



# TEP 426

## Geography in the Secondary School II

S2 Day 2015

*Dept of Education*

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## General Information

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Credit points

3

Prerequisites

TEP401(S) and TEP425(P)

Corequisites

TEP402

Co-badged status

Unit description

This unit is an extension of TEP425 but focuses on the teaching of Geography in years 11 and 12. Building on the base provided by TEP425, this unit provides students with greater depth, especially in terms of the teaching strategies related to Geography's inquiry-based methodology (geographic skills, contemporary issues, fieldwork and the Senior Geography Project). All work in this unit is closely aligned with TEP402.

## 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. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
3. Apply research-based strategies for building depth of understanding in Geography. (6.2)

4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

## General Assessment Information

Task	Weight	Due Date	Unit Outcomes	Graduate Capabilities	Brief description
<b>Task 1.</b>	10%	<b>Week 5</b>	UO1, UO4,	GC1, GC2,	Students develop a justified response for one (1) day of fieldwork connected to a syllabus area from the Stage 6 course (preliminary or HSC)
<b>Rationale</b>		Applying learning and understanding from TEP425 and Workshop 1	UO6 UO8, UO9, UO10	GC4, GC5, GC7	

<p><b>Task 2.</b></p> <p><b>Senior Geography Project</b></p> <p><b>Part A:</b></p> <p><b>SGP plan = 10%</b></p>		<p><b>Week 6</b></p> <p>Applying learning and understanding from Workshops 1-5</p>	<p>UO1, UO2, UO3, UO4, UO5, UO8</p>	<p>GC1, GC2, GC4, GC5, GC7</p>	<p>Students develop a justified plan for an SGP and provide a 500 word response about possible strategies that could be used to prepare students for this project.</p> <p><i>Note:</i> This plan needs to be relevant to the Stage 6 course and implemented over the coming weeks.</p>
<p><b>Part B:</b></p> <p><b>Collection of data and information = 15%</b></p>	<p>50%</p>	<p><b>Week 9</b></p> <p>Applying learning and understanding from Workshops 1-5</p>	<p>UO1, UO4, UO5, UO6, UO7, UO8, UO9</p>	<p>GC1, GC2, GC3, GC4, GC5, GC6, GC7, GC8, GC9</p>	<p>Students collect and submit a justified range of data and information, relevant to their SGP topic and plan; and provide a 500 word response reflecting the appropriateness of the SGP plan and proposed method(s) of student preparation for this project.</p>
<p><b>Part C</b></p> <p><b>Communication and presentation of SGP = 25%</b></p>		<p><b>Week 12</b></p> <p>Applying learning and understanding from Workshops 1-5</p>	<p>UO1, UO6, UO7, UO8</p>	<p>GC1, GC2, GC4, GC5, GC8, GC9</p>	<p>Students communicate their SGP purpose, research methods, findings and conclusion via a 20 minute presentation. The presentation is peer assessed. When assessing the presentation(s), students need to provide a comment about how the connection to syllabus, type and extent of skills used, and appropriateness of communication method. Students will consider the tone and constructiveness of this feedback when developing their response for Task 3.</p>
<p><b>Task 3.</b></p> <p><b>Written feedback</b></p>	<p>20%</p>	<p><b>Week 13</b></p> <p>Applying learning and understanding from Workshops 1-5</p>	<p>UO1, UO2, UO3, UO4, UO5, UO6</p>	<p>GC1, GC2, GC3, GC4, GC5, GC6, GC7</p>	<p>Students design a unit of work and related assessment task. The unit of work should be explicitly aligned to either the current NSW 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content</p>

<b>Task 4.</b>	20%	<b>Ongoing throughout the semester</b>	UO1 UO7, UO8, UO9	GC1 GC2 GC3 GC5 GC9	Students will complete 5 reflective blog posts of up to 400 words over the semester in response to evidence for accreditation and job applications. 1 of these blogs will be assessed at the tutor's discretion
<b>Blog posts</b>		Applying learning and understanding from Workshops 1-9			

To successfully complete this unit, students must:

- satisfy the Unit's attendance requirements;
- submit all assessment tasks; and
- achieve at least a passing grade

