TEAC 7082 PEDAGOGY FOR POSITIVE LEARNING ENVIRONMENTS

Credit Points 10

Legacy Code 102082

Coordinator Rachel White (https://directory.westernsydney.edu.au/search/name/Rachel White/)

Description This subject is designed to promote the application and integration of current psychological and educational theory, evidence, and best practices in creating positive learning environments for the purposes of learning, behaviour, and wellbeing. The subject provides a thorough understanding of theoretical and empirical perspectives on behaviour management as they apply to Australian contexts. Skill development will be encouraged through interactive tutorial activities and exercises. Areas of content include: theoretical and empirical foundations of expectation/rules setting and routines; proactive practices in positive behaviour support; student engagement theory; relational pedagogy; using data to inform behaviour management strategies; and whole school approaches to manage behaviour and wellbeing. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7161

Equivalent Subjects TEAC 7086 - Positive Learning Environments TEAC 7113 - Psychology for Teaching TEAC 7141 - Teaching and Learning in Classrooms

Restrictions

Students must be enrolled in the 1714 Master of Teaching (Secondary) or 1781 Master of Teaching (Primary) or 1848 Master of Teaching (Secondary) STEM.

Learning Outcomes

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

1. Analyse complex real-world problems in relation to learning, behaviour and social and wellbeing management including how culturally and linguistically diverse communities' philosophies and beliefs about learning and behaviour can affect teaching practice.
2. Model the use of specific proactive strategies and resources to support students' behaviour and wellbeing.
3. Understand the need to develop, teach and encourage high expectations for student learning, behaviour, and wellbeing.
4. Evaluate personal beliefs, values and teaching practices considering theory, applied learning and research evidence relating to effective behaviour management practices.
5. Articulate the importance of teaching social and emotional skills, both alongside and embedded within substantive curriculum content.
6. Use self-reflective teaching practices, alongside relevant empirical findings and theory, when applying preventative and restorative behavioural interventions to prioritise student wellbeing and promote individual and whole-class learning outcomes.
7. Acquire an understanding of the development and application of whole-school frameworks for behaviour management and wellbeing.

Subject Content

1. Contemporary classroom management.
2. Engagement theory and student behaviour.
3. Understanding student-teacher affective relationships and school behaviour.
4. Social and emotional learning in schools.
5. Proactive practices to prevent misbehaviour and encourage engagement.
6. Intervention strategies for challenging behaviours.
7. Promoting culturally and linguistically informed student engagement, positive behaviour, and wellbeing in schools.

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	2,000 words	50	N	Individual
Reflection	Part A: 15 minutes; Part B: 1,000 words	50	N	Both (Individual & Group)

Prescribed Texts

- De Nobile, J., Lyons, G., & Arthur-Kelly, M.. (2021). Positive learning environments: Creating and maintaining productive classrooms. 2nd Ed. Cengage AU.

Teaching Periods

Spring (2023)

Penrith (Kingswood)

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7082_23-SPR_KW_1#subjects)

Autumn (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_24-AUT_BK_1#subjects)

Penrith (Kingswood)

On-site

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WSU Online TRI-2 (2024)

Wsu Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_24-OT2_OW_2#subjects)

Spring (2024)

Bankstown City

On-site

Subject Contact Rachel White (https://directory.westernsydney.edu.au/search/name/Rachel White/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_24-SPR_BK_1#subjects)

Penrith (Kingswood)

On-site

Subject Contact Rachel White (https://directory.westernsydney.edu.au/search/name/Rachel White/)

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WSU Online TRI-3 (2024)

Wsu Online

Online

Subject Contact Rachel White (https://directory.westernsydney.edu.au/search/name/Rachel White/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_24-OT3_OW_2#subjects)