

## EDUC6772: The Adolescent Learning Environment

Callaghan

Trimester 2 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# OVERVIEW

**Course Description** In this course Initial Teacher Education Students (ITES) will explore child and adolescent development, student well-being, mental health, and their relationship to the management of learning; principles and practices for establishing a productive learning environment; and frameworks and models for understanding and responding to a range of challenging student behaviours (including bullying and cyber bullying). The course provides opportunities for ITES to analyse school policies; to plan and teach lessons using a variety of technologies and strategies; assess student learning; and to evaluate their own classroom management beliefs and practices through a full time 20 day block of professional experience in a Secondary school setting.

**Review of Progress Requirements** This course is a compulsory program requirement for students in the following program(s):

- Master of Teaching (Secondary)
- Master of Teaching (Secondary)
- Graduate Diploma in Teaching (Secondary Education)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

**Assumed Knowledge** Successful completion of LANTITE is required prior to enrolling in final Internship/Placement course (<https://teacheredtest.acer.edu.au/>)

**Contact Hours**  
**Callaghan Field Study \***  
Online  
1 hour(s) per Term Full Term  
1 hour of SimTeach per term. Further details are available in the course outline and Canvas

**Lecture \***  
Online  
10 hour(s) per Term Full Term starting Week 1  
Students must attend mandatory lectures (online) and online workshops (weeks 4, 6, and 10) that prepare them for the placement experience. Times and dates of lectures and online workshops will be available on the Course Canvas site.

**Placement \***  
Face to Face Off Campus  
20 day(s) per Term Full Term starting Week 11  
Students must pass the 20 day full time professional placement in order to pass this course.

# COURSE OUTLINE

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**Online workshops \***

Online weeks 4, 6, and 10 for two hours each session

Students must attend mandatory lectures (online) and workshops that prepare them for the placement experience. Times and dates of lectures and workshops will be available on the Course Canvas site.

\* This contact type has a compulsory requirement.

**Unit Weighting** 10

**Workload** Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

## CONTACTS

**Course Coordinator** **Callaghan**  
Dr Emma Shaw  
Emma.Shaw@newcastle.edu.au  
(02) 40553024  
Consultation: Please email for an appointment

**Teaching Staff** Other teaching staff will be advised on the course Canvas site.

**School Office** **School of Education**  
V Building  
Callaghan  
Education@newcastle.edu.au  
+61 2 4921 6428

## SYLLABUS

**Course Content**

- Child and adolescent development, student well-being and mental health.
- Principles, policies and practices for establishing a productive learning environment that supports the positive participation of all students in the educational activities of the school.
- Frameworks and models for understanding and responding to a range of challenging student behaviours.
- Graduate Teacher Standards.

**Course Learning Outcomes** **On successful completion of this course, students will be able to:**

1. Relate child and adolescent development theory, and student well-being and mental health research, to the management of learning;
2. Critically analyse and apply principles, policies, and practices for establishing a productive learning environment;
3. Evaluate their classroom management beliefs and practices in the light of theory and professional experience;
4. Apply frameworks and models for understanding and responding to a range of challenging student behaviours; and
5. Demonstrate progress towards the attainment of Graduate Teacher Standards.

**Course Materials** **Recommended Reading:**

Byrne, M. & Gower, G. (2013). Cultural competency in classroom management. In T. McDonald, Classroom Management (pp245-275). South Melbourne, Australia: Oxford.

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Gore, J.M. and Parkes, R.J. (2007). On the mistreatment of management. In Phelan, A. and Sumsion, J. *Critical Readings in Teacher Education*. New York: Sense Publishing.

Groundwater-Smith, S., Ewing, R. and Le Cornu, R. (2011). *Teaching challenges and dilemmas*. South Melbourne: Cengage.

Killen, R. (2013). *Effective teaching strategies: Lessons from research and practice* (6th ed). Melbourne: Thomson / Social Science Press.

NSW Department of Education and Training. (2003). *Quality Teaching in NSW Public Schools: A Classroom Practice Guide*. Sydney: NSW Department of Education and Training, Professional Support and Curriculum Directorate.

