



TEP 425

Geography in the Secondary School I

S1 Day 2015

Dept of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	14
<u>Delivery and Resources</u>	17
<u>Unit Schedule</u>	28
<u>Policies and Procedures</u>	30
<u>Graduate Capabilities</u>	33
<u>Changes from Previous Offering</u>	38

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Rod Lane

rod.lane@mq.edu.au

Contact via rod.lane@mq.edu.au

C3A910

Tutor

Susan Caldis

susan.caldis@mq.edu.au

Contact via susan.caldis@mq.edu.au

Credit points

3

Prerequisites

TEP388(P) or TEP395(P)

Corequisites

TEP401

Co-badged status

Unit description

This unit focuses on the teaching of geography in the secondary school. Syllabus documents are examined and their implications analysed. While the more 'traditional' teaching and learning strategies are addressed, greater emphasis is placed on those strategies that are student centred and develop the students' ability to use and apply geography's inquiry-based methodology. By the end of the unit students should have developed the knowledge, understanding and pedagogical skills required to enrich the teaching of geography, and be capable of developing and implementing units of work from the relevant syllabus documents.

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 demonstrates a detailed knowledge of the philosophy, structure, content and

inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content

UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content

UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy

UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum

UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning

UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies

UO7 demonstrates the ability to reflect critically on and improve teaching practice

UO8 prepares for and contribute to discussions about geographical education

UO9 recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools; and

UO10 demonstrates the ability to develop a classroom management plan.

General Assessment Information

Assessment Task 1:

Short written response: A rationale for Geography's place in the school curriculum (10%)

Outcomes:

UO1	demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the current NSW Year 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO8	prepares for and contributes to discussions about geographical education

Task:

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?" (Michael Palin - actor, writer, television presenter, Immediate Past President of Royal Geographical Society with the Institute of British Geographers)

Reflect on the above quote, readings and activities from Workshop 1, and other readings of our choice to write an 800 word reflective response about the importance of Geography as a subject in the school curriculum. Students need to make clear reference to research and personal opinion to build the response and justify their position.

Due: Week 3

This task enables you to demonstrate:

- your understanding and appreciation of Geography’s status in the school curriculum
- your ability to think through a curriculum related issue and construct a reasoned rationale in response to research and your own opinion
- your written communication skills

Grade	Performance descriptors
HD	<ul style="list-style-type: none"> • Demonstrates high level, complex understanding across a breadth of research about the place of Geography in the school curriculum • Demonstrates critical insight across a breadth of research and of personal opinion • Demonstrates a clear connection between the research and of personal opinion to develop a coherent, fluent and sophisticated response • Incorporates several examples from the workshop and teaching practice where appropriate • Adherence to word limit (800 words +/- 50 words) • Correct use of APA referencing protocols
D	<ul style="list-style-type: none"> • Demonstrates excellent understanding across a range of research about the place of Geography in the school curriculum • Demonstrates insight across the research and of personal opinion • Demonstrates a clear connection between research and opinion to develop a coherent and reasoned response • Incorporates some examples from the workshop and teaching practice where appropriate • Adherence to word limit (800 words +/- 50 words) • Correct use of APA referencing protocols
Cr	<ul style="list-style-type: none"> • Demonstrates a good understanding of some research about the place of Geography in the school curriculum • Demonstrates a clear connection between the research and of personal opinion to develop a reasoned response • Incorporates at least one example from the workshop and/or teaching practice where appropriate • Adherence to word limit (800 words +/- 50 words) • Correct use of APA referencing protocols
P	<ul style="list-style-type: none"> • Demonstrates a basic understanding of limited research about the place of Geography in the school curriculum • Demonstrates some connection between the research and of personal opinion to develop a response • May incorporate at least one example from the workshop and/or teaching practice where appropriate • May adhere to the word limit (800 words +/- 50 words) • May use referencing protocols
F	<ul style="list-style-type: none"> • Written response does not meet the stated assessment task outcomes

Assessment Task 2

Lesson plan: A 90 minute lesson plan focused on the integration of inquiry, fieldwork, tools and skills (15%)

Outcomes:

UO1	demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the current NSW Year 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO2	designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO3	demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
UO4	demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
UO5	demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
UO8	prepares for and contributes to discussions about geographical education

Task: Reflect on readings and activities from Workshops 1, 2- 3, and other readings of your choice, to develop a ninety (90) minute lesson plan that will enable Stage 4 or Stage 5 students to apply their learning through the use of inquiry methodologies and the integration of skills. The lesson should have clear purpose; show differentiation; include at least 2 teaching and learning activities; and be clearly aligned to either the current NSW Year 7-10 Geography syllabus, or the draft K-10 Geography syllabus incorporating Australian Curriculum content. To support the lesson plan, a 500 word response will be written to explain why the syllabus area, style of lesson and specific methodologies were chosen. Students will need to make clear reference to the research.