## Assessment Tasks

Name	Weighting	Due
<u>Rationale for fieldwork</u>	10%	Week 5
<u>Senior Geography Project</u>	50%	Week 6, 9, 12
<u>Written feedback</u>	20%	Week 13
<u>Blog posts</u>	20%	Week 13

### Rationale for fieldwork

Due: **Week 5**

Weighting: **10%**

**Develop an 850 word justified response for one (1) day of fieldwork explicitly connected to the Stage 6 syllabus (preliminary or HSC course)**

Reflect on the Stage 6 syllabus, readings and activities from Workshop 1 to develop a detailed and justified response for one (1) day of fieldwork, explicitly connected to the Stage 6 syllabus (either the Preliminary or HSC course). The rationale should be approximately 850 words and include a brief itinerary for the day. There also needs to be an additional risk management plan included but this is separate to the 850 words (proforma provided on ilearn). Students need to make clear reference to the syllabus, resources, research, and type and purpose of fieldwork activity when developing the plan.

The response should include: a research and policy base; syllabus outcomes, tools, skills, knowledge and understanding; type and purpose of fieldwork tasks; differentiation of tasks; an itinerary of the day.

On successful completion you will be able to:

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

## Senior Geography Project

Due: **Week 6, 9, 12**

Weighting: **50%**

**Task 2A: Develop a justified plan for an SGP and provide a 500 word response about possible strategies that could be used to prepare students for this project (10%)**

Reflect on the Stage 6 syllabus, readings and activities from Workshops 1, 3, 4 and 5 to develop a detailed, justified plan for the Senior Geography Project (SGP) and a 500 word response outlining possible teaching strategies for teachers to use with their Stage 6 students who may be about to commence the SGP. A proforma for the SGP plan will be provided on ilearn. There should be clear connection between the SGP topic and Stage 6 syllabus (either the Preliminary or HSC course), and a range of primary and secondary research methodologies should be included. The plan needs to be achievable and suitable for implementation over the coming weeks.

The 500 word response will explain different strategies that could be used by a teacher to prepare Stage 6 students for a project such as the SGP. Clear reference to research will be required.

**Task 2B: Conduct primary and secondary research to obtain a range of data and information for the SGP; and provide a 500 word response reflecting the appropriateness**

**of the SGP plan and proposed method(s) of student preparation for this type of project – as indicated in Task 2A (15%)**

Reflect on your SGP plan, Stage 6 syllabus, readings and activities from Workshops 1-5 to conduct the research identified in the SGP plan; and provide a 500 word critique about the suitability of the SGP plan and also about the proposed teaching methodologies articulated in the response for Task 2A. There should be a balance of data and information collected. There should be a clear connection between the SGP plan and the collected data and information. If there has been a substantial change to the SGP plan submitted as part of Task 2A then a revised plan should also be submitted.

The 500 word response will reflect on the suitability of the SGP plan and the proposed teaching methods that could be used by a teacher to prepare Stage 6 students for a project such as the SGP. Clear reference to research will be required.

**Task 2C: Presentation of SGP - A twenty (20) minute presentation of your SGP (25%)**

Reflect on Task 2A, 2B (including the SGP plan), the readings, Stage 6 syllabus and activities from TEP426 workshops to develop a twenty (20) minute presentation of your SGP. The presentation should have coherency and clear purpose; relevant communication methodologies suitable for the chosen audience; address the purpose of their SGP, the research methods and findings, and overall conclusion; demonstrate an understanding of geographical methodologies; and be clearly aligned to the syllabus. This is also a peer assessed item. When assessing the presentation(s), students need to provide a comment about the connection to syllabus, type and extent of skills used, and appropriateness of communication method. Students will consider the tone and constructiveness of this feedback when developing their response for Task 3.

On successful completion you will be able to:

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b.

Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities

- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)

## Written feedback

Due: **Week 13**

Weighting: **20%**

**Develop a 1000 word response, providing feedback to a hypothetical student about their performance in an extended response. Content and skills will be focused on a unit from the HSC course. Anonymous student responses will be obtained from the HSC Analysis package**

Reflect on the Stage 6 syllabus, readings and activities from TEP426, together with the provided anonymous student extended response to give feedback to this hypothetical student about their performance. The feedback is provided as a 1000 word response. Using the marking guidelines and knowledge gained from the TEP426 course, the feedback response should include strengths, areas of concern and possible strategies for improvement, specific reference to the syllabus and resources. Ideally, a scaffold for an exemplar response should also be included.

