



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	EFFECTIVE LEARNING AND TEACHING
<b>Course ID:</b>	EDMAS6045
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Course :

This course is designed to enhance knowledge and skills related to effective learning and teaching in secondary schools. It begins with the critical examination of personal learning experiences and builds the disposition to attend closely to teaching and learning interactions. PSTs will learn how to plan, structure and sequence lessons and to use a range of teaching strategies, resources and thinking tools to foster active student participation and learning. PSTs will learn how to create positive learning environments, communicate effectively, build positive professional relationships with students and manage challenging behaviours.

**Grade Scheme:** Graded (HD, D, C, etc.)

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory					✓	
Intermediate						
Advanced						

## Learning Outcomes:

On successful completion of the course the students are expected to be able to:

### Knowledge:

- K1.** Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

- K2.** Critically examine the situated, complex nature of learning and the physical, social, intellectual, emotional and cultural factors which may affect students learning and behaviours.
- K3.** Examine the interconnections between learning, pedagogy and context.
- K4.** Identify a range of frameworks for planning, structuring, and sequencing effective learning experiences.
- K5.** Understand the nature and evidence base of high impact teaching practices which enable learning and support inclusive student participation and engagement and the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- K6.** Identify the features of positive learning environments and the strategies teachers use to build motivation, trust, respect, responsibility, self-belief and rigor.
- K7.** Categorise and understand challenging behaviours exhibited by students and identify appropriate strategies for dealing with concerns.
- K8.** Understand and appreciate the value of restorative practices and the impact on whole school communities.
- K9.** Describe strategies that support students and teachers wellbeing, safety and resilience
- K10.** Identify a range of verbal and non-verbal communication strategies to support student engagement.
- K11.** Understand how the Capabilities (Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social) are developed, practised and demonstrated by students in their learning across the curriculum).

**Skills:**

- S1.** Read for meaning, critically evaluate research and make thoughtful connections between theory, practice and experience
- S2.** Closely observe, describe and analyse learning and teaching experiences and make connections to theoretical understandings and research
- S3.** Use a range of tools to reflect on personal thinking and learning experiences and to extend understandings.
- S4.** Interrogate and question theoretical perspectives and teaching practices and convincingly justify personal viewpoints and decisions.
- S5.** Create well-structured and sequenced lesson plans using instructional models informed by understandings of how students learn well.
- S6.** Set learning goals and success criteria that are achievable, inclusive and challenging.
- S7.** Manage and organise classroom learning activities and provide clear directions.
- S8.** Use a range of teaching strategies appropriately, strategically and imaginatively.
- S9.** Evaluate and improve teaching.
- S10.** Analyse difficult and problematic situations and trial and discuss strategies for managing challenging behaviours.
- S11.** Use effective verbal and non-verbal communication and interpersonal skills.
- S12.** Build personal resilience.

**Application of knowledge and skills:**

- A1.** Observe, describe and analyse a learning and teaching experience situated outside of the classroom context making connections to research into how people learn, the physical, social and intellectual development of learners, contextual elements, and examining the implications for teaching.
- A2.** Plan, teach and evaluate a sequence of lessons for students with varying abilities and characteristics that has a focus on achievable learning goals, clear directions, the use of a range of verbal and non-verbal communication and teaching strategies, and the use of an instruction model informed by research into how students learn.

- A3.** Develop an action plan for creating a positive learning environment including the features of a positive, inclusive classroom learning environment; an examination of factors that impact on behaviour including physical, social, emotional and intellectual development and characteristics; behaviour management strategies suitable for different types of behaviour; ways to build relationships with and between students; teaching strategies responsive to the learning strengths and needs of a range of students; and strategies for dealing with one's own wellbeing and stress management.

### Course Content:

- Personal learning experiences and teachers who have impact.
- Contemporary learning theories and the implications for teaching practice and the use of instructional models.
- Understanding the physical, social, intellectual and emotional development and characteristics of students and how these may affect learning.
- Planning and organising for enhanced learning and effective teaching.
- Establishing challenging learning goals and constructing explicit success criteria.
- Understanding, using and reflecting on high impact teaching practices. Understanding strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- Selecting strategies and resources to challenge students and build a culture of thinking.
- Effective communication in the classroom.
- Building relational schools and positive, dynamic learning environments.
- Responding to students' behaviours through positive and strategic interactions.
- Helping students to take responsibility for their behaviours.
- Restorative practices and whole school approaches to managing behaviours.
- Strategies for supporting wellbeing and resilience.
- Examining the Capabilities and how they are develop, practised and demonstrated by students across the curriculum.

### Values:

- V1.** Believe that all students can learn.
- V2.** Openness to considering diverse viewpoints and examining personal mind sets
- V3.** An appreciation of lifelong learning.
- V4.** Respect and adherence to the voices, needs and interests of diverse young people.
- V5.** Articulate and adherence to the moral purposes of schooling
- V6.** Appreciate the cultural forces that can impact on behaviours and feel empowered to make a difference.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor	Development and acquisition of GAs in the course
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		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K2; K3; K4; K5; K11; S1; S3; S5; S6; S8; S9; S10; A1; A2; A3	A	AT1; AT2; AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3; K9; K11; S1; S8; A3	A	AT3	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2; K5; K6; K7; K8; K9; S6; A2; A3	A	AT2, AT3	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K6; K7; K8; K10; S2; S4; S5; S6; S7; S11; A1; A2; A3	A	AT1; AT2; AT3	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1; K4; K5; K6; K7; K8; K9; K11; S2; S4; S10; S12; A2; A3	A	AT2, AT3	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S2, S4 A1 APST: 1.2	Observe, describe and analyse a learning and teaching experience situated outside of the classroom context making connections to research into how people learn, the physical, social and intellectual development of learners, contextual elements, and examining the implications for teaching.	Observation Analysis	30-40%
K1, K2, K3, K4, K5, K6, K10, K11, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12 A2 APST:1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	Plan, teach and evaluate a sequence of learning experiences using an instruction model informed by research into how students learn.	Teaching Performance	30-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K6, K7, K8, K9, K10, K11, S1, S10, S11, S12, A3 APST:1.3, 4.1, 4.3, 4.4	Develop an action plan for creating a positive learning environment including the features of a positive, inclusive classroom learning environment; an examination of factors that impact on behaviour including physical, social, emotional and intellectual development and characteristics; behaviour management strategies suitable for different types of behaviour; ways to build relationships with and between students; teaching strategies responsive to the learning strengths and needs of a range of students; and strategies for dealing with one's own wellbeing and stress management.	Action Plan	30-40%

**Adopted Reference Style:**

APA

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Introductory
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Introductory
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Introductory
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Introductory
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Introductory

<b>4.2 Manage classroom activities</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Introductory
<b>4.3 Manage challenging behaviour</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Introductory
<b>4.4 Maintain student safety</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Introductory