Due: Week 5

This task enables you to demonstrate:

- your understanding and appreciation of the importance of inquiry, fieldwork, tools and skills in the teaching of Geography
- your ability to plan and develop an age-appropriate, timely and purposeful lesson with clear alignment to Stage 4 or 5 requirements in the current NSW Year 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content
- your planning and written communication skills

Grade	Performance descriptors
HD	<ul style="list-style-type: none"> • Develops a detailed, challenging and appropriate lesson plan, with clear purpose, reasonably considered as suitable for delivery within 90 minutes • Lesson plan includes a variety of teaching and learning activities; clear evidence of differentiation; and clear alignment to the current NSW syllabus or new draft NSW Geography syllabus • Demonstrates high level, complex understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Develops a coherent, fluent and sophisticated response that adheres to the word limit (500 words +/- 50 words) • Correct use of APA referencing protocols
D	<ul style="list-style-type: none"> • Develops a clear, purposeful and appropriate lesson plan, reasonably considered as suitable for delivery within 90 minutes • Lesson plan includes at least two relevant teaching and learning activities; evidence of differentiation; and alignment to the current NSW syllabus or new draft NSW Geography syllabus • Demonstrates an excellent understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Develops a coherent and reasoned response that adheres to the word limit (500 words +/- 50 words) • Correct use of APA referencing protocols
Cr	<ul style="list-style-type: none"> • Develops an appropriate lesson plan, reasonably considered as suitable for delivery within 90 minutes • Lesson plan includes two relevant teaching and learning activities with some evidence of differentiation and alignment to the current NSW syllabus or new draft NSW Geography syllabus • Demonstrates a good understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Develops a reasoned response that adheres to the word limit (500 words +/- 50 words) • Correct use of APA referencing protocols
P	<ul style="list-style-type: none"> • Develops a lesson plan, reasonably considered as not suitable for delivery within 90 minutes (too short or too long) • Lesson plan includes more than one relevant teaching and learning activity • Lesson plan may include evidence of differentiation and alignment to the current NSW syllabus or new draft NSW Geography syllabus • Demonstrates a basic understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • May adhere to the word limit (500 words +/- 50 words) • Correct use of referencing protocols
F	<ul style="list-style-type: none"> • Lesson plan and written response do not meet the stated assessment task outcomes

Assessment Task 3

Unit of work with an assessment task: A unit of work for Stage 4 or Stage 5, covering a 4 week duration of 4 x 45 minute sessions per fortnightly cycle i.e. 8 lessons (25%)

Outcomes:

UO1	demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the current NSW Year 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO2	designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO3	demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
UO4	demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
UO5	demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
UO6	Employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies

Task: Reflect on readings and activities from Workshops 1- 5, and other readings of your choice to develop a unit of work covering a duration of four (4) weeks with four (4) X forty five (45) minutes sessions per fortnightly cycle (i.e. 8 lessons). The unit of work should have clear purpose; show differentiation; include a variety of teaching and learning activities, including the use of inquiry methodologies; identify relevant resources; and be clearly aligned to the current NSW Year 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content. To support the unit of work, an appropriate assessment task should be developed with a marking criterion.

Due: Week 9

This task enables you to demonstrate:

- your understanding and appreciation of relevant teaching methodologies in Geography
- your ability to plan and develop an appropriate, timely and purposeful unit of work and assessment item with clear alignment to Stage 4 or Stage 5 requirements in the current NSW Year 7-10 syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content
- your ability to select and develop teaching and learning activities that demonstrate understanding of appropriate strategies to assess student learning

Grade	Performance descriptors
-------	-------------------------

<p>HD</p>	<ul style="list-style-type: none"> • Demonstrates a high level, complex ability to apply a breadth of research in developing a coherent and sophisticated unit of work with related assessment item. This unit of work is detailed, challenging and appropriate; includes a wide variety of teaching and learning activities; includes a wide variety of appropriate resources; includes clear and consistent evidence of differentiation; has clear and consistent alignment to the current NSW syllabus or new draft NSW Geography syllabus. • This unit of work has clear purpose and is reasonably considered as suitable for delivery within the designated timeframe • Develops a detailed, challenging and relevant assessment item with a coherent, unambiguous marking criteria; and clear, appropriate alignment to syllabus requirements • Correct use of APA referencing protocols
<p>D</p>	<ul style="list-style-type: none"> • Demonstrates an excellent ability to apply a range research in developing a coherent unit of work with related assessment item. This unit of work is clear, purposeful and appropriate; includes a variety of teaching and learning activities; identifies a variety of relevant resources; includes evidence of differentiation across the unit; and has clear alignment to the current NSW syllabus or new draft K-10 Geography syllabus. • This unit of work is reasonably considered as suitable for delivery within the designated timeframe • Develops a challenging and relevant assessment item with an unambiguous marking criteria; and clear, appropriate alignment to syllabus requirements • Correct use of APA referencing protocols
<p>Cr</p>	<ul style="list-style-type: none"> • Demonstrates a good understanding of the research to develop a unit of work with related assessment item. This unit of work is clear and appropriate; includes at least three different types of teaching and learning activities; identifies an appropriate but small range of resources; some differentiation; and alignment to the current NSW syllabus or new draft K-10 Geography syllabus. • This unit of work is reasonably considered as suitable for delivery within the designated timeframe • Develops a challenging and relevant assessment item with an appropriate marking criterion; and alignment to syllabus requirements • Correct use of APA referencing protocols
<p>P</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the research to develop a basic unit of work with an assessment item. This unit of work is reasonably considered as not suitable for delivery within the designated timeframe (too short or too long) • Develops an assessment item with a brief marking criterion • Develops a unit of work with more than one type of relevant teaching and learning activity • Develops a unit of work that identifies more than one type of resource • Unit of work may include evidence of differentiation • Unit of work may include alignment to the current NSW syllabus or new draft K-10 NSW Geography syllabus • Assessment item may include alignment to syllabus requirements • Correct use of referencing protocols
<p>F</p>	<ul style="list-style-type: none"> • Unit of work and assessment item do not meet the stated assessment task outcomes

Assessment Task 4:

Microteaching presentation, peer assessment and reflection: An up to twenty (20) minute presentation of a student centred lesson – that can be adapted from the one of the lessons submitted as part of Tasks 2 or 3 (30%).

