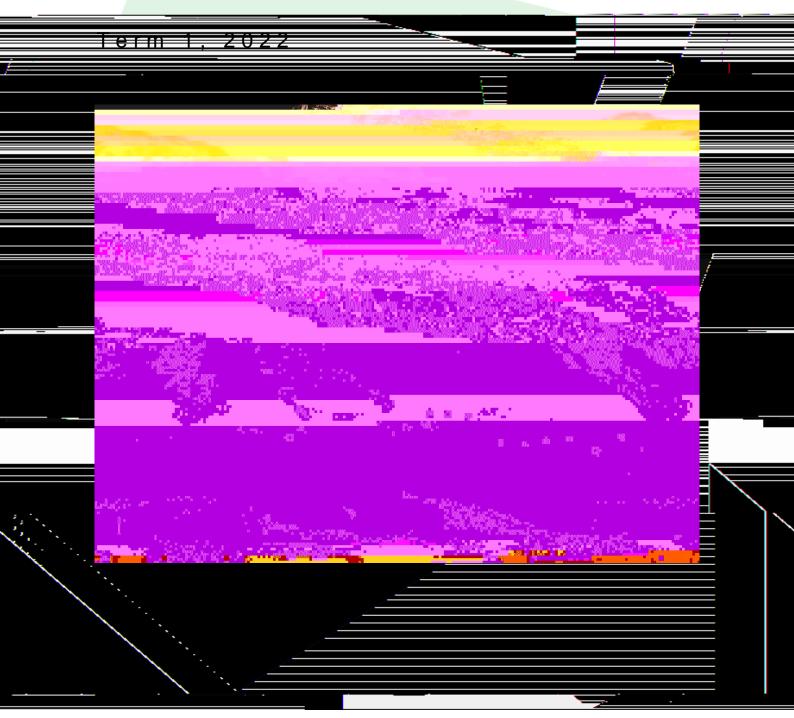


EDST5133

Creating Engaging Learning Environments



Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campulands. We pay our respects to the Bidjigal and Gadigal peoples who a We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique valenduring cultures which deepen and enrich the life of our nation and continuous contents.

Image courtesy of the Office of the Pro ViloNeS Whanlonedlilogoernlonudsigsetmotus

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 p to provide pre-service teachers with a depth and breadth of knowledge decision-making and practice in establishing classroom management a in learning.

Course Learning Outcomes

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

Australian Professional Standards for Teachers

Stand	ard	Assessme	nt/s
	Demonstrate knowledge and understanding of phy		ł
	development and characteristics of students and	how these	may
1.1	learning.	2	
	Demonstrate knowledge of teaching strategies th		1.
	learning strengths and needs of students from di	verse ling	uisti
1.3	religious, and socioeconomic backgrounds.	1, 2	
4.1	Identify strategies to support inclusive student	p1a,rt2icipat	on a
	in classroom activities.		
4.2	Demonstrate the capacity to organise classroom	a2ctivities	and
	directions.		
4.3	Demonstrate knowledge of practical approaches t	o1,m2anage	chal
	behaviour.		
4.4	Describe strategies that support students well-b	e1i,ng and	safet
	school and/or system, curriculum, and legislative	requirem	ents.
4.5	Use ICT safely, responsibly, and ethically.	2	
7.3	Understand strategies for working effectively, se	m2sitively,	and
	with parents/carers.	_	

National Priority Area Elaborations

	Priority area		Assessmer	nt/s
Α	Aboriginal and Torres Strait Is	lander Education	n	

Assessment

Assessment task	Weigh	t Due Date	

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

RUBRIC/FEEDBACK SHEET EDST5133 CREATING ENGAGING LEARNING ENVIRO UNSW SCHOOL OF EDUCATION

Assessment Task 1: Evidence-based practice evaluation

Specific Criteria	(-	·)	_	> (+))
Understanding of the question or issue and tinvolved	he k	еу (onc	e p t s	

