

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 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 program can be applied in this and the Professional Experience subjects. This subject is included in the Development Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the 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. Analyse a range of teaching and classroom management strategies that promote student learning.
2. Demonstrate knowledge of structured sequential lesson planning and evidence-based assessment.
3. Evaluate a range of explicit teaching, modelling and scaffolding processes to support student learning.
4. Explain ways in which teaching practices can be adapted for varied classrooms settings and for varied curriculum.
5. Apply critical thinking skills to solve teaching and learning challenges in contemporary education.
6. Apply educational research to inform pedagogies and assessment to maximise student outcomes.

Subject Content

- Evidenced based theories and practices of Effective teaching and pedagogy that promotes positive learning behaviours and environments.

- Explicit Pedagogies for learning.
- Effective rules and routines, or cues that are focused on creating learning habits that encourage students to respond quickly to instructions to reduce wasted learning time.
- Creating and maintaining positive learning environments.
- Wellbeing and resilience.
- Lesson planning and curriculum aligned tasks that sequentially build the knowledge, understanding and skills of students.
- Preparation and design of structured lessons and delivery of clear instructions.
- Use of formative and summative assessment to adjust instruction and support learning.
- Development of scaffolds and rubrics in assessment.

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	Mandatory
Report	1000 words	15	N	Individual	Y
Case Study	1500-2000 words	40	N	Individual	Y
Portfolio	1000 words and an electronic portfolio	45	N	Individual	Y

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 (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2004_24-AUT_BK_1#subjects)

Autumn (2025)

Bankstown City

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