Outcomes:

UO1	demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the current NSW Years 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO2	designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus or the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO3	demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
UO4	demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
UO5	demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
UO7	demonstrates the ability to critically reflect on and improve teaching practice
U10	demonstrates the ability to develop a classroom management plan

Task: Reflect on readings and activities from TEP425 to develop a student centred lesson. The lesson can be adapted from the lessons submitted as part of Tasks 2 or 3, or it can be from another part of the current NSW Year 7-10 syllabus or from the draft K-10 NSW Geography syllabus incorporating Australian Curriculum content. The lesson should have coherency and clear purpose; a relevant resource(s); demonstrate an understanding of geographical teaching methodologies; and be clearly aligned to the syllabus. This is also a peer assessed item. When assessing other presentations, comment needs to be made about how the lesson could be improved and how the lesson inspired them to reflect on their own teaching. Feedback gained from peer assessment should be considered in response to research and critical reflection, and ideally incorporated in to the final blog.

Due: Weeks 9-10 – Microteaching spans 2 workshops; specific date and time for each student is to be allocated via an iLearn thread during Weeks 4-5

This task enables you to demonstrate:

- your ability to plan and present a student-centred lesson based on specific elements of the current NSW Year 7-10 Geography syllabus or the draft K-10 NSW Geography syllabus incorporating Australian Curriculum content
- your understanding and interpretation of relevant syllabus documents
- your ability to select resources and develop a teaching and learning activity(ies) that demonstrates an understanding and appreciation of geographical teaching methodologies and meeting the specific learning needs of students across the full range

of abilities

- your skills in selecting, using and evaluating instructional materials for lesson development
- your constructive critique and reflection skills
- your planning, communication and presentation skills

Microteaching presentation

Grade	Performance descriptors
HD	<ul style="list-style-type: none"> • Develops a detailed, challenging and appropriate lesson, with clear purpose, delivered within 20 minutes • Lesson is coherent and includes relevant and appropriate resources and teaching and learning activities; clear evidence of differentiation; and clear evidence of own resource development • Demonstrates explicit alignment to the current NSW syllabus or new draft NSW K-10 Geography syllabus • Demonstrates high level, complex understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Demonstrates a range of sophisticated, effective communication and presentation skills
D	<ul style="list-style-type: none"> • Develops a clear, purposeful and appropriate lesson, delivered within 20 minutes • Lesson is coherent and includes resources and teaching and learning activities; evidence of differentiation; and evidence of alignment to the syllabus; and clear evidence of own resource development • Demonstrates clear alignment to the current NSW syllabus or new draft NSW K-10 Geography syllabus • Demonstrates an excellent understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Demonstrates excellent and effective communication and presentation skills
Cr	<ul style="list-style-type: none"> • Develops an appropriate lesson, delivered within 20 minutes • Lesson includes at least one relevant resource and at least one relevant teaching and learning activity with some evidence of differentiation and alignment to the syllabus; and some evidence of own resource development. • Demonstrates alignment to the current NSW syllabus or new draft NSW Geography syllabus • Demonstrates a good understanding of the research about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Demonstrates an effective but limited range of communication and presentation skills
P	<ul style="list-style-type: none"> • Develops a basic lesson, not delivered within 20 minutes (too short or too long) • Lesson includes one resource and one teaching and learning activity • Lesson is not well sequenced • Lesson may include evidence of differentiation • Lesson may include alignment to the syllabus • Demonstrates a basic understanding about the importance of inquiry, fieldwork, tools and skills in the teaching of Geography • Demonstrates basic communication and presentation skills
F	<ul style="list-style-type: none"> • Lesson does not meet the stated assessment task outcomes

Assessment Task 5:

Blog posts: Students will complete 5 reflective blog posts of up to 300 words each. The focus of the blog will be in response to guiding questions about readings and/or workshop activities and/or practical teaching blocks and so on. Out of the 5 blogs completed, 1 of the blogs will be assessed, at the discretion of the tutor.

Outcomes:

UO1	demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
UO7	demonstrates the ability to critically reflect on and improve teaching practice
UO8	prepares for and contributes to discussions about geographical education
UO9	Recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools

Task: Each fortnight, students will post a reflective blog of up to 300 words. The focus of the blog will be in response to guiding questions about readings and/or workshop activities and/or practical teaching blocks and so on. There should also be clear connection made within the blog to one of the teaching standards. It is expected that in the final blog during Week 9-10, specific reference will be made to feedback obtained from Task 4. Out of the 5 blogs completed, 1 of the blogs will be assessed, at the discretion of the tutor.

