



TEP 388

Curriculum and Instruction in Secondary School II

S2 Day 2015

Dept of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

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General Information

Unit convenor and teaching staff Michael Stevenson michael.stevenson@mq.edu.au
Credit points 3
Prerequisites TEP387
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:

- UO1 a broad knowledge of the changing curriculum context in Australia;
- UO2 a developed working knowledge of the relevant syllabus documents;
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning;
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs;
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers;
- UO6 a knowledge of common classroom management strategies;
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching;
- UO8 a developing understanding of important contextual aspects of professional practice

including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;

UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and

U10 a developing understanding of strategies for involving parents/carers in the educative process.

Assessment Tasks

Name	Weighting	Due
<u>Flipped Modules (Quizzes)</u>	15%	Weeks 4, 6, 8, 10 and 12
<u>Parent/Caregiver Task</u>	45%	Week 8
<u>In-Class Exam</u>	40%	Week 13

Flipped Modules (Quizzes)

Due: **Weeks 4, 6, 8, 10 and 12**

Weighting: **15%**

FIVE online quizzes based on key content in each of the five flipped modules. Quiz results are aggregated to 15% of final grade.

On successful completion you will be able to:

- UO1 a broad knowledge of the changing curriculum context in Australia;
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning;
- UO6 a knowledge of common classroom management strategies;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and

Parent/Caregiver Task

Due: **Week 8**

Weighting: **45%**

Short group presentation in tutorials and written justification / reflection.

On successful completion you will be able to:

- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;
- U10 a developing understanding of strategies for involving parents/carers in the educative process.

In-Class Exam

Due: **Week 13**

Weighting: **40%**

An 1.5 hour written examination of lecture content and the material covered in the specified readings

On successful completion you will be able to:

- UO1 a broad knowledge of the changing curriculum context in Australia;
- UO2 a developed working knowledge of the relevant syllabus documents;
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning;
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs;
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching;
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and

Delivery and Resources

TEP388 consists of lecture/presentations, online flipped modules (via iLearn) and a weekly one-hour tutorial at the times listed below. Note: Attendance at both the lectures and tutorials is compulsory. In the weeks during which flipped modules have been set, there are no lectures; however, tutorial attendance is required each week.

Lectures/Presentations (Weeks 3, 5, 7, 11 and 13)

Monday at 11.00am–1.00pm C5C.T1 – TWO one-hour lectures/presentations

Flipped Modules (Weeks 4, 6, 8, 10 and 12)

To be completed PRIOR to attending each tutorial.

Tutorials (Weeks 3-13)

The **set 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.

Technology requirements

Students enrolled in TEP388 will need regular access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in Room C5A204 can be accessed at specified times.

The TEP388 iLearn facility provides students with access to:

- iLecture recordings of lectures (audio and visual elements);
- Lecture PowerPoint presentations in a printable format;
- A soft copy of the TEP388 Unit Guide, assignment coversheets and marking criteria; and
- Lesson plan templates.

Please do NOT contact the Unit Convener regarding iLearn technical support. Instead, contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au). NOTE: All official University correspondence will be sent via students' University email account. Students are strongly advised to link this account to the email account they most frequently access.

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/

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

- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching;
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and
- U10 a developing understanding of strategies for involving parents/carers in the educative process.

Assessment task

- Parent/Caregiver Task

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

- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning;
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs;
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers;
- UO6 a knowledge of common classroom management strategies;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;

- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and
- U10 a developing understanding of strategies for involving parents/carers in the educative process.

Assessment tasks

- Flipped Modules (Quizzes)
- Parent/Caregiver Task
- In-Class Exam

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:

Learning outcomes

- UO2 a developed working knowledge of the relevant syllabus documents;
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching;

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

- UO1 a broad knowledge of the changing curriculum context in Australia;
- UO2 a developed working knowledge of the relevant syllabus documents;
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs;
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers;

- UO6 a knowledge of common classroom management strategies;
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and
- UO10 a developing understanding of strategies for involving parents/carers in the educative process.

Assessment tasks

- Flipped Modules (Quizzes)
- In-Class Exam

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

- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning;
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students; and

Assessment tasks

- Flipped Modules (Quizzes)
- Parent/Caregiver Task
- In-Class Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning;
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs;
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;
- U10 a developing understanding of strategies for involving parents/carers in the educative process.

Assessment task

- Parent/Caregiver 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

- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers;
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation;

- U10 a developing understanding of strategies for involving parents/carers in the educative process.

Assessment tasks

- Parent/Caregiver Task
- In-Class Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs;