



School of Education

EDST5133 Creating Engaging Learning
Environments

Term 1, 2019

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5133 Creating Engaging Learning Environments (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Terry Cumming
Office Location: John Goodsell 129
Email: t.cumming@unsw.edu.au
Phone: 9385 1944
Availability: By appointment

3. COURSE DETAILS

Course Name	EDST5133 Creating Engaging Learning Environments
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

guidelines and expectations. UNSW policy on Attendance and Absence that can be found at:
<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	By completing this course it is intended that students will be able to: Demonstrate an ability to engage students effectively in the learning process.	2
2	Develop and maintain a positive learning environment in the classroom.	2, 3
3	Plan, manage and deliver productive lessons.	1, 2
4	Use both high-tech and low-tech evidence based strategies and tools to address the diverse learning needs of students and maintain learning engagement.	1, 2, 3
5	Manage difficult behaviours and create a safe and productive learning environment.	1, 2, 3

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	5, 6	2,3
B. Classroom Management	1, 2, 3, 5, 8, 9,10	1, 2, 3
C. Information and Communication Technologies	1, 2, 3, 5, 8, 9, 10, 12, 14	2,3
D. Literacy and Numeracy	2	1, 2
E. Students with Special Educational Needs	2, 3, 5	2, 3
F. Teaching Students from Non-English Speaking Backgrounds	3, 9, 10	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Effective classroom management involves developing productive learning environments that foster positive learning dispositions and responsibility for learning among students. This course is included to enable students to develop an understanding of the theory and practice of

in productive learning from K-12.

By developing informed, reflective practitioners, classroom teachers will be equipped with the classroom design and management tools needed to be able to create and maintain safe, caring and challenging learning environments in K-12 settings.

5. TEACHING STRATEGIES

- Explicit teaching including lectures using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve

- use of Moodle and discussion tools to provide extra learning material and the capacity for online discussion

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	A discussion of broad educational theories and philosophies. Why they are important to practitioners. How to build an educational and classroom management philosophy grounded in theory and evidence. Reading: Chapter 1 & 6 of DeNobile text.	Classroom management theories, practical applications. What do the ideal teacher and classroom look, sound, and feel like?
2	Creating and sustaining an effective school-wide behaviour system. Unlike a behaviour plan or program, the emphasis of a behaviour <i>system</i> is on preventing problems and providing a comprehensive, consistent structure. How these systems differ across primary and secondary schools. An example of one model and how it can be used to form a philosophy as well as an evidence-based system. Positive Learning Framework Reading: Chapter 7 & 8 of DeNobile text	Developing rules, routines and procedures, collecting behavioural data.
3	Culturally responsive behaviour management. How to include students who identify as ethnically diverse, migrant, refugee, indigenous, LGBTI, as well as those involved in the out of home care and juvenile justice systems. Involving CALD parents and families. Reading: Chapter 3 & 9 of DeNobile text	Evidence based practices, stories from the field
4	Quality of teacher-student relationships and school-home communication. Underpinning values ethics of care (care for learners/care about learning). Establishing a positive classroom climate/ethos. Role of teacher communication/discourse in expressing/constituting cooperative student relations. Building positive relationships-understanding childhood and adolescence, knowing your students. communication with students Reading: Chapter 2 of DeNobile text	Think Pair Share: how to establish a positive climate; communication activity
5	Curriculum, assessment, and pedagogy. Understanding that meeting key student academic needs significantly increases student motivation, learning, and on-task behaviour. Developing methods for ensuring these needs are met within your classroom. Bullying. Professional Reflexivity. Reading: Chapters 5 of DeNobile text	

- 6 Social and pedagogical implications of ICT on personalised and group learning. Ethical use of and access to reputable material, and curation. Staying safe online, cyberbullying, plagiarism, privacy. Critically evaluating, retrieving, manipulating and managing the information from a range of digital sources, including social media
Reading: See readings on LMS system6

Tutor:

Date:

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5133 Creating Engaging Learning Environments**

Student Name:

Student No.:

Assessment task: Classroom Management Plan

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 50 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only. subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

PROFORMA FOR THE CLASSROOM MANAGEMENT PLAN

PART 1: Philosophy

My beliefs and assumptions on:

the nature of children

how children learn

causes of behaviour

outcome and intention of discipline interventions

degree of control or coercion that is desirable

potential for students to be self-managing

role of the teacher

place of instruction.

PART 2: Theory

In relation to your philosophy:

what broad grouping of theories best suits you (laissez-faire, interventionist, leadership and soon)

key elements of existing CM theories support your philosophy.

PART 3: Practice

BEHAVIOURAL EXPECTATIONS

Are they observable, measurable, positively stated with no question about meaning?

Do they coincide with school-wide expectations?

Procedures for teaching the expectations: how and when will they be taught?

CLASSROOM ARRANGEMENT

How the classroom can be arranged to most effectively promote learning and positive behaviour.

Describe the climate 0 1Describe

STUDENT ROUTINES/PROCEDURES

Entering class