



EDST3020

Practice of Teaching: Outdoor Learning Environments

Session 1, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via iLearn Dialogue

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By appointment

Professional Experience Coordinator

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Teaching Staff

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Credit points

10

Prerequisites

(EDST2000 or EDST200 or EDST2010 or EDST201 or ECHP2220 or ECHP222) and (ECHE220 or ECHE2200)

Corequisites

Co-badged status

Unit description

This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. Students in this unit will explore and examine theories of learning and develop a critical understanding of (i) observing, recording and planning for diverse learners, (ii) the outdoors as a learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Students will continue to develop their teaching skills and complete 20 days of Professional Experience in an early childhood setting

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- ULO1:** Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- ULO2:** Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- ULO3:** Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- ULO4:** Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- ULO5:** Engage in active, careful and critical reflective practice.
- ULO6:** Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- ULO7:** Observe, plan and document children's learning.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted**, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.
- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). **Late submission of time sensitive tasks** (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) **will only be addressed by the unit convenor in a Special consideration application**. Special Consideration outcome may result in a new

question or topic.

- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Grade	Descriptor
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit <https://ask.mq.edu.au>

Assessment Tasks

Name	Weighting	Hurdle	Due
Planning for Diversity	40%	No	23:55 24/04/2023
Professional Experience Placement	0%	Yes	23:55 03/06/2023
Teaching in Practice	60%	No	23:55 03/06/2023

Planning for Diversity

Assessment Type ¹: Field work task

Indicative Time on Task ²: 10 hours

Due: **23:55 24/04/2023**

Weighting: **40%**

Situational analysis: Analysis of aspects of diversity and difference that will form the basis for teaching decisions (10 pages).

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Professional Experience Placement

Assessment Type ¹: Field work task

Indicative Time on Task ²: 5 hours

Due: **23:55 03/06/2023**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

20 day placement in early childhood setting

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task

management, literacy and communication skills.

- Observe, plan and document children's learning.

Teaching in Practice

Assessment Type ¹: Field work task

Indicative Time on Task ²: 12 hours

Due: **23:55 03/06/2023**

Weighting: **60%**

Work Samples: Evidence of cycle of planning for • Outdoor learning environment • Inclusion of children with diverse learning and development needs, and Transition to school statement for two children reflecting diverse abilities (1500 words)

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2021). *Programming and planning in early childhood settings* (8th ed.). Cengage

OR

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings* (7th ed.). Cengage.
 - **NB: This is a limited eBook through Macquarie University library. The publisher has placed restrictions on this eBook. There is a 3-user access and there is no printing/downloading/copy allowed. Students will only be able to view on the screen. We highly recommend that students purchase a copy of the textbook if they have not already purchased this textbook for a previous unit.**
- Little, H., Elliott, S., & Wyver, S. (2017). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years*. Routledge.
- Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood education* (4th ed.). Allen & Unwin.
- It is recommended that you download and save a copy of the new [Belonging, Being & Becoming: The Early Years Learning Framework for Australia \(V2.0 2022\)](#)

NB: You should have most of these texts already from other units

- A reading list is provided on iLearn and reading links for each week are available via Leganto

Information about the unit iLearn site

- This unit has a full web presence through *iLearn*.
- Students will need regular access to a computer and the Internet to complete this unit.
- Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.
- Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.
- Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.
- PowerPoint slides in pdf format are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

- Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.
- Please do **NOT** contact the Unit Convenor regarding iLearn technical help.
- Assistance is available from IT Helpdesk
 - Ph: 9850 4357 or 1800 67 4357
 - Email: help.mq.edu.au.
 - On Campus: Ground floor at 18 Wally's Walk

Structure of Learning and Teaching Activities

- The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/>
- The unit runs for 12 weeks comprising of 8 weeks of tutorials framed around a specific topic and 4 weeks of Professional Experience. The weekly topic overview for the unit is available on the following pages and a more detailed schedule with the accompanying readings and/or preparation can be found on the unit iLearn site.
- Each tutorial week comprises of a one-hour lecture (pre-recorded), required reading(s) and a two-hour weekly tutorial for internal students or a two-day session for external students.
 - External students will complete the tutorial tasks at the scheduled infrequent on-campus sessions on:
 - Saturday 25th March 9:00am-4:00pm
 - Saturday 29th April 9:00am-4:00pm
- In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. You are required to participate in small group and whole class activities and discussion, to read the weekly material and watch the lecture in advance (ensure you set aside enough time to complete these tasks and take notes), and to complete brief tasks either as individuals or pairs. You are expected to base your arguments/discussions on evidence from published research and other relevant material.
- In the Professional Experience weeks students will attend the centre on the same shift as their Supervising Teacher (for a total of 20 days) and complete relevant documentation to contribute to their Professional Experience E-Folio.
- There will be a supporting iLearn site for the unit providing additional readings, links and materials.