NSW Department of Education and Training. (2003). *Quality Teaching in NSW Public Schools: An Assessment Practice Guide*. Sydney: NSW Department of Education and Training, Professional Support and Curriculum Directorate.

Whitton, D., Barker, K., Nosworthy, M., Humphries, J and Sinclair, C. (2016). *Learning for Teaching, Teaching for Learning*. South Melbourne: Cengage.

Australian Institute for Teaching and School Leadership Limited (AITSL): Australian Professional Standards for Teachers <https://www.aitsl.edu.au/teach/standards>  
NSW Education Standards Authority: Guide to Accreditation  
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/accreditation-resources>

**Recommended Text:**

1. McDonald, T (2019). *Classroom Management: Engaging Students in Learning* (3rd Ed.) South Melbourne: Oxford.

2. Lyons, G.S., Ford, M. & Slee, J. (2014). *Classroom management: Creating positive learning environments*. (4th Ed.) Melbourne, Australia: Cengage Learning.

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# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## **Contact Hour Requirements:**

- Field Study: There is a compulsory attendance requirement in this course (SimTeach and reflection).
- Lecture: There is a compulsory attendance requirement in this course.
- Workshop: There is a compulsory attendance requirement in this course.

## **Course Assessment Requirements:**

- Assessment 1 - Written Assignment: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 – Reflective Portfolio: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 3 – Placement Report: Pass Requirement - Students must pass this assessment item to pass the course.

## **Pre-Placement Requirements:**

- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

# SCHEDULE

Week	Week Begins	Topic	Learning Activities	Readings and Assessment Due
1	13 May (CLO 1)	<ul style="list-style-type: none"> <li>Introduction/Course Overview</li> <li>What is a positive learning environment?</li> <li>Course assessment requirements</li> <li>SimTeach</li> </ul>	<ul style="list-style-type: none"> <li>What is your ideal classroom?</li> <li>What sort of teacher do you want to be, and why?</li> </ul>	Reading: <ul style="list-style-type: none"> <li>McDonald Ch 1</li> </ul>
2	20 May (CLO 1)	<ul style="list-style-type: none"> <li>Classroom Management: Theory, Evolution and Debate: An introduction to the 5 key theories</li> </ul>	<ul style="list-style-type: none"> <li>What is "classroom management"?</li> <li>Praxis: The 5 key theories and their practical implementation</li> </ul>	Reading: <ul style="list-style-type: none"> <li>McDonald Ch 3</li> <li>Lyons Ch 2</li> </ul>
3	27 May (CLO 1, 2, 3)	<ul style="list-style-type: none"> <li>Classroom organisation and effective management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Taking a position on classroom management: Where do you stand?</li> <li>Behaviour policies</li> </ul>	Reading: <ul style="list-style-type: none"> <li>McDonald Ch 2</li> <li>Wolff et al. (2021)</li> </ul>
4 <b>Online zoom this week</b>	3 June (CLO 1, 2, 3)	<ul style="list-style-type: none"> <li>Interventions and positive communications</li> </ul>	<ul style="list-style-type: none"> <li>Dealing with difficult behaviour</li> <li>Building rapport</li> </ul>	Reading: <ul style="list-style-type: none"> <li>McDonald Ch 3</li> </ul>
5	10 June (CLO 2, 4)	<ul style="list-style-type: none"> <li>Classroom management: The diverse classroom</li> <li>Bullying</li> </ul>	Who are your students? And how does this impact on classroom behaviour? <ul style="list-style-type: none"> <li>Anti-bullying policies</li> <li>Writing your Position Statement</li> </ul>	Reading: <ul style="list-style-type: none"> <li>McDonald Ch 7</li> <li>Brunzell et al. (2016)</li> </ul>
6 <b>Online zoom this week</b>	17 June (CLO 2, 4)	<ul style="list-style-type: none"> <li>Differentiation: Why? How?</li> </ul>	<ul style="list-style-type: none"> <li>Enacting differentiated lesson plans</li> <li>The importance of planning and programming</li> </ul>	Reading: <ul style="list-style-type: none"> <li>McGarr (2021)</li> <li>Pozas et al. (2020)</li> <li>McDonald Ch 4</li> </ul> <p><b>SimTeach this week</b></p>
7	24 June (CLO 2, 3)	<ul style="list-style-type: none"> <li>Quality Teaching and the Position Statement</li> </ul>	<ul style="list-style-type: none"> <li>Quality Teaching</li> <li>NTPA preparation</li> </ul>	Reading <ul style="list-style-type: none"> <li>QTM Discussion Paper</li> <li>Quality Teaching Classroom Practice Guide</li> </ul> <p><b>SimTeach this week</b></p>
8	1 July (CLO 2, 3)	<ul style="list-style-type: none"> <li>The APST – annotations and evidence</li> </ul>	<ul style="list-style-type: none"> <li>How do you annotate an artefact?</li> <li>Evidencing attainment of the Graduate Standards</li> </ul>	<ul style="list-style-type: none"> <li>NESA Evidence Guide</li> </ul>
9	8 July (CLO 3, 4, 5)	<ul style="list-style-type: none"> <li>Becoming a teacher: Preparing for placement and becoming a Reflective Practitioner</li> </ul>	<ul style="list-style-type: none"> <li>Placement policies and expectations</li> </ul>	Reading <ul style="list-style-type: none"> <li>McDonald Ch 8</li> <li>Lyons Ch 6</li> <li>Killen &amp; O'Toole (2022)</li> </ul>