Due: by Week 10

This task enables you to demonstrate:

- your understanding and appreciation of Geography’s status in the school curriculum
- your ability to think through a curriculum related issue and construct a reasoned rationale in response to research and your own opinion
- your critical reflection skills in response to research and evidence based practice
- your written communication skills

Grade	Performance descriptors
-------	-------------------------

HD	<ul style="list-style-type: none"> • Consistent quality of deeply reflective blog posts throughout the semester • Demonstrates high level, complex understanding across a breadth of research about the importance of Geography in the school curriculum and of geography teaching methodologies • Demonstrates critical insight and depth of reflection across a breadth of research, the TEP425 course, and of personal opinion and experience to develop a coherent, fluent and sophisticated response • Adherence to word limit (up to 300 words +/- 20 words) • Correct use of APA referencing protocols
D	<ul style="list-style-type: none"> • Consistent quality of well-considered reflective blog posts across the semester • Demonstrates an excellent understanding across a range of research about the importance of Geography in the school curriculum and of geography teaching methodologies • Demonstrates insight and reflection across the research, the TEP425 course, and of personal opinion and experience to develop a coherent and reasoned response • Adherence to word limit (up to 300 words +/- 20 words) • Correct use of APA referencing protocols
Cr	<ul style="list-style-type: none"> • Consistent quality of blog posts across the semester that demonstrate reflective capacity • Demonstrates a good understanding of some research about the importance of Geography in the school curriculum and of geography teaching methodologies • Demonstrates reflection and a clear connection between the research, the TEP425 course and of personal opinion and experience to develop a reasoned response • Adherence to word limit (up to 300 words +/- 20 words) • Correct use of APA referencing protocols
P	<ul style="list-style-type: none"> • Variable quality of blog posts across the semester that may or may not include a reflective capacity • Demonstrates a basic understanding of limited research about the importance of Geography in the school curriculum and of geography teaching methodologies • Demonstrates some connection between the research and/or the TEP425 course and/or of personal opinion and experience to develop a response • May adhere to the word limit (up to 300 words +/- 20 words) • May use referencing protocols
F	<ul style="list-style-type: none"> • Content and quality of the blogs do not meet the stated assessment task outcomes

The assessments in this unit are designed to provide students with an opportunity to apply the theory and skills that they have developed during the weekly workshops. The use of ICT and micro-teaching presentations enable students to increase their confidence as trainee professionals. The assessment tasks address a range of skill areas and enable students to demonstrate their level of competency against the Australian Graduate Standards for teachers. A number of weekly workshop tasks have also been included to help monitor student progress throughout the semester.

The final grade awarded for the unit is based on the four assessment tasks. Tutorial attendance is compulsory.

Some general policies on assessment are:

1. **All** assignments will be lodged both in **HARDCOPY** during the relevant tutorial (or through the assignment box in the Human Sciences Office, level 3 C3A, if late) and in **SOFTCOPY** through iLearn/Turnitin. The soft copy of your assignment should be attached as a Microsoft Word or PDF file. Assignments must be submitted by 4pm on the due date. If you are late to a tutorial on the date an assignment is due your task will be marked as if it is 1 day late.
2. **All** submissions must be typed/word processed (or presented using appropriate spreadsheet/graphics software) and both the cover sheet and the feedback sheet must be attached. The feedback sheet provides additional information on the criteria used to assess the assignment.
3. **Extensions and disruptions to study**

Extensions will be granted only in special circumstances only by the convenor, Dr Rod Lane. There are **ONLY** two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments or work commitments). **All extension requests must be accompanied by appropriate supporting evidence.**

Work pressures and professional experience are not acceptable reasons for the granting of an extension. Some circumstances routinely encountered by students are not acceptable grounds for claiming either an extension or special consideration:

- Routine demands of employment or need for financial support
- Routine demands of practical placements at school
- Routine family demands and/or problems (e.g. tensions with parents or spouses)
- Difficulty adjusting to university life or to the demands of academic work
- Stress or anxiety associated with any aspect of academic work
- Routine demands of sport or clubs, or social or extra-curricular activities
- Conditions existing prior to the commencement of a unit of study (with exceptions)

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). If you do not meet this criteria a late penalty will be applied. One sub-grade per day (5%) will be deducted for each day the assignment is outstanding. This will be reflected in you final overall mark at the end of the unit.

If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must make an application through ask.mq.edu.au. Extension requests via email will not be accepted. Relevant documentation must be included with your request.

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a failure grade being awarded.

You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

Please refer to the disruption policy for further details: <http://mq.edu.au/policy/>

1. You must keep a photocopy and electronic copy of assignments. In all but exceptional circumstances, claims about "lost" assignments cannot be made where these copies cannot be produced.

Assessment Tasks

Name	Weighting	Due
<u>Assessment Task 1</u>	10%	Week 3
<u>Assessment Task 2</u>	15%	Week 5
<u>Assessment Task 3</u>	25%	Week 9
<u>Assessment Task 4</u>	30%	Weeks 9 and 10
<u>Assessment Task 5</u>	20%	by Week 10

Assessment Task 1

Due: **Week 3**

Weighting: **10%**

Rationale: The importance of Geography as a subject in the school curriculum. There will also be a peer feedback component to this task.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO8 prepares for and contribute to discussions about geographical education
- UO9 recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools; and

Assessment Task 2

Due: **Week 5**

Weighting: **15%**

Develop a lesson plan suitable for delivery in 90 minutes, focused on the integration of inquiry, fieldwork, tools and skills. Include a 500 word justification. There will also be a peer feedback component to this task.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning
- UO8 prepares for and contribute to discussions about geographical education

Assessment Task 3

Due: **Week 9**

Weighting: **25%**

Design a unit of work and related assessment task with marking criteria suitable for delivery in 4 weeks where there are 4 lessons of 45 minutes per fortnightly cycle. There will also be a peer feedback component to this task.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO10 demonstrates the ability to develop a classroom management plan.

Assessment Task 4

Due: **Weeks 9 and 10**

Weighting: **30%**

Develop and present a microteaching session of up to 20 minutes. This lesson can be adapted from one of the lessons submitted as part of Task 2 or 3. A lesson plan must be provided. There will also be a peer feedback component to this task.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies

- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO10 demonstrates the ability to develop a classroom management plan.