On successful completion you will be able to:

- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching



and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities

- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)

## Blog posts

Due: **Week 13**

Weighting: **20%**

**Students will complete 5 reflective blog posts of up to 400 words each. The focus of the blog will be in response to collecting and annotating evidence for accreditation and using in job applications. Out of the 5 blogs completed, 1 of the blogs will be assessed, at the discretion of the tutor.**

On successful completion you will be able to:

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)

## Delivery and Resources

The following is a list of recommended reading for this unit. In addition, students will need to access all of the commercially available contemporary texts for Geography.

The readings for each tutorial are listed on the table below and can be accessed through *iLearn* and the library's E-reserve catalogue. It is expected that you will have read this material *before* each week's tutorial and that the relevant readings will be *brought with you* to weekly workshops.

### **Required texts:**

Killen, R. (2005) Programming and Assessment for Quality Teaching and Learning.

Southbank Victoria: Thompson Social Science Press. Special Reserve: LC1031

.K55 2005 and

Killen, R. (2008) *Effective Teaching Strategies: Lessons from Research and Practice* (4th ed.). Thompson: Melbourne. Note: the third edition is in the library LB 1025.3.K55.

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interations 1*. 2<sup>nd</sup> edition, Pearson, Australia

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interations 2*. 2<sup>nd</sup> edition, Pearson, Australia

Lambert, D. & Balderstone, D. (2010). *Learning to teach geography in the secondary school: a companion to school experience*, 2nd Edition. Routledge, London

Roberts, M. (2013) *Geography Through Enquiry: Approaches to teaching and learning in the secondary school*. Geographical Association, Sheffield

Taylor, T., Fahey, C., Kriewaldt, J. & Boon, D. (2012). *Place and time: explorations in teaching geography and history*. Pearson Education, Frenchs Forest

***Relevant documents you will need for tutorials.***

It is *essential* that each student bring a hard copy of the *NSW Stage 6 Geography syllabus documents* with them to each workshop. This document can be downloaded from <http://www.boardstudies.nsw.edu.au/>.

You should also bring a hard copy of the Australian Professional Standards for Teachers to each workshop.

Students should also be familiar with the existing NSW Year 7-10 Geography syllabus as well as the New K-10 Geography syllabus incorporating Australian Curriculum content, released by BOSTES on 13 July 2015 <http://syllabus.bos.nsw.edu.au/> . This is important for developing an appreciation about where the students typically will have come from in their geographical learning.

***Highly recommended text and journals:***

Lambert, D. & Morgan, J. (2010). *Teaching Geography 11-18* Maidenhead: The open University & McGraw Hill Education

Geography Bulletin (GTANSW publication)

Geographical Education (AGTA publication)

Teaching Geography (Geographical Association UK publication)

Geography (Geographical Association UK publication)

**Other useful references:**

- Balderstone, D. (2006). (ed) *Secondary Geography Handbook*. Sheffield:
- Best, B. (2011). *The Geography Teacher's Handbook*. London: Continuum
- Burgess, D. (2012). *Teach like a PIRATE*. San Diego; Dave Burgess Consulting Inc
- Butt, G. (2011). *Geography, education and the future*. London: Continuum
- Caldis, S. (2014). The senior geography project – making it count!. *Geography Bulletin*, 46(1), 7-9
- Caldis, S. (2015). Geography comes alive through fieldwork. *Geography Bulletin* 47(1), 19-23
- Caldis, S. (2015) Reflection: HSC Geography via regional NSW and Central Australia Geography Bulletin 47(1), 14-18
- Davidson, G. (2009) GTIP Think Piece - Geographical Enquiry. Retrieved October 2012 from <http://www.geography.org.uk/gtip/thinkpieces/geographicalenquiry>
- Hargraeves, A. and Shirley, D. (2009). *The Fourth Way: The inspiring future for educational change*. Hawker Brownlow Education, Victoria
- Hattie, J. (2012). *Visible learning for teachers: maximizing impact on learning*. Routledge, London
- Hutchinson, N. (2013). Empowering the next generation to make their own world. *Geographical Education*, 26, 7-8
- Hutchinson, N. (2011). A geographically informed vision of skills development *Geographical Education* 24 34-40
- Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Southbank Victoria: Thompson Social Science Press.
- Kleeman, G. (2014). Global cruise industry. *Geography Bulletin*, 46(1), 28-32
- Kleeman, G. (2011). Evolution rather than extinction: The future of the geography textbook. *Geographical Education*, 24, 8-14
- Kriewaldt, J. and Hutchinson, N. (2009). Improving understanding of accomplished teaching in school geography through an examination of learners' perspectives. *Geographical Education* 22, 28-39
- Lane, R. & Coutts, P. (2012). Students' alternative conceptions of tropical cyclone causes and processes. *International Research in Geographical and Environmental Education*, 21(3), 205–222.
- Lane, R. (2011). Exploring the content knowledge of experienced geography teachers. *Geographical Education*, 24, 51-63
- Lane, R. (2008). Students' alternative conceptions in geography. *Geographical Education*, 21, 43–52.

