

EDST5133

Creating Engaging Learning Environments

Term 1, 2022



Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and our communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous Learning and Engagement [UNSW Online Indigenous Learning and Engagement](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

In this course you will draw on a variety of theoretical and practical perspectives to provide pre-service teachers with a depth and breadth of knowledge and skills in decision-making and practice in establishing classroom management and promoting learning in learning.

Course Learning Outcomes

1. Engage students effectively in the learning process through active participation and develop a classroom management plan.
2. Develop and maintain a positive learning environment in the classroom.
3. Plan, manage and deliver productive lessons.
4. Use strategies and tools to address the diverse learning needs of students and promote engagement.
5. Manage difficult behaviours and create a safe and productive learning environment.

Australian Professional Standards for Teachers

Standard	Standard	Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social, and cognitive development and characteristics of students and how these may impact on learning.	2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
4.1	Identify strategies to support inclusive student participation in classroom activities.	1, 2
4.2	Demonstrate the capacity to organise classroom activities and manage classroom directions.	2
4.3	Demonstrate knowledge of practical approaches to manage challenging student behaviour.	2
4.4	Describe strategies that support students well-being and safety in the school and/or system, curriculum, and legislative requirements.	2
4.5	Use ICT safely, responsibly, and ethically.	2
7.3	Understand strategies for working effectively, sensitively, and respectfully with parents/carers.	2

Assessment

Assessment task	Weight	Due Date	

This will consist of two parts: Your Management Philosophy and Practice. Your Management Philosophy part will include your personal beliefs about the nature of students and about the role of the teacher as manager in the classroom. In the Practice part, you will describe your classroom rules, codes of conduct, class motto, curriculum and pedagogy, lesson plans, routines, technology use and management, and emergency plans for incidents. These practices should be supported by citations to current literature. Please refer to the proforma on the course's Moodle site for more information.

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Assessment Task 1: Evidence-based practice evaluation

Specific Criteria	(-)		>(+)		
Understanding of the question or issue and the key concepts involved					

Specific Criteria	(-)		>(+)		
Presentation of response according to appropriate academic and linguistic conventions					

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Assessment Task 2: Classroom management plan

Specific Criteria					

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance in all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for a course to be required for tutorials, seminars, and workshops when course are delivered. It is the responsibility of students to ensure that their attendance is recorded either by electronic means or via an attendance register. Attendance in online classes is recorded through digital. Further information can be found [here](#)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
0 Week: 7 February - 13 January		
Week 1: 14 February - 18 February	Lecture	<p>Positive Behaviour Support (PBS/PBI)</p> <p>A broad overview of PBS and the broad educational theories and philosophies that underpin PBS.</p> <p>The importance of using evidence-based practices.</p>
Week 2: 21 February - 25 February	Lecture	<p>Tier 1 Ethos</p> <p>Culturally responsive classroom management. How to include students who identify as diverse, migrant, refugee, indigenous, as well as those involved in the out of home care and juvenile justice systems. Involving parents and families.</p>
Week 3: 28 February - 4 March	Lecture	<p>Tier 1 Ethos</p> <p>Quality of teacher-student relationships and school-home communication. Underpinning values ethics of care (care for learning about learning).</p> <p>Establishing a positive classroom climate.</p>

		Contracting, reinforcement systems, monitoring, social stories, individual schedules, sensory tools, self-regulation instruction.
Week 10: 18 April April	Blended	Wrap-Up Professional Reflexivity Components of Classroom Management Unanswered questions ONLINE OFFICE HOUR

Resources

Prescribed Resources

Recommended

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning maintaining productive classrooms. Melbourne: Cengage Learning.

Print <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=978017043>

Digital <https://unswbookshop.vitalsource.com/products/-v9780170289184>

Further Readings

Readings posted on the course s LMS.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to provide your own. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the LMS or the assignment. In instances where this is not possible, it will be stated on the assignment page.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas,

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via Moodle provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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