Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	EFFECTIVE LEARNING AND TEACHING
Unit ID:	EDMAS6045
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This course is designed to enhance knowledge and skills related to effective learning and teaching in secondary schools. It begins with opportunities to reflect on personal learning experiences. PSTs examine research into how students learn and complex factors that impact on learning in school contexts. PSTs 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 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, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	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. Apply an instruction model into how students learn to plan, teach and evaluate a lesson.

A2. Develop an action plan for creating a positive learning environment.

Unit 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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	K2, K3, K5, K6, K7, K8, K9, K10 S10, S11	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K5, K6, K7, K8, K9, K11	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, K5, K7, K11 S1, S3, S4, S8, S9, S10, S12	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	K10 S1, S3, S8	AT1

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K2, K5, K6, K7, K8, K9, K11 S10,	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K10, K11, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, A1, APST:1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	Plan, teach and evaluate a lesson for learners 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 instructional model informed by research into how students learn.	Teaching Performance	20-40%
A2, K2, K6, K7, K8, K9, K10, K11, S1, S10, S11, S12, 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	60-80%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

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
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	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
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Introductory
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Introductory
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Introductory