# EDST5133

## Creating Engaging Learning Environments

Term 1, 2022

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campu
Lands. 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 va
enduring cultures which deepen and enrich the life of our nation and c

Image courtesy of the Office of the Pro V<u>UNSWhanelileplouls getma tue</u>

# 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 activ a 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 lear

## Australian Professional Standards for Teachers

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

# National Priority Area Elaborations

| | Priority area | | Assessment/s |
|---|---|---|---|
| A | Aboriginal and Torres Strait Islander Education | | |
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# Assessment

| Assessment task | Weight | Due Date | |
|---|---|---|---|
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This will consist of two parts: Your Management Philosophy and Practi
students will include their personal beliefs about the nature of studen
about the role of the teacher as manager in the classroom. In the prac
rules, 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 the key concepts involved | | | | | |
| | | | | | |
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| | | | | | |

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

# RUBRIC/FEEDBACK SHEET
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Assessment Task 2: Classroom management plan

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| Specific Criteria | | | | | |
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# Attendance Requirements

School of Education Attendance Requirement

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

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| | | Contracting, reinforcement systems, monitoring, social stories, individual schedules, sensory tools, self-regula instruction. |
|---|---|---|
| Week 10: 18 April Blended 22 April | | Wrap-Up |
| | | Professional Reflexivity |
| | | Components of Classroom Managemer |
| | | 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 ne
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 c

# 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:

Copyingusing 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 M
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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