## Assessment

Ahrenfeld, J. & Watkin, N. (2010) *The Exam Class Toolkit*. Continuum International Publishing Group, New York.

Black, P. and Wiliam, D (2001) *Inside the Black Box: Raising Standards Through Classroom Assessment*

BOSTES Assessment resource centre <http://arc.boardofstudies.nsw.edu.au>

Butt, G. (2010) *Making Assessment Matter*. Continuum International Publishing Group, New York.

Hattie, J. (2007). The power of feedback. *Review of Educational Research* 77(1), 81-112

Lambert, D. (2000). Using Assessment to support learning, in Ashley Kent (ed), *Reflective Practice in Geography Teaching* Chapman, London pp 131-140

Spendlove, D. (2009) *Putting Assessment for Learning into Practice*. Continuum International Publishing Group, New York.

Weeden, P & Lambert, D. (2006). *Geography inside the black box: Assessment for learning in the geography classroom*. Sheffield: Geographical Association.

Weeden, P. & Hopkin, J. (2006). Assessment for Learning in Geography, Chapter 22 in David Balderstone (ed) *Secondary Geography Handbook*, Sheffield: Geographical Association

## Fieldwork

Department of Education and Training, Centre for Learning Innovation, NSW. About fieldwork. Retrieved October 2012, from: [http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/about\\_fieldwork/index.htm](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/about_fieldwork/index.htm)

Kleeman, G. (Ed.). (2008). *Keys to fieldwork: Essential tools and skills*. South Yarra: Melbourne Education Australia.

Lambert, D. & Balderstone, D. (2010). Fieldwork: A Very Special Practice in D. Lambert, & D. Balderstone (ed). *Learning to Teach Geography in the Secondary School London*: Routledge

## Classroom Management

Charles, C.M. (2013). *Building classroom discipline* (11<sup>th</sup> ed.). Pearson Higher Ed USA (ISBN: 9780133095319)

Charles, C.M. (2013). *Building classroom discipline: international edition* (11<sup>th</sup> ed.). Pearson Higher Ed USA (ISBN: 9780133400625)

Hardin, C. J. (2011). *Effective classroom management: models and strategies for*

## Concepts

Hutchinson, N. (2012). Place Writing: narratives, experience and identities *Geography Bulletin* 44.1.

Hutchinson, N. (2012). Space: moving beyond spatial science to engage Australian students with

Asian Geography Geography Bulletin 44.1.

Hutchinson, N. (2012). 'Crouching Tiger, Hidden Dragon': uncovering some questions about sustainable livelihoods in Southeast Asia Geography Bulletin 44.3.

Lane, R. & Coutts, P. (2012). Students' alternative conceptions of tropical cyclone causes and processes. *International Research in Geographical and Environmental Education*, 21(3), pp. 205–222.

### **Indigenous education**

Harrison, N. (2011). *Teaching and learning in Aboriginal education* (2nd ed.). Oxford University Press (ISBN: 9780195574593)

Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Cambridge University Press (ISBN: 9781107685895)

#### 1. Teaching and Learning Strategies

This unit will be taught through the adoption of various methodologies including both direct instruction and workshops. Participation in small group work is an aspect of most classes. Students are expected to critique different teaching methodologies and to have an awareness of current developments in education. There will also be set readings and activities each week.

