing and evaluating the students' learning which are designed to meet primary school students' curriculum needs. It introduces students to a range of teaching strategies and assists with helping to identify when and why to use them. It explores how educational theories and practitioner research underpin and inform curriculum development and pedagogical practice. Integrated in the learning will be the use of information technologies. This subject will also facilitate students in developing a critical understanding of their individual progress towards satisfying the Australian Professional Standards for Teachers at the Graduate level. The knowledge and skills developed in the other subjects of study in the course can be applied in this and the Professional Experience subjects.

**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 2 subject

**Co-requisite(s)** TEAC 2048

**Restrictions**

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education and have successfully completed 80 credit points.

## Learning Outcomes

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

1. Identify a range of teaching and behaviour management strategies and their purpose;
2. Demonstrate knowledge of lesson planning and assessment;
3. Assess a range of resources, including ICT, that engage students in their learning;
4. Evaluate a range of verbal and non-verbal communication strategies to support student engagement;
5. Identify ways in which core teaching practices can be adapted for varied classrooms settings and for varied curriculum;
6. Apply critical thinking skills to solve teaching and learning challenges in contemporary education;
7. Apply educational research to inform pedagogies and assessment to maximise student outcomes;
8. Build and apply skills related to research and reflection to identify personal achievement of the Australian Professional Standards for Teachers at the Graduate Level.

## Subject Content

1. Conceptions of Good Teaching
2. Types of Teaching Strategies
3. Creating and maintaining positive learning environments
  - Classroom environment
  - Classroom behaviour
  - wellbeing and resilience
4. Teaching Standards and Policies
5. Introduction to Learning Portfolios
6. Lesson planning
7. Assessment

## Special Requirements

Legislative pre-requisites

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Office of the Children's Guardian website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
- iii. Email the letter with a valid Working With Children Check number to facilitate processing of a school placement where the document is trimmed and recorded in Banner as a Special Requirement.

Students must complete the online Child Protection Awareness Training prior to undertaking any visits/placements. Students who have not completed Child Protection Awareness Training will need to withdraw from the subject.

2. Students must complete the ASCIA anaphylaxis e-training and email their certificate to [AnaphylaxisPrm@westernsydney.edu.au](mailto:AnaphylaxisPrm@westernsydney.edu.au)

3. Students must meet the Inherent Requirements for the Master of Teaching (Primary (<https://hbook.westernsydney.edu.au/archives/2022-2023/programs/master-teaching-primary/>)).

## 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.

| Type       | Length                                 | Percent | Threshold | Individual/Group Task |
|------------|--|---------|-----------|-----------------------|
| Report     | 1000 words                             | 15      | N         | Individual            |
| Case Study | 1500-2000 words                        | 40      | N         | Individual            |
| Portfolio  | 1000 words and an electronic portfolio | 45      | N         | Individual            |

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C. (2015). *Learning for teaching: Teaching for learning* (3rd ed.). South Melbourne, Vic.: Cengage Learning Australia.
- Churchill, Apps, Batt, Beckman, Grainger, Keddie, Letts, Mackay, McGill, Moss, Nagel & Shaw. (2022), *Teaching, Making a Difference* (5th Edition). Wiley & Sons Australia.

Teaching Periods

## **Autumn (2022)**

### **Bankstown**

#### **Day**

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View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC2004\\_22-AUT\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2004_22-AUT_BA_D#subjects))

## **Autumn (2023)**

### **Bankstown City**

#### **On-site**

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