

EDM5001 Understanding Learners and Learning

This course will provide an introduction to key concepts about student development, specifically cognitive, physical and psychosocial development. The course will examine different explanations for learning, including the behaviourist, cognitive and social-learning perspectives. Individual differences (e.g. intelligence, motivation and social-cultural factors) and how they affect the learning process will also be examined. On the completion of this course, students will have an understanding of student development, which they will apply when designing effective educational environments that promote learning. Preservice teachers will also develop the critical literacy skills to analyse and evaluate research literature. Embedded within the course is a 20 day Professional Experience under the supervision of a mentor teacher.

Minimum teaching loads

WEEK 1 and 2 (DAYS 1–10)

Introductory Phase: Increasing teaching load until 40% of full-time load

DAY 1: ORIENTATION AND OBSERVATION

- School induction process (OH&S processes, timetables, contacts, schedules, expectations)
- Lesson planning (match between planning and implementation)
- Teacher presentation (voice, body language, non-verbals)
- Class environment (classroom setup, seating plans, resource availability, ICTs)
- Behaviour expectations (approaches to managing challenging behaviour, behaviour plans and strategies)
- Classroom management (giving of instruction and directions)
- Shadow mentor or other staff in all other teaching duties (e.g. playground duty and bus duty, meetings, extra curricular activities)

DAY 2: OBSERVATION & CO-TEACHING

- Questioning skills (direct, indirect, overhead)
- Transitions (lesson beginnings, lesson endings, grouping strategies)
- Relationships (student wellbeing, rapport, managing and maintaining)
- Communication (internally between teachers and externally with parents)
- Identifying students requiring intervention (special needs, G&T, ESL, cultural diversity)
- Teaching: co-teaching of co-planned lesson (PST to teach some phases of lessons, mentor to teach the others)
- Building on previous focus areas, activities and observations

DAY 3 to 5: TEACHING, OBSERVATION & REFLECTION

- Teaching – fully plan and teach five lessons in collaboration with mentor – focus – lesson phases
- Personal reflection guide – self-reflection on areas of strengths and weaknesses each lesson
- Written and verbal mentor feedback highlighting areas of achievement and those requiring growth (Formative feedback form)
- Complete and refine Day 1-4 observations
- Building on previous focus areas, activities and observations

DAY 6 to 10: PRACTICING PHASE

- Teaching: full planning and teaching of lesson by PST, utilise explicit teaching model, lesson scaffolding clearly evident in instruction.
- Clear use of classroom behaviour expectations
- Critical self-reflection
- Teaching: full planning and teaching of lesson by PST building on previous focus areas and observations.
- Observation, identification and utilisation of strategies for dealing with low level BM issues
- Identification of a critical incident (as per reflection template) and debriefing with and feedback from mentor
- Planning and preparation for Intermediate phase

WEEK 3 and 4 (DAY 11–20)

Extended Practice Phase: Increasing teaching load until 50% of full-time load

DAY 11 to 15: TEACHING, REFLECTION AND ACTION

- One session per day with team teaching and small group work for remainder
- Written and verbal mentor feedback highlighting areas of achievement and those requiring growth

DAY 16 to 20: CONSOLIDATION PHASE

- One session per day with team teaching and small group work for remainder
- 50% of full time teacher's load
- Ongoing, sustained and targeted critical self-reflection and-mentor feedback undertaken.
- Written and verbal mentor feedback highlighting areas of achievement and those requiring growth
- Day 20: farewell students, mentor, administration and other support networks in a professional manner. Complete set tasks, marking, reporting, return of materials, etc.