<b>10</b> Online zoom this week	15 July (CLO 3, 4, 5)	<ul style="list-style-type: none"> <li>Placement information: Codes of Conduct; The Guidebook</li> </ul>	<ul style="list-style-type: none"> <li>Careers and employability</li> <li>Assessment 2</li> </ul>	<ul style="list-style-type: none"> <li>Foster (2022)</li> </ul>
<b>11</b>	22 July	Four Week Professional Experience Placement		
<b>12</b>	29 July	Four Week Professional Experience Placement		
<b>Examination Period</b>				

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
<b>1</b>	Classroom Management Position Statement 25%*	Friday 12 July 2024 (Week 9)	Individual	25%	1, 2, 3, 5
<b>2</b>	Reflective Portfolio 25%*	Due one week after placement: Friday 23 August 2024	Individual	25%	1, 2, 3, 4, 5
<b>3</b>	Professional Experience Report 50%*	After completion of Professional Placement: Friday 16 August 2024  Placement period Monday 22 July – Friday 16 August 2024.	Individual	50%	1, 2, 3, 4, 5

\* This assessment has a compulsory requirement.

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Classroom Management Position Statement 25%

### Assessment Type

Written Assignment

### Purpose

The development of a position statement requires students to 1). engage with Classroom Management theory and, 2). to make practical links to how this theory could be enacted in the classroom environment.

### Description

Students are required to prepare an initial theoretical position statement which articulates their planned personal approach to managing their classroom. The position statement must draw on the materials and readings provided in lectures and tutorials, and wider reading sources, to develop a preferred theoretical position and explain how they plan to use this framework to develop and implement strategies to manage the learning environments that will be their responsibility. High quality academic writing is an expectation of this course. Adherence to academic writing conventions are an expectation of all work. The position statement must be referenced correctly using APA 7 referencing style.

### Weighting

25%

### Compulsory Requirements

Pass Requirement - Students must pass this assessment item to pass the course.

