

# TEAC 2020 EDUCATIONAL PSYCHOLOGY FOR TEACHING CHILDREN

**Credit Points** 10

**Legacy Code** 102126

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**Description** The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Responsive teaching engages students holistically in learning that is tailored to meet their physical, cognitive, social, emotional and developmental needs. This subject will consider the learning needs and styles of primary children, including Indigenous children. It will introduce key approaches to instruction based on theories and research in educational psychology. A particular focus will be the development of children's sense of self and the ways that children's school experiences interact with cultural and familial influences to shape identity, motivation and engagement throughout the primary years. 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

Check your fees 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

**Equivalent Subjects** EDUC 2002 - Educational Psychology for Primary Teaching

## Restrictions

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

## Learning Outcomes

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

- Describe children's physical, cognitive, social and emotional development and ways that teachers can respond to different learning styles and needs.
- Apply theoretical understandings from educational psychology to constructing responsive learning environments for primary children, including Indigenous children.
- Explain how children's sense of self develops in the context of socio-cultural, familial and school influences, with particular attention to the impacts on school motivation and engagement.
- Apply cooperative group learning structures to address teaching and learning goals.
- Apply appropriate and effective practices to promote positive behaviour and student wellbeing.
- Utilise strategies for building rapport with primary students & responding to a range of student wellbeing needs including communication with parents, guardians and caregivers.

## Subject Content

- Development in context: Bronfenbrenner's ecological model
- Learning, cognition and memory: Learning as a constructive process
  - Information processing theories
  - Metacognition and self-regulation
- 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
- 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
- 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

## 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
Case Study	1800 words	50	N	Individual	N
Presentatio	15 slides plus voice over	50	N	Individual	N

## Prescribed Texts

- Duchesne, S., & McMaugh, A. (2013). Educational psychology for learning and teaching. Australia: Cengage AU