Assessment Task 5

Due: **by Week 10**

Weighting: **20%**

Students will complete 5 reflective blog posts of up to 300 words over the semester in response to guiding questions about readings, workshop activities, practical blocks etc. 1 of these blogs will be assessed at the tutor's discretion.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contribute to discussions about geographical education
- UO9 recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools; and

Delivery and Resources

About this unit

This unit focuses on the teaching of Geography in the secondary school. It provides an overview of recent syllabus developments and various approaches to teaching. Syllabus documents are examined and their implications analysed. While the more 'traditional' teaching and learning strategies will be addressed, greater emphasis will be placed on strategies that are student-centred and develop the students' ability to use and apply geography's distinctive inquiry-based methodology. The application of these strategies is possible in TEP 401 and TEP 402 Professional Experience in the Secondary School I and 2. At the conclusion of the unit students should be familiar with inquiry-based teaching methodologies and the range of resources that can be used to enrich the teaching of geography, and also be capable of developing and implementing units of work from the relevant syllabus documents. Students will be expected to demonstrate considerable expertise in the development and teaching of content and skills selected from the relevant syllabus documents.

Classes and Unit Content

Students are expected to attend a three-hour class per week. The classes are a combination of lecture, tutorial and workshop and are characterised by a high level of student participation.

It is a requirement that students attend all workshops.

There will also be a fieldwork component scheduled to occur on one day either during mid-semester break or on a weekend.

It is a requirement that students attend all workshops. Supplementary tasks will not be provided for students who miss workshops.

Changes in response to student feedback

This unit was significantly redesigned at the end of 2013, ready for delivery in 2014. Student feedback indicated the teaching and learning activities prior to and during the workshops, and the assessment tasks were both relevant and rigorous. The fieldwork component was particularly supported. However, on the basis of feedback supplied by students the following adjustment has been made to the unit this year:

- A blog has been incorporated in to the program, accessible via iLearn

Required and Recommended texts and/or materials

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 above table 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 the weekly workshops.

Required texts (this text should be brought with you each week):

Taylor, T., Fahey, C., Kriewaldt, J. & Boon, D. (2012). *Place and time: explorations in teaching geography and history*. Pearson Education: Frenchs Forest. **This text was specifically written for pre-service teachers and teachers new to teaching Geography and/or History.**

Kleeman, G. (2005) *Topographic mapping skills for secondary students*. Cambridge University Press: Melbourne. **This text provides an excellent introduction to the essential skills in Geography.**

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**.

Highly recommended:

Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Southbank Victoria: Thompson Social Science Press. Special Reserve: **LC1031 .K55 2005**

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

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

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

Roberts, M. (2003). *Learning Through Enquiry: Making sense of geography in the stage 3 classroom*. Geographical Association: Sheffield

Relevant institute of Teachers and Board of Studies documents that you will need for tutorials

It is *essential* that each student bring a hard copy of the *NSW Year 7-10 Geography syllabus documents* with them to each workshop. This documents can be downloaded from <http://www.boardofstudies.nsw.edu.au/>.

Students will need to be familiar with the *ACARA F-10 Australian Curriculum: Geography*. This document can be downloaded from <http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1>. Additionally, students will also need to be familiar with the *BOSTES draft NSW K-10 Geography syllabus incorporating Australian Curriculum content*. This document can be downloaded from http://www.boardofstudies.nsw.edu.au/australian-curriculum/pdf_doc/geography-k-10-draft-syllabus-for-consultation.pdf. **Please note the draft status of this BOSTES document.** There will be a pdf of both documents available on ilearn.

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

Other useful references:

Access to the journals from Geographical Association UK (*Geography; Teaching Geography*) and the NSW Geography Teacher's Association (*Geography Bulletin*)

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. (2013). ACARA Update: the Australian Curriculum: Geography. *Geography Bulletin*, 45(2) 5-6

Caldis, S. (2014). Feedback around the draft K-10 Geography syllabus for BOSTES: A GTANSW response. *Geography Bulletin* 46(3) 5-12

Caldis, S. (2014). Assessment for Learning in the Geography classroom: Can we bring about change to reflect evidence based practice? *Geography Bulletin* 46(3) 41-45

Caldis, S. (2014). Influential and interested: the role of a professional association in the development of the F-10 Australian Curriculum: Geography *Geographical Education* 27 51-59

Gersmehl, P. (2005). *Teaching Geography*, New York: The Guildford Press

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.

Martin, F. (2006). e-geography: using ICT in quality geography, Sheffield, Geographical Association

Morgan, J. (2012). *Teaching secondary geography as if the planet matters*. London: Routledge

Morgan, J. and Lambert, D. (2005). *Geography: Teaching School Subjects 11-19*, London, Routledge

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.

Howes, N. & Hopkin, J. (2000). Improving formative assessment in geography *Teaching Geography* 25.3.147-149

Kleeman, G. & Peters, A. (2007). Applying geographical tools and Skills: a Sample Assessment Task *Geography Bulletin*, Summer

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

Bliss, S. (2009). Fieldwork the heart of geography. *Geography Bulletin* Summer

Bliss, S. (2009). Discovering my backyard: fieldwork research Years 7-8 *Geography Bulletin* 41(1) 14-17

Caldis, S. (2014). The SGP – making it count. *Geography Bulletin* 46(1) 5-7

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

Foott, B. (2009). Fieldwork at environmental education centres *Geography Bulletin* 41.1.20-21

Foskett, N. (2000). Fieldwork and the developing of thinking skills *Teaching Geography* 25(3), pp. 126–129.