Unit Schedule

EDST3020 Unit Schedule - Session 1 2023

Week	Topic
Week 1 (w/c 20th Feb)	Introduction to EDST3020 themes (Outdoor Learning; Diversity and Difference; and Transitions and Guiding Behaviour) Observations: Understanding children's behaviour and making learning visible
Week 2 (w/c 27th Feb)	Acknowledging and planning for diversity and difference
Week 3 (w/c 6th Mar)	The outdoors as a learning environment
Week 4 (w/c 13th Mar)	Aboriginal and Torres Strait Islander contexts: Honouring land and learning from Indigenous ways of knowing and being
Week 5 (w/c 20th Mar)	Moving beyond individual experiences: Planning for sessions and half-days (outdoor focus) External Student Full Day Workshops <ul style="list-style-type: none"> • Session 1: Saturday 25th March 9:00am-4:00pm
Week 6 (w/c 27th Mar)	Professional Experience Week <i>Attend your centre this week and complete the Professional Experience E-Folio tasks</i>
Week 7 (w/c 3rd Apr)	Documenting children's learning: Focus on assessment
	Mid-Session Break and Easter Holiday (7th April - 23rd April)
Week 8 (w/c 24th Apr)	The Transition to School Statement Assessment 1: Planning for Diversity (40%) due 23:55 Monday 24/04/2023 External Student Full Day Workshops <ul style="list-style-type: none"> • Session 2: Saturday 29th April 9:00am-4:00pm
Week 9 (w/c 1st May)	Making the most of the outdoor environment
Week 10 (w/c 8th May)	Professional Experience Week <i>Attend your centre this week and complete the Professional Experience E-Folio tasks</i>

Week	Topic
Week 11 (w/c 15th May)	Professional Experience Week Attend your centre this week and complete the Professional Experience E-Folio tasks
Week 12 (w/c 22nd May)	Professional Experience Week Attend your centre this week and complete the Professional Experience E-Folio tasks
Week 13 (w/c 29th May)	No classes Assessment 2: Professional Experience Placement (0%) due 23:55 Saturday 03/06/2023 Assessment 3: Documentation and Planning (30%) due 23:55 Saturday 03/06/2023

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for Undergraduate Units

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates if the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and

listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice and/or Bookwork, the School of Education's '**Additional Support**' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet

the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient

Teachers need to manage uncertain and complex issues and unexpected events when they arise in their career. We know teaching is challenging and demanding, however, it has been observed that teachers who thrive are able to draw on their personal resources and the social and structural supports around them.

This unit provides opportunities for students to consolidate knowledge on guiding children's behaviour and honing strategies for guiding children's behaviour, including transitions, as well as developing a range of strategies to support children's learning in the outdoors. During tutorials and whilst on placement, students will discuss and practice these skills. During class and on placement students will build on their skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Reflexive

Teaching is about understanding multiple and changing ecologies of learning: individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculum, research evidence, school culture, parental expectations, community demographics and needs, expectations of the profession, and government policy. Teachers must recognise and mediate these elements in their career, along with their own motivations and priorities, to make effective and impactful decisions that ensure quality student outcomes every day.

This unit engages students in examining theories of diverse learners and developing strategies for differentiating planning for diverse needs. Students will become more familiar with the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS. This unit also examines the outdoors as a learning space and develops strategies for embedding sustainability in the prior to school setting. Students will plan, observe, document and analyse children's learning and provide implications for future learning. During placement, students will engage deeply in critical reflective practice.

Responsive

Teaching is a relational profession: great teachers make deep connections with students, parents and communities. Most of us remember a great teacher we had at school: not because of the content they taught, but because they were inspiring; because of the connection they made with us, their interest in us as an individual, their care for our wellbeing and success.

This unit encourages students to collaborate with their peers during tutorials. During placement, students will develop connections with children, families and educators.

Ready to learn

When teachers graduate from university they are not at the end of their learning journey, but at the beginning. Ongoing pursuit of learning is a mark of a quality teaching profession. There are always new challenges to deal with and new ideas to try. However, in practice, learning needs are not a one size fits all affair. Teachers need to identify their own learning needs for their context and they can pursue that learning to achieve great outcomes for all students.

This unit challenges students in tutorials and assessments to step outside their comfort zone and embrace new learning and develop their confidence and skills in understanding and planning for diverse learners, implementing and reflecting on behaviour guidance strategies; and observing, planning, implementing and reflecting on lessons.

Research Engaged

Effective teachers base their practice on evidence. This evidence can come from their own research in the classroom and from the latest academic research in specialised areas of learning, teaching, motivation, cognition, curriculum, technologies and spaces to name a few. Understanding data is important so that it can be analysed and woven back into practice.

This unit requires students to engage with relevant, recent, and quality research literature through their assessment tasks, lectures, and prescribed readings. As a practical unit, students will apply evidence to their teaching whilst on placements and in their assessments.