



# TEP 387

## Curriculum and Instruction in Secondary School I

S1 Day 2015

*Dept of Education*

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Admission to BEd(Sec) or (39cp including EDUC105 and EDUC106 and EDUC267)

Corequisites

Co-badged status

Unit description

This unit provides a broad introduction to secondary teaching. There is a focus on the secondary school in its social and educational context and the knowledge and skills required for the early stages of professional practice.

## 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. Demonstrate a knowledge of the changing curriculum context in Australia
2. Demonstrate a basic working knowledge of the relevant syllabus documents
3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
5. Demonstrate the ability to critique (or reflect on) one's own professional practice and that of their peers

6. Demonstrate a knowledge of the legislative requirements of the Child Protection Act
7. Demonstrate skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## Assessment Tasks

| Name                            | Weighting | Due         |
|---------------------------------|-----------|-------------|
| <u>Microteaching evaluation</u> | 30%       | Various     |
| <u>Lesson planning task</u>     | 30%       | 11 May 2015 |
| <u>Examination</u>              | 40%       | Exam period |

### Microteaching evaluation

Due: **Various**

Weighting: **30%**

#### Reflective evaluation of microteaching lesson

On successful completion you will be able to:

- 5. Demonstrate the ability to critique (or reflect on) one's own professional practice and that of their peers

### Lesson planning task

Due: **11 May 2015**

Weighting: **30%**

ONE 60-minute lesson plan based on a specified topic drawn from the relevant Stage 4/5 syllabus document.

On successful completion you will be able to:

- 1. Demonstrate a knowledge of the changing curriculum context in Australia
- 2. Demonstrate a basic working knowledge of the relevant syllabus documents
- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those

from non-English speaking backgrounds, Indigenous students and those with special needs

- 7. Demonstrate skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## Examination

Due: **Exam period**

Weighting: **40%**

Examination - Short answers and extended responses

On successful completion you will be able to:

- 1. Demonstrate a knowledge of the changing curriculum context in Australia
- 2. Demonstrate a basic working knowledge of the relevant syllabus documents
- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- 6. Demonstrate a knowledge of the legislative requirements of the Child Protection Act
- 7. Demonstrate skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## Delivery and Resources

TEP387 is timetabled throughout the week. It consists of a one-hour lecture/presentation (Thursdays at 9.00am) and a two-hour tutorial at the times listed below. Note: Attendance at the lecture is compulsory.

### ***Lecture/presentation***

Thursday at 9.00am–10.00am      C5CT1

### ***Subject-specific tutorials (incorporating microteaching)***

| Group           | Day and time           | Room     | Tutor               |
|-----------------|------------------------|----------|---------------------|
| English 1       | Monday 2.00pm–4.00pm   | (W5C234) | Ms Maria Boyd       |
| English 2       | Tuesday 9.00am–11.00am | (C4A325) | Ms Maria Boyd       |
| Languages       | Tuesday 9.00am–11.00am | (W5C312) | Ms Di Uren          |
| History 1       | Tuesday 9.00am–11.00am | (C5A229) | Ms Judy Adnum       |
| History 2       | Tuesday 2.00pm–4.00pm  | (X5B132) | Ms Judy Adnum       |
| Mathematics     | Tuesday 11.00am–1.00pm | (C4A325) | Ms Michelle Wingett |
| Social Sciences | Monday 9.00am–11.00am  | (W5C311) | Ms Carole Wellham   |
| Science 1       | Monday 2.00pm–4.00pm   | (E7B317) | Dr Hye-eun Chu      |
| Science 2       | Tuesday 2.00pm–4.00pm  | (E7B317) | Dr Hye-eun Chu      |

The recommended **texts** for TEP387/388 are:

Clarke, M. & Pittaway, S. (2014). *Marsh's Becoming a Teacher* (6th Ed.). Frenchs Forest: Pearson Australia.

Cavanagh, M. & Prescott, A. (2015). *Your Professional Experience Handbook: A Guide for Preservice Teachers*. Frenchs Forest: Pearson Australia.

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## 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 <ask.mq.edu.au>.

## 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

### 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:

### **Learning outcomes**

- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

### **Assessment task**

- Microteaching evaluation

## **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**

- 1. Demonstrate a knowledge of the changing curriculum context in Australia
- 2. Demonstrate a basic working knowledge of the relevant syllabus documents
- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- 5. Demonstrate the ability to critique (or reflect on) one's own professional practice and that of their peers
- 6. Demonstrate a knowledge of the legislative requirements of the Child Protection Act
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## Assessment tasks

- Lesson planning task
- Examination

## 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:

## Learning outcomes

- 1. Demonstrate a knowledge of the changing curriculum context in Australia
- 2. Demonstrate a basic working knowledge of the relevant syllabus documents
- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- 5. Demonstrate the ability to critique (or reflect on) one's own professional practice and that of their peers
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- 7. Demonstrate skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## Assessment tasks

- Microteaching evaluation
- Lesson planning task
- Examination

## 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:

## **Learning outcomes**

- 2. Demonstrate a basic working knowledge of the relevant syllabus documents
- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- 5. Demonstrate the ability to critique (or reflect on) one's own professional practice and that of their peers
- 7. Demonstrate skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## **Assessment tasks**

- Microteaching evaluation
- Lesson planning task

## **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**

- 3. Demonstrate the knowledge and skills required to plan lessons that actively engage students in learning
- 4. Demonstrate the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs

- 5. Demonstrate the ability to critique (or reflect on) one's own professional practice and that of their peers
- 7. Demonstrate skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- 8. Demonstrate a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, assessment and evaluation

## **Assessment tasks**

- Microteaching evaluation
- Examination

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcome**

- 6. Demonstrate a knowledge of the legislative requirements of the Child Protection Act