

# TEAC 3021 PRIMARY PROFESSIONAL EXPERIENCE 3: ENGAGING WITH DIVERSE STUDENTS AND COMMUNITIES

**Credit Points** 10

**Legacy Code** 102656

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

**Description** This subject provides students with the opportunity to participate in a 20-day professional experience set in the context of their future profession and under the supervision of qualified teachers. As Pre-service Teachers, students will develop an understanding of diverse learners within specific school and classroom contexts. Individual student's strengths, needs and learning styles will be identified to support the design and delivery of teaching experiences that will enhance engagement and learning. The subject also gives students an opportunity to reflect on the processes involved in the teaching cycle, and refine their competencies as beginning teachers. Students are required to analyse their own learning in relation to the Graduate Teacher Standards as a review of the progress of their Learning Portfolio.

**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

**Pre-requisite(s)** TEAC 3020

## 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 240 credit points.

## Learning Outcomes

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

1. Apply knowledge of research on how students' skills, interests and prior achievements affect learning and use this information to inform teaching strategies;
2. Implement lesson plans detailing objectives and outcomes, specifying content and pedagogy assessment, in consultation with the supervising teacher;
3. Evaluate students' specific strengths, needs and learning styles;
4. Design teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and that promote student engagement;
5. Use a variety of resources to support the learning style and needs of diverse students;

6. Execute an enthusiastic and positive attitude towards students as individuals and learners;
7. Design a respectful and collegial classroom environment where all students are valued and supported.

## Subject Content

- Connecting research with practice to inform planning and Teaching
- student diversity and how It affects Teaching and learning
- identifying students' strengths, needs and learning styles
- planning lessons and programming
- Differentiated learning tasks
- resources to support students'f needs
- The Professional Teacher ? Planning, teaching; effective communication, professional interactions and ethical and professional conduct

## Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

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 Commission for Children and Young People 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. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.

2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.

3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3rd ed.). Southbank, Vic: Cengage.

Teaching Periods