#### **The Australian Professional Standards for Teachers**

The *Australian Professional Teaching Standards* provide a common reference point to describe, recognise, and support the complex and varied nature of teachers' work. The standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of students. Further information regarding the Standards can be found at: <http://www.aitsl.edu.au/>

**Please note:** in order to pass this unit students are required to demonstrate knowledge, skills, values and attitudes consistent with the Australian Graduate Standards. Students who have not demonstrated these benchmarks may be required to resubmit assignment work until these minimum standards are met. Resubmitted work will be awarded a maximum of a pass grade.

#### **How to set up a Reflective E-Portfolio**

An excellent way to document your progress towards attainment of the Professional Graduate Standards is to maintain an electronic portfolio of your work. All students in TEP 425/426 are strongly encouraged to maintain such a portfolio.

The purpose of an e-portfolio is to assist you to:

- reflect on your tutorial and practicum experiences, to identify areas of strength, weakness and goals for future skill and knowledge development;

- make use of the feedback provided by the lecturer and your peers to improve the quality of your work; and
- maintain a record of your progress towards national teaching standards.

A resource such as this will provide strong evidence of your capabilities when you apply for a teaching position at the end of the year.

### ***A digital portfolio of evidence for accreditation.***

WordPress.com offers a secure and user-friendly means for students (and teachers) to create an online portfolio or journal. Users can create chronologically ordered posts in the form of a blog (including images, podcasts and videos) and build pages of persistent information accessible under topic headings. WordPress can also be shared between class members to help students learn from each other. You can learn how to use WordPress at: <http://WordPress.com/>.

### ***Steps for creating and maintaining your digital portfolio***

1. Create a folder on your computer or thumbstick for storing your work for TEP426
2. Set up a WordPress account at <http://WordPress.com/> This involves selecting a username and typing in your email address.
3. You may wish to email the address of your page to the unit presenter Susan Caldis at: [susan.caldis@mq.edu.au](mailto:susan.caldis@mq.edu.au)
4. Search on the WordPress.com site for tutorials to get you started.
5. Once you have set up your page, go to Dashboard – Settings – Privacy. Select “I would like my blog to be private, visible only to users I choose” and type “susancaldismq” in the box below. This will ensure that you and the unit presenter can only read your posts. Later in the semester you may wish to make your portfolio information available to others.
6. Select a layout for your site. You will need both blog entries and separate pages to display your work.
7. Use the blog facility on this page to reflect on the tutorials and the lessons you teach each week during prac.
8. Select a particular issue and ask yourself: what worked/didn't work in this lesson? Why? What resources/ideas from the TEP425/426 workshops can I use to address this issue in future lessons?
9. After completing each assignment in this unit you could:
10. Attach the task, your reflections and a description of standards to your webpage in an

organised structure. Suggested questions for reflection are provided below. Provide hyperlinks to each of your tasks from the home page.

11. Complete the reflective questions (see below) and attach your responses to the front of your resource/evidence.
12. Adjust the task to take into account peer and teacher feedback.
13. Identify the relevant professional graduate standards and explain how they are met by the task.

### ***Guiding questions for reflection***

1. How will the knowledge, skills and insights gained from this activity influence your future teaching practice?
2. What have I learnt from undertaking this activity?
3. Any other comments/reflections about the skills/knowledge gained or challenges of the task.
4. How did you respond to the lecturer/peer/master teacher feedback? What changes to the resources have you made as a result? (These comments will need to be added after each Task is returned).

### ***Common questions about the E-Portfolio***

1. Why do I need to map tasks against the professional graduate standards?

There are two important reasons for this.

Teacher training, like classroom instruction, is guided by clear standards and goals. The graduate standards are your ultimate goals. You need to own these goals and look for opportunities to achieve the standards through your experiences both at school and at university. The professional standards, like outcomes for students in syllabus documents, act as a benchmark for setting goals and evaluating progress towards them.