### Length

(+ or – 10%): 1500 words

### Due Date

Friday 12 July 2024 at 11.59pm (Week 9)

### Submission Method

Online  
via Canvas

### Assessment Criteria

A marking rubric is provided

A quality assignment will demonstrate:

**Return Method**  
**Feedback Provided**  
**Opportunity to Reattempt**

1. Capacity to articulate a clear classroom management position statement;
  2. Demonstrate how relevant theory can be applied to inform the development of the position statement;
  3. Demonstrate how the proposed position statement can be effectively applied to classroom practice;
  4. Use of an appropriate level of academic and professional literacy.
- Online  
Online - no later than 3 weeks after submission..  
Students WILL be given the opportunity to reattempt this assessment.  
1 Resubmission

## Assessment 2 - Reflective Portfolio 25%

**Assessment Type**  
**Purpose**

Portfolio  
This task allows students to revise their Classroom Management position statement via reflection on their practice (Professional Placement).  
The Quality Teaching and Australian Professional Standards for Teachers annotations on a planned and enacted lesson creates an opportunity for students to engage with key pedagogical frameworks that support the development of productive learning environments for adolescents.

**Description**

PART A (750 words): Critical Reflection  
You are required to review your theoretical position statement, as submitted for Task 1, and discuss how your 20 day professional placement experience has impacted on your statement's progressive development. Whilst on your placement you are required to 'test-out', reflect on and refine your position statement by considering such questions as:

- How did you manage the classroom setting, the teaching and learning activities and any management issues that arose?
- What experiences and contextual factors influenced your position whilst on your placement? How did these assist you in clarifying, consolidating or refining your position statement?
- Was your actual classroom practice aligned with your initial position statement? If not, explain the difference and how this difference has impacted on the evolution of your original position?
- What has been the relationship between theory and practice for you on this placement?

PART B (600-750 words): Electronic Portfolio In accordance with the AITSL requirements students are required to submit an Electronic Portfolio to receive an Ungraded Pass for the course - the SimTeach lesson, placement and eportfolio must EACH be Passed/Completed to be awarded an Ungraded Pass for the EDUC6772 course.

The eportfolio must be submitted via Canvas ONE WEEK after your final date of placement and will include two annotated pieces of evidence of demonstration of your MOVING TOWARDS achieving the Graduate Standards (evidence to have been developed on the EDUC6772 placement; highlighting key links to the selected FOCUS areas; see NESA Evidence Guide for examples of practice expected of students on early placements) and are to be accompanied by ONE 300 word annotation for each piece of evidence. Evidence will be aligned to Standards 2 and 4. See full eportfolio information in the Assessment folder on Canvas.

This eportfolio will be marked by a university staff member, and incomplete or inadequate evidence of this requirement will result in a Fail grade for the course overall.

The Reflective portfolio (Parts A & B) will be submitted together, after the completion of your four week school placement. However, it will require development during your placement.

Please note:

- You must attach a copy of the applicable evidence and have all components of the task, such as resources attached in a reader-friendly format.

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	<ul style="list-style-type: none"><li>The evidence itself does not count as part of your word count, only the annotations</li><li>If you have any criteria graded as Not Demonstrated, you will be given ONE opportunity to re-submit for an Ungraded Pass.</li></ul>
<b>Weighting</b>	25%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course..
<b>Due Date</b>	Due one week after placement: Friday 23 August 2024 at 11.59pm.
<b>Submission Method</b>	Online via Turnitin
<b>Assessment Criteria</b>	A marking rubric will be provided on Canvas. A quality assignment will demonstrate: <ol style="list-style-type: none"><li>Demonstrated capacity for, and commitment to, progressive refinement of the Statement;</li><li>Commitment to the use of theory and practice to support professional growth;</li><li>Reflection on teaching practice using the Australian Professional Standards for Teachers;</li><li>Evidence of awareness of the relationship between quality teaching, the Australian Professional Standards for Teachers and the position statement</li><li>Use of an acceptable level of academic and professional literacy.</li></ol>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - No later than 3 weeks after submission.
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. 1 Resubmission