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

Wilks, J. (2007). A scaffold for the Geography Action plan – Stage 5 geography *Geography Bulletin*, Summer

Teaching Strategies

Anderson, L & Krathwohl, D. (2000). Eds. *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Beghetto, R. A., & Kaufman, J.C. (2010). *Nurturing Creativity in the Classroom*. Cambridge University Press (ISBN: 9780521715201)

Brady, L., & Kennedy, K. (2011). *Assessment & reporting: Celebrating student achievement* (4th ed.). Pearson Australia (ISBN: 9781442546813)

Burden, P.R., & Byrd, D.M. (2012). *Methods for effective teaching: Meeting the needs of all students* (6th ed.). Pearson Higher Ed USA. (ISBN: 9780132698160)

Borich, G. D. (2013). *Effective teaching methods: Research-based practice* (8th ed.). Pearson Higher Ed USA (ISBN: 9780132849609)

Connell, R., Welch, A., Vickers, M., Foley, D., Bagnell, N., Hayes, D., Proctor, H., Sriprakash, A., & Campbell, C. (2013). *Education, change and society* (3rd ed.). Oxford University Press (ISBN: 9780195522273)

Duchesne, S., McMaugh, A., Bochner, S., & Krause, K. (2013). *Educational psychology for learning and teaching* (4th ed.). Cengage Learning (ISBN: 9780170218610)

Eggen, P. D., & Kauchak, D. P. (2012). *Educational psychology: Windows on classrooms: International Edition*. (9th ed.). Pearson Higher Ed USA (ISBN: 9780132920858)

Ewing, R. (2013). Curriculum and assessment: storylines (2nd ed.). Oxford University Press (ISBN: 9780195520132)

Ewing, R., Lowrie, T., & Higgs, J. (2009). Teaching and communicating: Rethinking professional experience. Oxford University Press (ISBN: 9780195567212)

Gibbs (2012). The reflective practitioner Custom Book. Pearson Custom Books (ISBN: 9781486003372)

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2011). Teaching challenges and dilemmas (4th ed.). Cengage Learning. (ISBN: 9780170187619)

Hamper, D. & Lane, R. (2005). Graphic Organisers in the Geography classroom, Geography Bulletin, Spring

Howell, J. (2012). Teaching with ICT: Digital pedagogies for collaboration and creativity. Oxford University Press (ISBN: 9780195578430)

Johnson, D.H., & Johnson, F. P. (2012). Joining together: Group theory group skills: International edition (11th ed.). Pearson Higher Ed USA (ISBN: 9780132989794)

Kalantzis, M., & Cope, B. (2012). Literacies. Cambridge University Press (ISBN: 9781107402195)

Killen, R. (2013). Effective teaching strategies: Lessons from research and practice (6th ed.). Cengage Learning (ISBN: 9780170223881)

Kleeman, G. (2007). Things that matter: Poster-based teaching and learning strategies Geography Bulletin Winter

Kleeman, G. (2005). Using Cartoons to investigate geographical issues Geography Bulletin 37.2.3-15

Latham, G., Blaise, M., Dole, S., Faulkner, J., & Malone, K. (2011). Learning to teach: New times, new practices (2nd ed.). Oxford University Press (ISBN: 9780195561791)

Lever-Duffy, J., & McDonald, J. (2014). Teaching and learning with technology. Pearson Higher Ed USA (ISBN: 9780132824903)

Maloy, R. W., Verock-O'Loughlin, R., Edwards, S.A., & Woolf, B.P. (2013). Transforming learning with new technologies (2nd ed.). Pearson Higher Ed USA (ISBN: 9780133155716)

Martin, D. J., & Loomis, K. S. (2014). Building teachers: A constructivist approach to introducing education (2nd ed.). Cengage Learning (ISBN: 9781133943013)

Marsh, C. (2010). Becoming a teacher: knowledge, skills and issues (5th ed.). Pearson Australia (ISBN: 9781486019069)

Marsh (Compiled by Pittaway, S) (2012). Foundations of teaching: Custom Book. Pearson Custom Books (ISBN: 9781486006298) [For University of Tasmania]

McDevitt, T. M., & Ormrod, J. E. (2012). Child development and education: International Edition (5th ed.). Pearson Higher Education USA (ISBN: 9780132877992)

McDevitt, T. M., Ormrod, J. E., Cupit, G., Chandler, M., & Aloa, V. (2012). *Child development and education*. Pearson Australia (ISBN: 9781442547391)

McGee, C., & Fraser, D. (2012). *The professional practice of teaching* (4th ed.). Cengage Learning. (ISBN: 9780170192941)

McInerney, D., & McInerney, V. (2009). *Educational psychology with MyEducationLab: Constructing learning* (5th ed.). Pearson Australia (ISBN: 9781442515192)

McKenna, T., Cacciattolo, M., & Vicars, M. (2013). *Engaging the disengaged: Inclusive approaches to teaching the least advantaged*. Cambridge University Press (ISBN: 9781107627987)

McMillan, J. H. (2013). *Classroom assessment: principles and practice for effective standards-based instruction* (6th ed.). Pearson Higher Ed USA (ISBN: 9780133119428)

Ministerial Council on Education, Employment, Training and Youth Affairs [MCEETYA] (1999). *National Goals for Schooling in the Twenty-first Century*. <http://www.curriculum.edu.au/mceetya/nationalgoals/natgoals.htm>