When you apply for accreditation in your future careers you will be expected to provide evidence to demonstrate you have met the standards of the profession by producing annotated resources that DEMONSTRATE and EXPLAIN how you have met these standards. It is important that you get started on this task as early as possible so that you develop an understanding of the types of evidence you need to collect (see the following NSWIT webpage for examples of annotations <http://www.nswteachers.nsw.edu.au/content.aspx?PageID=346>)

## **Unit Schedule**

Week	Focus area	Assessment schedule
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	<b>Prac bloc Weeks 1-2</b>	
3.	<p><b>Overview of TEP426</b></p> <p><b>What makes Geography geography?</b></p> <ul style="list-style-type: none"> <li>• For a student</li> <li>• For a teacher</li> <li>• For the future</li> <li>• From the curriculum</li> </ul>	Distribute Task 1
4.	<p><b>Focus on the Preliminary course (SGP)</b></p> <p><b>What is it? Why does it matter? and How do I teach it?</b></p> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Establishing links to content</li> <li>• What to do when it's done</li> </ul>	Distribute Task 2A, 2B and 2C
5.	<p><b>Focus on the Preliminary Course (Biophysical Interactions)</b></p> <p><b>What are biophysical interactions? Why are they important? Where are some suitable case studies located?</b></p> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> </ul>	Distribute Task 3 Task 1 due
6 & 7	<p><b>Focus on the Preliminary Course (Global Challenges)</b></p> <p><b>What are global challenges? Why is Population the core unit? How do I cater for options?</b></p> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> </ul>	<p>Task 2A due in Week 6</p> <p>Distribute Task 4</p>
<b>Mid-semester break</b>		
8.	<p><b>Focus on the HSC Course (Ecosystems At Risk)</b></p> <p><b>What does 'at risk' mean and how effectively can the risk be managed?</b></p> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> </ul>	



<p>9.</p>	<p><b>Focus on the HSC Course (Urban Places)</b></p> <p><b>What is urbanisation and how has this process caused change to various places?</b></p> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> </ul>	<p>Task 2B due</p>
<p>10.</p>	<p><b>Focus on the HSC Course (People and Economic Activity)</b></p> <p><b>To what extent are the industry and enterprise connected?</b></p> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> <li>•</li> </ul>	
<p>11.</p>	<p><b>Assessment and Reporting</b></p> <ul style="list-style-type: none"> <li>• Constructing multiple choice questions and stimulus based responses</li> <li>• Simulated marking using student work samples</li> </ul>	
<p>12.</p>	<p><b>SGP presentations</b></p> <ul style="list-style-type: none"> <li>• Students have 20 minutes to present their SGP</li> </ul>	<p>Task 2C due</p>
<p>13.</p>	<p><b>SGP presentations</b></p> <p>Students have 20 minutes to present their SGP</p> <p><b>Student choice</b></p> <p><b>What would I like to enhance in my teaching of Geography?</b></p> <ul style="list-style-type: none"> <li>• This workshop provides the opportunity for students to suggest an area they would like to focus on – it can be a revisited topic to refine skills and understanding, or it can be a new area of focus pending its suitability to geographical methodology. Suggestions and agreement will be sought during Week 8</li> </ul>	<p>Task 3 due</p> <p>Task 4 finalised</p>
<p><b>Date TBC</b></p>	<p><b>Participation in fieldwork</b></p> <ul style="list-style-type: none"> <li>• A suitable date will be established</li> <li>• Whilst participation in fieldwork is not explicitly assessed, it is the expectation that students in TEP426 will attend and actively participate in a day of fieldwork. The fieldwork could occur during semester or in mid semester break or on a Saturday or Sunday during Semester 2</li> </ul>	

## 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](http://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](http://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](http://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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)

## Assessment tasks

- Rationale for fieldwork
- Senior Geography Project
- Written feedback
- Blog posts

## 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. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills

in Geography. (2.5)

- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

## Assessment tasks

- Senior Geography Project
- Written feedback

## 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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)

## Assessment tasks

- Senior Geography Project
- Blog posts

## 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. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

## Assessment tasks

- Rationale for fieldwork
- Senior Geography Project
- Blog posts

## 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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

## Assessment tasks

- Rationale for fieldwork
- Senior Geography Project
- Written feedback
- Blog posts

## 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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)

- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

## **Assessment tasks**

- Senior Geography Project
- Written feedback
- Blog posts

## **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**

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities



- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

### **Assessment tasks**

- Rationale for fieldwork
- Senior Geography Project
- Written feedback
- Blog posts

## **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**

- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)

### **Assessment task**

- Senior Geography Project

## **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**

- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning. (1.5, 3.3, 6.2)

### **Assessment tasks**

- Rationale for fieldwork
- Senior Geography Project