### Assessment 3 - Professional Experience Report 50%

<b>Assessment Type</b>	Report
<b>Purpose</b>	Professional Experience - upon the completion of your FIRST placement, a report will be generated by your Supervising Teacher to provide feedback and assessment on your 'developing capacity' to demonstrate the Australian Professional Standards for Teachers (Graduate level).
<b>Description</b>	This assessment item measures a student's performance against the Australian Professional Standards for Teachers which are required for professional accreditation. An original signed final report indicating that the student has met the necessary requirements will be prepared by the teaching staff at the placement school. The student will receive feedback on their progress via written feedback by the Supervising Teacher and University Supervisor during the course of the placement (A full placement handbook will be available to students via Canvas/ SONIA during the semester and prior to placement).
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Length</b>	20 days Full-time
<b>Due Date</b>	After completion of Professional Placement: Friday 16 August 2024 Placement period Monday 22 July to Friday 16 August 2024.
<b>Submission Method</b>	Specific Location Final reports will be prepared by your placement school at the end of your placement. The school will lodge the report electronically to the Professional Experience Unit for processing, however, it is suggested that you sign and take a copy of your final report prior to leaving the school.
<b>Assessment Criteria</b>	Australian Professional Standards for Teachers (See Professional Experience Handbook distributed during the Semester for the sample Report template).
<b>Return Method</b>	Not Returned
<b>Feedback Provided</b>	No Feedback
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. NA



# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

## Communication Methods

Communication methods used in this course include:

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

## Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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## EDUC 6772 Task 1 Scaffolded Position Statement

Name: \_\_\_\_\_

Criteria	<b>Developing 0-4</b>	<b>Satisfactory 5-6</b>	<b>Proficient 7-8</b>	<b>Exemplary 9-10</b>	<b>Mark</b>
Explains beliefs and assumptions about how children learn and why they behave the way they do. (Suggested length – 300 -400 words)	Little to no attempt is made to explain how children learn and why they behave the way they do. The explanation is very limited and lacks cohesion.	An attempt is made to explain how children learn and why they behave the way they do. The explanation is sound but lacks clarity.	How children learn and why they behave the way they do is clearly explained. The explanation demonstrates a clear understanding.	How children learn and why they behave the way they do are clearly and logically explained. The explanation is comprehensive and demonstrates deep understanding.	
Examines the role of the teacher in creating a positive learning environment. (Suggested length – 300 - 400 words)	Little to no attempt is made to explain the role of the teacher in creating a positive learning environment. The explanation is very limited and lacks cohesion.	An attempt is made to explain the role of the teacher in creating a positive learning environment. The explanation is sound but lacks clarity.	The role of the teacher in creating a positive learning environment is clearly explained. The explanation demonstrates a clear understanding.	The role of the teacher in creating a positive learning environment is clearly and logically explained. The explanation is comprehensive and demonstrates deep understanding.	
Key elements of at least three theories that support your approach to classroom management. (Suggested length – 300 - 400 words)	There is little evidence of theoretical frameworks having contributed to the development of the position statement.	Uses some of the theoretical frameworks to support the position. A few references are used.	Provides an evaluation of theoretical frameworks to support the position using a range of references to inform the position.	Provides a critical evaluation and integration of theoretical frameworks to support the position using a wide range of references.	
Application of the position statement to classroom practice. (Suggested length – 300 - 400 words)	No explanation of how the theoretical position can be applied classroom. Strategies for the classroom are not aligned with the position statement.	Some explanation of how the theoretical position can be applied in the classroom. A few classroom strategies are aligned to the position statement.	A sound explanation of how the theoretical position can be applied in the classroom. A number of classroom strategies are aligned to the position statement.	A comprehensive explanation of how the theoretical position can be applied in the classroom. A range of classroom strategies are evaluated and aligned to the position statement.	
Explanation of the ways in which the Quality Teaching Model aligns with position statement in practice. (Suggested length – 300 -400 words)	Poor explanation of the ways in which the Quality Teaching Model aligns with position statement. Demonstrates little understanding of QTM and its practical application.	Some attempt to explain the ways in which the Quality Teaching Model aligns with position statement. Demonstrates some understanding of QTM and its practical application.	A sound attempt to explain the ways in which the Quality Teaching Model aligns with position statement. Demonstrates clear understanding of QTM and its practical application.	A comprehensive explanation the ways in which the Quality Teaching Model aligns with position statement. Demonstrates deep understanding of QTM and its practical application.	
				<b>Total</b>	<b>/50</b>