Readman, K., & Allen, B. (2013). *Practical planning and assessment*. Oxford University Press (ISBN: 9780195519563)

Roblyer, M. D., & Doering, A. H. (2011). *Integrating educational technology into teaching: International Edition* (6th ed.). Pearson Higher Education USA (ISBN: 9780132929615)

Robinson-Zanartu, C., Doerr, P., & Portman, J. (2013). *Teaching 21 thinking skills for the 21st Century: The MiCOSA Model*. Pearson Higher Ed USA (ISBN: 9780132698443)

Woolfolk, A., & Margetts, K. (2012). *Educational psychology* (3rd ed.). Pearson Australia (ISBN: 9781442549951)

Weaven, M. (2011). *Dilemmas of Practice*. Pearson Australia (ISBN: 9781442549302)

Whitton, D., Barker, K., Nosworthy, M., Sinclair, C., & Nanlohy, P. (2010). *Learning for teaching: Teaching for learning, Australia-New Zealand Edition* (2nd ed.). Cengage Learning (ISBN: 9780170181044)

Classroom Management

Arthur-Kelly, M., Lyons, G., Butterfield, N. and Gordon, C. (2006). *Classroom Management (2e)*. South Melbourne: Thomson.

Arthur, M., Gordon, C., & Butterfield (2003). *Classroom management: Creating positive learning environments*. Southbank: Thomson.

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

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

Hardin, C. J. (2011). *Effective classroom management: models and strategies for today's classrooms* (3rd ed.). Pearson Higher Ed USA (ISBN: 9780137055036)

Jones, V. (2010). *Practical classroom management*. Pearson Higher Ed USA (ISBN: 9780137082117)

Konza, D., Grainger, J. and Bradshaw, K. (2003). *Classroom Management: A Survival Guide*. South Melbourne: Social Science Press.

Levin, J., & Nolan, J.F. (2013). *Principles of classroom management: A professional decision-making model* (7th ed.). Pearson Higher Ed USA (ISBN: 9780132868624)

Lyons, G., Ford, M., & Slee, J. (2014). *Classroom management: Creating positive learning environment* (4th ed.). Cengage Learning (ISBN: 9780170233224)

Rogers, W.A. (1989). *Making a Discipline Plan – Developing Classroom Management Skills*. Melbourne: Nelson.

Rogers, W.A. (1995). *Behaviour Management a whole school approach*. Sydney: Ashton Scholastic. **LB 3011.R64**

Curriculum

ACARA Geography <http://www.acara.edu.au/geography.html>

Australian Academy of Science National Committee for Geography, Australian Geography Teachers' Association Ltd., Geographical Association of Western Australia Inc., Geographical Society of New South Wales Inc., Geography Teachers' Association of New South Wales Inc., Geography Teachers' Association of Queensland Inc., Geography Teachers' Association of South Australia Inc., Geography Teachers' Association of Victoria Inc., Institute of Australian Geographers Inc., Royal Geographical Society of Queensland Inc., Royal Geographical Society of South Australia Inc., & Tasmanian Geography Teachers' Association Inc. (2007) *Australians need Geography*. Brisbane: Royal Geographical Society of Queensland
<http://www.science.org.au/natcoms/nc-geography/documents/nc-geography-australians-need.pdf>

Balderstone, D. (2006) *What's the point in learning geography?* Chapter 1 in David Balderstone (ed.) *Secondary Geography Handbook*, Sheffield: Geographical Association.

Bednarz, S., Bettis, N., Boehm, R., de Souza, A., Downs, R., Marran, J., Morrill, R. & Salter, C. (1994). *Geography for life: National geography standards*. Washington D.C.: National Geographic Society.

Berry, R. & Smith, R. (2009). *Towards a national geography curriculum for Australia*. Brisbane: Australian Geography Teachers' Association, Institute of Australian Geographers and Royal Geographical Society of Queensland. Brisbane: Royal Geographical Society of Queensland

Biddle, D. (1999) 'Geography in Schools.' A report commissioned by the National committee for Geography, Australian Academy of Science, *Australian Geographer*, 30, 1, 75-92.

Bliss, S. (2008) *Geography: The world is its laboratory*, Chapter 13 in Colin Marsh *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th Edition. Frenchs Forest: Pearson (library reserve)

Bliss, S. (2003). *Global Education in the Geography Curriculum* *Geographical Education* 16.30-36

BOS 7-10 Geography: syllabus, support documentation http://www.boardofstudies.nsw.edu.au/syllabus_sc/geography.html

BOS HSC Geography: syllabus, assessment and examination material, support document http://www.boardofstudies.nsw.edu.au/syllabus_hsc/geography.html

Brady, L. & Kennedy, K. (2010). *Curriculum construction* (4th ed.). Pearson Australia (ISBN: 9781442527454)

de Blij, H. (1999) National Council for Geographic Education Opening Session, Gardner Auditorium, Massachusetts State House, Wednesday, November 3. Retrieved from <http://geography.about.com/library/misc/bldeblj1.htm> 30 January 2010

Erebus International (2008). Study into teaching Geography in Years 3–10 Final Report. Sydney: Erebus International.

