

TEAC 3032 UNDERSTANDING AND TEACHING IN CONTEXT

Credit Points 10

Legacy Code 102136

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

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. The subject aims to directly challenge students to inquire into, reflect upon, collect classroom data, analyse and respond to the data and subsequently begin to develop a repertoire of pedagogies that cater to the needs of learners within contexts which reflect the diversity of today's educational settings. The subject aims to develop skills related to effective planning, programming, evaluating and teaching in a wide variety of teaching contexts in Primary classrooms.

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/) page.

Level Undergraduate Level 3 subject

Co-requisite(s) TEAC 3040

Equivalent Subjects LGYA 1494 - Understanding and Teaching in Context - AREP

Restrictions Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Assumed Knowledge

This subject draws upon, consolidates and synthesises previous knowledge from a range of subjects in years 1-3 as they relate to a classroom learner.

Learning Outcomes

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

1. Evaluate literature related to school practices, school contexts, curriculum and teaching practices. (Standard 6.2.1)
2. Consolidate syllabus and pedagogical knowledge taught in previous units. (Standards 2.1.1, 2.3.1, 2.5.1, 2.6.1)
3. Critically examine significant equity issues for their impact on teaching and learning. (Standards 1.3.1 2.4.1, 4.4.1, 6.4.1)
4. Critically examine the theory and practice surrounding the pursuit of equality and equity. (Standard 1.3.1, 2.4.1)
5. Critically evaluate the features of planning, programming, assessing and evaluation strategies, in terms of their appropriateness for diverse learning contexts. (Standards 1.1.1, 1.3.1, 1.5.1, 2.4.1)
6. Plan, program, assess and evaluate for a group of learners in a specific learning context by translating personal philosophies, sound educational theory and system/school requirements into effective classroom practices. (Standards 2.1.1, 2.2.1, 2.3.1, 3.1.1, 3.6.1, 5.1.1, 5.5.1)

Subject Content

Understanding learner diversity.
 The nature of learning: Implications for curriculum design
 The curriculum and the learning environment.
 Teaching in new times, the use and impact of technology
 Fair Go project- and related literature
 Assessment and the MeE assessment cycle
 Programming for student engagement
 Annotation of student work samples to demonstrate outcomes achieved
 Presentation of MeE assessment & professional conversations

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	1,500 words	30	N	Individual
Presentation	20 minutes	40	N	Individual
Report	1,500 words	30	N	Individual

Prescribed Texts

- Munns, Geoff; Sawyer, Wayne; Cole, Bronwyn. (2013). Exemplary Teachers of Students in Poverty. Abingdon, Oxon: Routledge.

Teaching Periods

2nd Half (2022)

Bankstown

Day

Subject Contact Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3032_22-2H_BA_D#subjects)

Spring (2023)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3032_23-SPR_BK_1#subjects)