Specific Criteria				> (+))
Presentation of response according to approlinguistic conventions	pria	e a	c a d e	mic	and

RUBRIC/FEEDBACK SHEET EDST5133 CREATING ENGAGING LEARNING ENVIRO UNSW SCHOOL OF EDUCATION

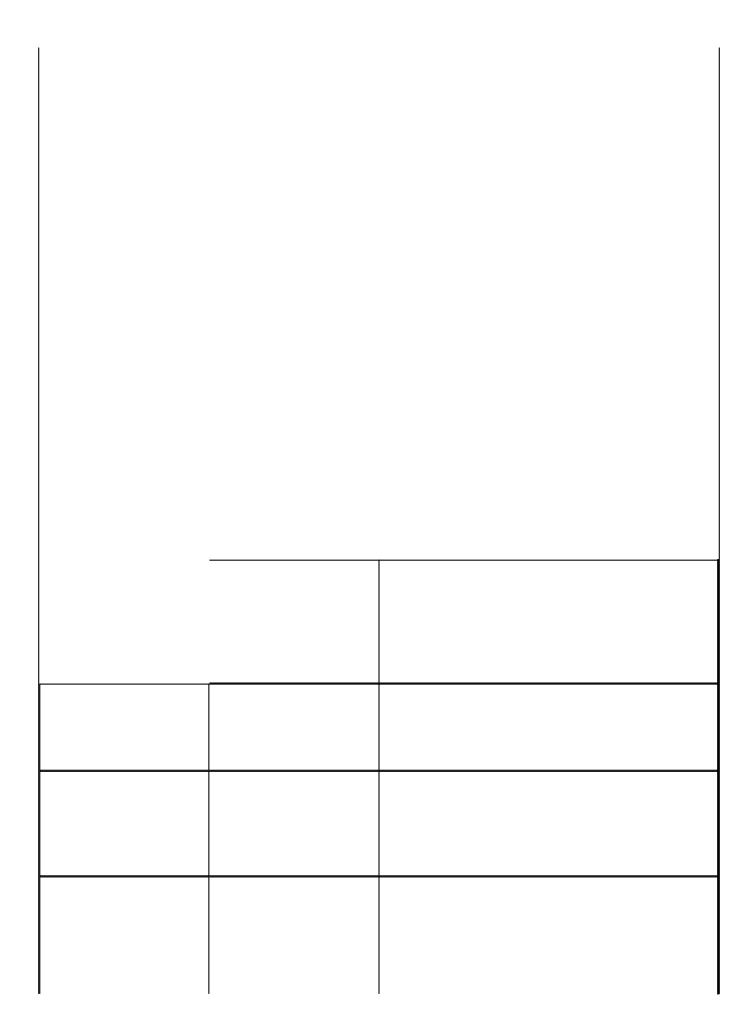
Assessment Task 2: Classroom management plan

Specific Criteria			

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attescheduled classes (i.1. lectures, tutorials, workshops, seminars) for a



		Contracting, reinforcement syst monitoring, social stories, indivischedules, sensory tools, self-rinstruction.	idual
Week 10: 18 Ap	r Bille n2d2e d	Wrap-Up	
		Professional Reflexivity	
		Components of Classroom Mana	g e m e r
		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:

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment telephone External Support on 9385 3331 or email them on externaltel hours are 8:00am 10:00pm on weekdays and 9:00am 5:00pm on wee are unable to submit your assignment due to a fault with Turnitin you must retain your ticket number from External Support (along with any include as evidence to support your extension application. If you emai automatically receive a ticket number, but if you telephone you will not Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via eith assignment. In instances where this is not possible, it will be stated of

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them a forms, from deliberate cheating to accidentally copying from a source

UNSW groups plagiarism into the following categories:

Copyinks sing the same or very similar words to the original text or idea source or using quotation marks. This includes copying materials, idea

Academic Information

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

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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