

TEAC 7149 UNDERSTANDING AND TEACHING CHILDREN

Credit Points 10

Legacy Code 102077

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

Description From 2020 students should note that core subjects are now taught in semesters rather than half yearly sessions. This subject is designed to facilitate prospective teachers to develop the dispositions and critical skills to create learning communities that are academically challenging, developmentally responsive, socially equitable and promote social and emotional wellbeing. The subject highlights the interacting contributions of biology and environment to the development of children and explores how teachers' knowledge of this process informs their instructional strategies. Specifically, this subject examines a body of classic, as well as current theories, research and practice relating to the cognitive, physiological, and social/affective needs of children and focuses on the relevance of these for classroom practice. Particular emphasis is given to developing responsive teaching practices which promote social and emotional wellbeing of children and are underpinned by high-quality relationships which extend to include the valuing of families and the wider community.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7040 - Educational Psychology for Primary Teaching

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Students must be enrolled in 1781 Master of Teaching (Primary), 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 1651 Bachelor of Arts (Pathway to Teaching Primary) or 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary).

Students enrolled in 1651, 1822 or 3756 must have successfully completed 160 credit points to enrol in this subject.

Students enrolled in 6019 must have successfully completed 190 points (160 at Level 1 or higher) to enrol in this subject.

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Assess instructional strategies designed to support students' learning and development as well as their motivation and engagement.
2. Apply an understanding of issues relating to children's development, giving regard for social and cultural differences.
3. Utilise evidence-based strategies which promote positive learning environments and support children's wellbeing and their development.
4. Evaluate external supports and programs to assist with the promotion and prevention of at-risk and marginalised children.

5. Develop an action plan underpinned by relevant theory and research to address the wellbeing and development needs of a child experiencing difficulties at school.

Subject Content

1. Development in context: Bronfenbrenner's ecological model
2. Learning, cognition and memory: Learning as a constructive process
 - Information processing theories
 - Metacognition and self-regulation
3. Learning in context: Theories of learning and their implications for instruction and constructing learning environments
 - Behaviourism
 - Social cognitive theory
 - Constructivism
 - Humanism
 - Instructional strategies applied to learning in context
 - Motivation and affect
 - Learning and teaching preferences for Aboriginal and Torres Strait Islander peoples
4. Children's development and related needs in context:
 - Cognitive, physiological, and social/affective development
 - Moral and prosocial development
 - Identity development and dispositions
 - Sense of self and peer relations
 - Aboriginal and Torres Strait Islander development in context
 - Beliefs of differing school communities, including culturally and linguistically diverse communities, about learning and behaviour and in relation to teaching practice
5. Positive learning environments and supporting children's wellbeing
 - Sociocultural factors influencing mental health and wellbeing of children
 - Risk and resilience
 - Belonging and inclusion
 - Cultivating high-quality respectful relationships
 - Initiatives and resources for promoting positive development
 - Issues and prevalence of mental health for Aboriginal and Torres Strait Islander peoples
6. Underlying pedagogical assumptions of Information and Communication Technologies (ICT)

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
Presentation	13 minute presentation in groups of 3.	20	N	Group
Presentation	4 mins for each individual section	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Margetts, K., & Woolfolk Hoy, A. (2018). Educational psychology (5th ed.). Melbourne, Victoria: Pearson Australia.

Teaching Periods

Autumn (2022)

Bankstown

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7149_22-AUT_BA_D#subjects)

WSU Online TRI-2 (2022)

Wsu Online

Online

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Spring (2022)

Bankstown

Day

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Penrith (Kingswood)

Day

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WSU Online TRI-1 (2023)

Wsu Online

Online

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Autumn (2023)

Bankstown City

On-site

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Spring (2023)

Bankstown City

On-site

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Penrith (Kingswood)

On-site

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WSU Online TRI-3 (2023)

Wsu Online

Online

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