



TEP 388

Curriculum and Instruction in Secondary School II

S2 Day 2014

Education

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General Information

Unit convenor and teaching staff Grant Kleeman grant.kleeman@mq.edu.au
Credit points 3
Prerequisites TEP282(P) or TEP387(P)
Corequisites
Co-badged status
Unit description This unit builds upon the knowledge, understandings and skills developed in TEP387. It provides an introduction to specific subject methodologies and associated teaching skills and, as such, is aimed at preparing students for the final year professional experience program.

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:

1. Respond appropriately to common classroom management challenges
2. Recognise all teachers have a responsibility to develop the literacy skills of students
3. Demonstrate a basic working knowledge of the relevant syllabus documents
4. Plan a sequence of outcomes-based lessons
5. Demonstrate a developing awareness of the range of instructional strategies teachers use to promote student learning
6. Recognise the need to cater for the diversity of learners by differentiating the curriculum and using a range of instructional strategies to actively engage students in learning
7. Demonstrate skills in assessing, selecting educational resources
8. Appreciate the steps and processes involved in developing assessment tasks and marking criteria

9. Identify the factors that promote effective questioning
10. Utilise effective verbal and non-verbal communication skills in a classroom setting
11. Demonstrate an understanding of the implications of ICT for teaching and learning

Assessment Tasks

Name	Weighting	Due
<u>Lesson planning</u>	20%	18 September
<u>Reflective classroom practice</u>	40%	30 October
<u>In-class Assessment</u>	40%	13 November

Lesson planning

Due: **18 September**

Weighting: **20%**

In this task you will be assessed on your ability to:

- Recognise the importance of differentiation in a lesson sequence
- Develop engaging learning and teaching strategies
- Organise content into an effective learning and teaching sequence
- Align learning and teaching activities with appropriate syllabus outcomes
- Suggest a logical approach for evaluating a sequence of lessons
- Justify your unit design with reference to appropriate learning theory.

Task: Develop a sequence of **TWO** 60-minute lesson plans based on a specified topic drawn from the relevant Stage 4/5 syllabus document.

Note: These may be lessons you developed as part of your Professional Experience program in Sessions 1 or 2. You are encouraged to refine these lesson plans based on the experience of delivering them in authentic classroom settings.

Your assignment should include:

1. A brief introductory statement providing a rationale for the sequence of lessons. Your rationale should make reference to relevant learning theory addressed in the readings and lectures (500 words). Include a list of references consulted.
2. TWO lesson plans which include:
 - a lesson title;
 - an outline of the syllabus outcomes addressed by the sequence of lessons;
 - clearly stated lesson outcomes relevant to the stage of learning;

- a detailed outline of the teaching and learning strategies organised according to the stage of the lesson. Indicative times should be provided for each stage of the lesson. The outline must be expressed in terms of what the teacher and students will be doing at each stage of the lesson. Activities/strategies need to be included that focus on building literacy skills.
- evidence that you have 'differentiated' the curriculum to meet the learning needs of students. In practical terms this means that the teaching and learning strategies included in your lesson plan should cater for the diversity of learners and actively engage students in learning; and
- a short statement showing how the effectiveness of the sequence of lessons is to be evaluated.
- Lesson plans should be accompanied by engaging and relevant worksheets/student handouts etc.

Note: Individual subject-specific lectures may vary the details of this task to take into account the demands and expectations of particular disciplines.

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Reflective classroom practice

Due: **30 October**

Weighting: **40%**

Note: Task 2 is based on the delivery and evaluation of the TWO lessons submitted for Task 1.

The purpose of this task is to reflect on the effectiveness of your professional practice with specific reference to the extent to which you were able to cater for the needs of students within a particular learning context.

Part 1: Lesson planning and implementation (approx. 1,000 words)

- Reflect on the lesson planning and implementation process. Did you, for example:
- develop realistic lesson outcomes that facilitated student progress towards the demonstration of syllabus outcomes;
- develop learning experiences that were engaging, varied and innovative;
- conceive lessons that were appropriately pitched, paced and resourced;
- cater for the diversity of learners represented in the class;
- actively engage the students in learning for the length of the lesson;
- effectively execute the transition between learning experiences;
- effectively integrate e-learning technologies; and
- manage the class in ways that facilitated learning.

Part 2: Annotated lesson plans

- Annotate your TWO lesson plans highlighting how their various elements address the relevant Professional Teaching Standards (Graduate).

Part 3: Summative reflection and self-evaluation (approx. 500 words)

- Analyse the relationship between instruction and student learning with the aim of enhancing your teaching practice.
- Outline the implications of your classroom experience for your own professional learning.

