

UNIT OUTLINE FOR EDU121.7 Learner Engagement

Name of Unit
Learner Engagement (EDU 121.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Education – Secondary	One semester	2 nd year	Head of Program

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6	192 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

Through grasping deeper understandings of theory and practice in engagement and motivation preservice teachers can better understand and support engagement in learning as well as student behaviour. Examining theory in cognitive, social and emotional domains preservice teachers will discuss ideas and strategies to use in the classroom environment and beyond. Purposeful facilitation of effective self-management in students and working with school, cultural and family communities enables preservice teachers to work actively towards creating positive and safe learning environments. Understanding some fundamental underlying theories in behavioural psychology as well as evaluation of management approaches is critical in effective, long term, positive learning systems.

Learning outcomes for the unit

1. Explain how the physical, emotional and social wellbeing of students underpins their engagement and participation in schooling and their learning;
2. Identify contemporary, evidence-base practices for effectively engaging and managing diverse and complex student behaviours defining pro-social behaviours, expectations and goals that are appropriate to students and which support student wellbeing and engagement in school and in the community
3. Explain how high-quality interpersonal relationships and communication (including policies and other documentation that communicate beliefs, expectations and outcomes) enhance effective professional practice when managing students and their behaviour
4. Synthesise the theoretical knowledge, practical skills and contemporary priorities into a plan for effectively managing students, their learning and behaviours

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Report Theories and models for engaging learners - report that demonstrates comprehensive understanding of 4 theories or models that focus on behaviour management and creating positive and engaging learning 2500 words	1,2,3	S2 Week 8	50%
Positive learning framework design This assignment requires you to articulate your approach to establishing and maintaining effective classroom behaviour, engagement and learning in your future classrooms. Utilising this unit literature and content you will explain how your informed philosophy of teaching and learning has shaped and structured your approach. 2500 words	1,2,3,4	S2 Week 13	50%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

McDonald, T. (2019) *Classroom Management: engaging students in learning*, (3rd ed.). Docklands, Victoria: Oxford University Press

Recommended reading:

Lyons, G., Ford, M., & Slee, J. (2014) *Classroom management: creating positive learning environments*, (4th ed.). South Melbourne: Cengage Learning.

REFERENCE TEXTS OR BIBLIOGRAPHY

Anderson, M. (2016). *Learning to choose, choosing to learn: The key to student motivation & achievement*. Alexandria, VA: ASCD.

When students have more choices about their learning, they can find ways of learning that match their personal needs and be more engaged in their work, building skills and work habits that will serve them well in school and beyond. This teacher-friendly guide offers everything you need to help students who are bored, frustrated, or underperforming come alive to learning through the fundamental power of choice.

Clarke, M. & Pittaway, S. (2014) *Marsh's becoming a teacher*. (6th ed.). Frenchs Forest, NSW: Pearson Education Australia.

Marsh's *Becoming a Teacher* (6th ed.) continues to offer pre-service teachers a practical and user-friendly guide to learning to teach that students find invaluable throughout their entire degree. Marsh covers a comprehensive introduction to teaching methodology, preparing pre-service teachers for the challenges they face in a 21st-century classroom.

Dreyer, L. (2015) "Responding to diverse needs of children with disabilities" in *Disability in Context: A Socio-educational Perspective in South Africa*, Chapter: 2, Cengage Learning EMEA, United Kingdom, Editors: Obert Maguvhe and Meahabo Dinah Magano, pp.14-32

https://www.researchgate.net/publication/312850850_Responding_to_diverse_needs_of_children_with_disabilities

This chapter will focus on improving your knowledge and understanding of the diverse needs of learners with disabilities within an inclusive education system, enabling you to respond to these needs effectively. The underlying theory in understanding disability as a fundamental human right will help you to view barriers to learning and participation systemically and in context. Secondly, this chapter will provide you with knowledge and skills to respond to the diverse needs of learners with regard to the initial assessment of needs, identifying barriers, designing a support plan to collaboratively address these needs and assess and monitor progress.

Hyde, M., Carpenter, L & Conway, R. (2013) *Diversity, Inclusion and Engagement*. (2nd ed.), South Melbourne, VIC: Oxford University Press.

Diversity, Inclusion and Engagement presents a clear, socially-oriented approach to understanding and developing inclusion in education. It focuses on encouraging pre-service teachers to develop strategies to engage students of all backgrounds, needs and abilities in a diverse classroom.

Le Messurier, M. (2004). *Cognitive behavioural training: A how-to guide for successful behaviour*. Moorabbin, Vic.: Hawker Brownlow Education.

Help students set goals, develop social skills, and monitor their own behavior with these practical ideas, exercises, and templates for general and special educators, counselors, and behavior specialists

Rogers, B. (2015). *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*. Sage.

Bill Rogers looks at the issues facing teachers working in today's classrooms. Describing real situations and dilemmas, he offers advice on dealing with the challenges of the job, and how building up a rapport with both students and colleagues can support good practice. Bill Rogers understands the demanding nature of the job, and offers wise words and inspirational encouragement to all those involved in educating our children and young people.

United Nations General Assembly, (1989) *Convention on the Rights of the Child*, United Nations, Treaty Series, vol. 1577, p. 3, available at: <http://www.refworld.org/docid/3ae6b38f0.html> [accessed 25 August 2015].

JOURNALS

Australian Journal of Teacher Education: <http://ro.ecu.edu.au/ajte/>

Australasian Journal of Special Education: <http://journals.cambridge.org/action/displayJournal?jid=JSE>

WEBSITES

Better Health <https://www.betterhealth.vic.gov.au/health/healthyliving/trauma-and-teenagers-common-reactions>

Centre for Early Childhood Mental Health Consultation https://www.ecmhc.org/tutorials/trauma/mod3_1.html

Friendly Schools: <http://friendlyschools.com.au/fsp/>

MindMatters: <http://www.mindmatters.edu.au/components/component-1>

Positive Education Schools Association <https://www.pesa.edu.au/>

Safe Schools Hub: <http://www.safeschoolshub.edu.au/>

Safe Schools Toolkit: <http://www.safeschoolshub.edu.au/safe-schools-toolkit/the-nine-elements/element-5/introduction>