UNIT OUTLINE FOR EDU141.5 Pedagogy A Professional Concepts

Name of Unit 1 (Unit Code 1)
Pedagogy A Professional Concepts (EDU141.5)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level *(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)*	Unit Coordinator *(incl. academic title)*
Bachelor of Education	One semester	1st 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 credit points	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	7	10

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

If YES, provide details of the prerequisite or co-requisite requirements below.

Co-requisite: EDU141.5 Curriculum Understandings; EDU142.5 Initial Teaching Experience A

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SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit
This unit introduces the pre-service teacher to the role of a teacher and provides opportunity to reflect on professional experience in classroom settings, including digital platforms. Teaching and learning theories and concepts inform learning area studies, and professional attitudes and competencies developed in this unit are foundational to subsequent Pedagogy and Professional Experience units. On-campus workshops, and virtual teaching sessions, relate the role and responsibilities of a teacher to the requirements of the AITSL Graduate Teaching Standards.

Learning outcomes for the unit
1. Define, and implement where possible, core teaching skills in line with Australian Professional Standards for Teachers, e.g. teaching strategies, professional communication; assessment, evaluation and reporting strategies, and differentiated methodology.
2. Critically reflect on learning theories and in-school observations to evaluate quality teaching and learning practices.
3. Develop a professional understanding and manner with students, colleagues and the broader school community in relation to a teacher's moral and legal responsibilities (e.g. child protection, mandatory reporting).
4. Investigate suitable classroom management skills with a view to optimising task engagement and student behaviour in a congenial, supportive and safe environments, including digital environments.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Discussion Paper discuss the positive impact of teacher integrity on meaningful education, including considerations for digital environments 1250 words	1, 2	S1 Week 7	25%
Planning for engagement: plan lessons, evaluate, reflect 1250 words	1, 4	S1 Week 12	25%
School Observation Folio (ePortfolio) – Graduate Teaching Standards theoretical and observational reflections 2000 words	1,2,3,4	S1 Week 14	50%

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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:

Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice, Australia-New Zealand Edition* (7th ed.). Thomson.

Recommended reading:

Palmer, P.J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life*. (20th Anniversary ed.). John Wiley & Sons Inc.

Reference Texts of Bibliography:

Barry, K., & King, L. (2008). *Beginning teaching and beyond* (3rd ed.). Social Science Press.

Blannin, J. (2022). *Beginning teaching with digital technologies.* SAGE.

Dymoke, S. (2012). *Reflective Teaching and Learning in the Secondary School*. (2nd ed.). SAGE Publications Ltd.

Eggen, P., & Kauchak, D. (2015). *Educational Psychology: Windows on classrooms* (10th ed.). Pearson.

Henderson, M., & Romeo, G. (2016). *Teaching and Digital Technologies: Big Issues and Critical Questions*. Cambridge University Press.

Howell, J. & McMaster, N. (2022). *Teaching with technologies: Pedagogies for collaboration, communication and creativity* (2nd ed.). Oxford University Press.

McKenna, T. (2013). *Engaging the disengaged*. Cambridge University Press.

Marsh, C, Clarke, M., & Pittaway, S. (2016). *Marsh's becoming a teacher* (7th ed.). Cengage Learning. This book is available as an e-book http://primo.unilinc.edu.au/TBA:alma7162999370002351

Pendergast, D. & Maine, K. (2020). *Teaching primary years: rethinking curriculum, pedagogy and assessment.* Routledge.

Weatherby – Fell, N. (2015). *Learning to teach in the secondary school*. Cambridge University Press

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