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In-class Assessment

Due: **13 November**

Weighting: **40%**

A one-hour, in-class, short-answer assessment, based on the knowledge and skills a pre-service teacher would be expected to demonstrate at this stage of their professional practice, will be held in the subject-specific workshops in Week 13

On successful completion you will be able to:

- 1. Respond appropriately to common classroom management challenges
- 5. Demonstrate a developing awareness of the range of instructional strategies teachers use to promote student learning
- 6. Recognise the need to cater for the diversity of learners by differentiating the curriculum and using a range of instructional strategies to actively engage students in learning
- 8. Appreciate the steps and processes involved in developing assessment tasks and marking criteria
- 9. Identify the factors that promote effective questioning
- 10. Utilise effective verbal and non-verbal communication skills in a classroom setting
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Delivery and Resources

Classes: TEP388 consists of a one-hour lecture/presentation (Thursdays 11.00am–12.00) and a two-hour tutorial/workshop (Thursdays 12.00–2.00pm or 2.00pm–4.00pm)

Lecture (11.00am–12.00): Y3A T1

Subject-specific tutorials:

Social Sciences	(W5C234)	Ms Carole Wellham (12.00–2.00pm)
English 1	(W5C211)	Ms Maria Boyd (12.00–2.00pm)
English 2	(C5A222)	Ms Maria Boyd (2.00pm–4.00pm)
History 1	(C5C240)	Ms Judy Adnum (12.00–2.00pm)
History 2	(C5A210)	Mr Alberto Marchetto (2.00pm–4.00pm)
Languages	(W5C309)	Ms Diane Uren (12.00–2.00pm)
Mathematics	(W6C312)	Ms Michelle Wingett (12.00–2.00pm)
Science 1	(E7B317)	Ms Ruth Attard (12.00–2.00pm)

Science 2 (E7B317) Ms Ruth Attard (2.00pm–4.00pm)

The timetable for classes can be found on the University web site at:

<http://www.timetables.mq.edu.au/>

Unit Schedule

Week	Date	Topic & readings	Presenter
Week 1	7 August	<ul style="list-style-type: none"> • No lectures or tutorials (PE block) 	
Week 2	14 August	<ul style="list-style-type: none"> • No lectures or tutorials (PE block) 	
Week 3	21 August	<ul style="list-style-type: none"> • Approaches to teaching and learning (including curriculum differentiation) • <i>Readings: Marsh, Marsh, Chpt. 3 (pp. 37-54); Chpt. 4 (pp. 57-66); Chpt. 5 (pp. 71-84); Chpt. 8 (pp. 133-144); & Chpt. 12 (pp. 195-217).</i> 	Dr Grant Kleeman
Week 4	28 August	<ul style="list-style-type: none"> • Collecting and analysing evidence of student learning and the requirements of initial accreditation 	Mr David Hamper, Deputy Head, International Grammar School
Week 5	4 September	<ul style="list-style-type: none"> • Effective communication skills • <i>Readings: Marsh Chpt. 11 (pp. 181–187).</i> 	Dr Matt Bower
Week 6	11 September	<ul style="list-style-type: none"> • Questioning • <i>Reading: Marsh, Chpt. 11 (pp. 188-193).</i> 	Dr Grant Kleeman
Week 7*	18 September	<ul style="list-style-type: none"> • Literacy (reading) – From theory to practice 	Ms Judy Adnum
<i>Recess (2 weeks)</i>			
Week 8	9 October	<ul style="list-style-type: none"> • Literacy (writing) – A focus on equity 	Dr Grant Kleeman
Week 9	16 October	<ul style="list-style-type: none"> • Organising the learning environment • <i>Readings: Marsh, Chpt. 5 (pp 71-87).</i> 	Ms Judy Adnum
Week 10	23 October	<ul style="list-style-type: none"> • Developing, selecting and the presentation of resources • <i>Reading: Marsh, Chpt. 14 (pp. 236-250)</i> 	Dr Grant Kleeman

Week 11#	30 October	<ul style="list-style-type: none"> • Developing assessment tasks and marking criteria. Consistent teacher judgement • <i>Readings: Marsh, Chpt. 18 (pp. 310–337); Killen, Chapters 4&5 (pp. 101–158).</i> 	Dr Rod Lane
Week 12	6 November	<ul style="list-style-type: none"> • Interacting with parents, caregivers and the broader school community • <i>Readings: Marsh, Chpt. 20 (pp. 368-391); Chpt. 19 (pp. 339-367)</i> 	Mr Terry Wilson, former principal, Cumberland High School
Week 13^	13 November	<ul style="list-style-type: none"> • Summative lecture 	Dr Grant Kleeman

* Assignment 1 Due # Assignment 2 Due ^ In-class test

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Lesson planning
- Reflective classroom practice

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment task

- Reflective classroom practice

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

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Assessment tasks

- Lesson planning
- Reflective classroom practice
- In-class Assessment

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Assessment tasks

- Lesson planning
- Reflective classroom practice

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

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Assessment tasks

- Lesson planning
- Reflective classroom practice

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Reflective classroom practice
- In-class Assessment