



Course Outline

EDGDS6032 LEARNING AND TEACHING IN THE POST PRIMARY SETTING

Title: LEARNING AND TEACHING IN THE POST PRIMARY SETTING

Code: EDGDS6032

Formerly: TD723

School / Division: School of Education

Level: Advanced

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: (TD723)

Progress Units: 15

ASCED Code: 070105

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- Understand the changing roles of teachers and learners in the contemporary school context, based on a range of theoretical constructs of education and society;
- reflect upon, and critique the value assumptions within different approaches to teaching and learning through an analysis of their own teaching and of current educational issues;
- develop and express a view of themselves as a practitioner who is able to think critically, reflectively and creatively applying knowledge, skills and personal theories of professional practice;
- understand ways to work effectively within the inter-connected and complex nature of learning processes, curriculum content, assessment, pedagogy and relationships in classroom, school and community contexts;

Skills:

- Skills:
 - become enquirers into professional practice able to conduct research, collect and analyse data and develop strategies for further development of practice;
 - engage in planning for learning and to investigate how learners engage in, interpret, understand and make meaning from experience;
 - engage in continuous learning to meet personal and professional challenges..

Values:

- Values:



Course Outline

EDGDS6032 LEARNING AND TEACHING IN THE POST PRIMARY SETTING

- become ethical educators with moral purpose who are capable of critiquing educational developments and responding effectively to change;
- respect and adhere to the voices, needs and interests of young people in diverse contexts and believe that all students deserve meaningful opportunities to learn.

Content:

Content:

- Exploration of contemporary learning theory and practice.
- Exploration of research methodology and ways to enquire into and reflect upon professional practice.
- Connection with schools for observation, research and teaching experiences.
- Planning, organising, monitoring, assessing and evaluating learning.
- Understanding and responding to students and their individual and social learning needs.
- Analysis and exploration of contemporary issues in post-primary teaching and learning eg. Middle Years innovations, vocational education, literacy and numeracy across the curriculum, integration of technology, gender issues.
- Building a repertoire of effective thinking, learning and teaching strategies.
- Creating positive learning environments, exploring classroom management and building relationships for learning.
- Personal beliefs and theories about teaching and how they impact on practice.
- Exploration of the possibilities and function of information technology use in planning for learning.
- Working with parents, school communities and the wider community.

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Learning Tasks & Assessment: Learning Task Assessment Weighting A folio of reflective, analytical and creative pieces focused on learning and teaching processes and experiences. Participation in reading circles and other reading activities Reading journal 40-50%	Learning and Teaching folio (digital or print)	50-60%
Participation in reading circles and other reading activities	Reading journals	40-50%

Adopted Reference Style:

APA

Handbook Summary:

Welcome to the Graduate Diploma of Education (Secondary) program. The year ahead will be an intensive learning experience aimed at preparing you to enter the teaching profession. You will engage in a range of learning and thinking experiences that we hope will challenge and inspire you. We



Course Outline

EDGDS6032 LEARNING AND TEACHING IN THE POST PRIMARY SETTING

look forward to working with you during the year.