

UNIT OUTLINE FOR EDU241.7 Pedagogy B Reflective Teacher Practices

Name of Unit 1 (Unit Code 1)

Pedagogy B Reflective Teacher Practices (241.7)

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

Pre-requisite: EDU242.7 Initial Teaching Experience B

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

In this unit, preservice teachers will add more complex skills and strategies for effective teaching to existing understandings and competencies. Reflective evaluation on developing breadth and depth of knowledge and understandings will enable deeper engagement with pedagogical practices that positively impact student learning.

Learning outcomes for the unit

1. Explicate a philosophy of transformational education that outlines the impact on successful student learning of teacher reflectiveness, credibility and expectancy;
2. Research a range of evidence-based pedagogical practices for successful learning;
3. With regard to the Australian Professional Standards for Teachers, evaluate teaching and learning strategies which positively impact students in various contexts, including multi-cultural and Indigenous Australian contexts.
4. Design learning experiences that cater for students' varying cognitive, physical, emotional and spiritual needs.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Blog – philosophy of transformational education [1000 words equivalent]	1,2	S1 Week 6	15%
Annotated lesson design: Lesson and rationale explaining pedagogy [1500 words]	2,3,4	S1 Week 10	35%
Academic paper- impact on student learning; range of topics offered. For example: Place based Education, Restorative practices, indigenous perspectives. [2500 words]	1,2,3,4	S1 Week 14	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:

None

Recommended reading:

- Askill-Williams, H. (2015). *Transforming the future of learning with educational research*. IGI Global. Includes 'Red dirt' curriculum
- Banks, J. (2015). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching: Foundations, curriculum and teaching*, (6th ed.). Routledge
- Brookfield, S. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass.
- Davis, G. (2014). *Education of the gifted and talented*. Essex, UK: Pearson.
- Engen, P., & Kauchak, D. (2015). *Educational Psychology: Windows on classrooms* (10th ed.). Pearson
- Ewing, R. (2010). *Teaching and Communicating: rethinking professional experiences*. Melbourne: Oxford University Press.
- Ewing, R. (2014). *Teaching challenges and dilemmas* (5th ed.). Cengage Learning Australia
- Hinduja, S. (2015) *Bullying beyond the schoolyard: preventing and responding to cyberbullying* (2nd ed.). Los Angeles: Corwin Sage.
- Hopkins, B. (2017). *Restorative practices in classrooms*. Routledge.
- Marsh, C. (2014). *Becoming a teacher: Knowledge, skills and issues* (6th ed.). Frenchs Forest, NSW: Pearson Education Australia