

# TEAC 3060 TECHNOLOGICAL & APPLIED STUDIES CURRICULUM 7-10

## Credit Points 10

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

**Description** The subject examines and models effective contemporary classroom practice to develop students' pedagogical content knowledge in the teaching of junior secondary subjects in the Technological & Applied Studies (TAS) key learning area. The specifics of the relevant NSW Education Standards Authority Years 7-10 syllabuses and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying TAS teaching to develop innovative lesson and unit planning, choose relevant data and contexts to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of applied and inquiry-based TAS learning will be presented.

**School** Education

**Discipline** Curriculum Studies

**Student Contribution Band**

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 3 subject

**Pre-requisite(s)** TEAC 2004

## Restrictions

Students must be enrolled in 1939 Bachelor of Education (Secondary).

## Assumed Knowledge

Successful completion of 40 credit points of discipline subjects in the relevant TAS major.

## Learning Outcomes

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

1. Demonstrate a comprehensive understanding of NSW TAS syllabuses in Stages 4 and 5.
2. Apply socio-cultural perspectives and pedagogical inquiry theories and approaches used in the TAS curriculum area, including those from culturally and linguistically diverse and Aboriginal and Torres Strait Islander backgrounds.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which consider the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design creative and innovative teaching programs that apply a critically reflective approach to teaching TAS and include opportunities to develop students' computational, design, engineering, and systems thinking skills.

6. Use a variety of teaching and learning strategies and resources, including ICT and a range of data and relevant contexts in teaching lessons and programs, including authentic connections to mathematics and science through integrated STEM.
7. Reflect and research professional learning to develop the discipline of TAS.

## Subject Content

1. What is the nature of the TAS in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in the senior years of secondary education?
2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of the subject?
3. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in the subject?
4. How are lessons planned, units written, differentiated and learning scoped and sequenced in the teaching of TAS?
5. Why is it necessary to differentiate teaching in TAS? How do teachers go about differentiation?
6. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem-solving support the achievement of quality learning outcomes in TAS?
7. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching of TAS?
8. What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
9. In what ways has educational research contributed to the teaching and student learning of TAS?
10. What professional development opportunities exist to support teaching of TAS?