Hutchinson, N. (2006). 'Geography in Australian Schools: A View from the AGTA Chair'. *International Research in Geographical and Environmental Education*, 15, 2, 196-197

Geographical Association, (2009). A different view: a manifesto from the Geographical Association. Sheffield: Geographical Association. Retrieved from <http://www.geography.org.uk/resources/adifferentview> 30 January, 2010

International Geographical Union Commission on Geographical Education (IGU-CGE) (2006). The International Charter on Geographical Education, First Draft, Revised 2006 Edition

Lambert, D. and Balderstone, D. (2010). Role, Purpose and Philosophy: So Why Teach Geography? Chapter 1 in *Learning to teach geography in the secondary school*, 2nd Edition, London: Routledge.

McInerney, M (2009). National Geography Curriculum: An unprecedented opportunity for geography, *Geographical Education*, 22. 9-11

Marsh, C. (2011). Teaching the social sciences and humanities in the Australian curriculum (6th ed.). Pearson Australia (ISBN: 9781442533615)

Massey, D. (2006) The geographical mind. Chapter 4 in David Balderstone (ed.) *Secondary Geography Handbook*, Sheffield: Geographical Association.

Maude, A. (2010) What does Geography contribute to the education of young Australians? *Geographical Education* 23.14-22

Maude, A. (2009). Re-centering Geography: a school-based perspective on the nature of the discipline', *Geographical Research*, December, 47(4), 368–379.

Miles, D. and Ward, M. (2008) *Geography: essential learning Its place in the Victorian curriculum*, Melbourne: GTAV.

Morgan, J. (2009). Introduction – part 2: Why living geography now?' In David Mitchell (Ed.). *Living geography: exciting futures for teachers and students*, Chris Kington : London.

Pritchard, B. and Hutchinson, N. (2006) True Blue geography? an Op-ed article, *Geographical Education*, 19. 8-10.

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.

Lane, R. (2008). Students' alternative conceptions in geography. *Geographical Education*, 21, pp. 43–52.

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)

Inclusive Education

Ashman, A., & Elkins, J. (2011). *Education for inclusion and diversity* (4th ed.). Pearson Australia (ISBN: 9781442540262)

Forman, P. (2011). *Inclusion in action* (3rd ed.). Cengage Learning (ISBN: 9780170187626)

Friend, M. (2013). *Special Education: Contemporary perspectives for school professionals Loose Leaf Version* (4th ed.). Pearson Higher Ed USA (ISBN: 9780132836746)

Friend, M., & Bursuck, W. D. (2011). *Including students with special needs: A practical guide for classroom teachers* (6th ed.). Pearson Higher Ed USA (ISBN: 9780132179720)

Hyde, M., Carpenter, L., & Conway, R (2013). *Diversity, inclusion and engagement* (2nd ed.). Oxford University Press (ISBN: 9780195522235)

Literacy References

Bull, G. & Anstey, M. (eds.). (2000). *The Literacy Lexicon*. (2nd ed.) Frenchs Forest, NSW: Pearson Education

Cope, B. & Kalantzis, M. (eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. Melbourne: Macmillan.

Crystal, D. (1992). *The Cambridge Encyclopedia of Language*. Cambridge, UK: Cambridge Uni Press.

Emmitt, M. & Pollock, J. (1997). *Language and Learning. An Introduction for Teaching.* (2nd ed.) South Melbourne: Oxford Uni Press.

Finders, M. & Hynds, S. (2003). *Literacy lessons: teaching and learning with middle school students.* N.J.: Merrill/Prentice Hall.

Fisher, D., & Frey, N. (2007). *Improving adolescent literacy: Strategies at work* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

*Gunning, T. G (2012), *Building Literacy in Secondary Content Area Classrooms.* Upper Saddle River, NJ: Pearson

Housden, E. (2008). *Senior Text Types: A Writing Guide for Students.* Wilston: Farr Press.

Kalantzis, M., & Cope, B. (2012). *Literacies.* Cambridge University Press (ISBN: 9781107402195)

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar. Technologies for teaching and assessing writing.* Sydney: UNSW Press.

Tompkins (2013) *Literacy for the 21st Century: Custom Book.* Pearson Custom Books (ISBN: 9781486016891) [For Southern Cross University]

Tompkins (2012) *Literacy and learning: Custom Book.* Pearson Custom Books (ISBN: 9781486008865) [For MQ University]

Wray, D. (1999) 'Teaching literacy: The foundations of good practice', *Education 3-13*, 27: 1, 53 — 59.

Teaching and Learning Strategies

This unit will be taught through the adoption of various methodologies: lecture and tutorial including workshop. 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 for each week's tutorial.

Unit Assessment and Grading

Rationale for modes of assessment

The assessment tasks in this unit are designed to provide students with the opportunity to apply the theory and skills that they have developed during the weekly workshops. The tasks address a range of skill areas and enable students to demonstrate their level of competency against the National Professional Standards for Teachers.

Completing this unit satisfactorily

Quality of work produced

It is a requirement of this course that all assignments are completed on time and to a satisfactory standard. In order pass this unit students are required to demonstrate knowledge, skills, values and attitudes consistent with the National Professional Standards for Teachers. Students who have not demonstrated these benchmarks will be required to resubmit assignment work until these minimum standards are met.

Attendance

Tutorial attendance is compulsory and a requirement of the unit. Any absence needs to be explained with appropriate medical documentation.

Unit Schedule

Week	Focus area	Assessment schedule
1.	<p>Overview of TEP425</p> <p>What is Geography?</p> <ul style="list-style-type: none"> • Why is Geography important? • What makes a good Geography teacher? • A vision for Geography – what is yours? 	Distribute Task 1
2 & 3	<p>The importance of integrating inquiry, fieldwork, tools and skills in to teaching, learning and assessment</p> <ul style="list-style-type: none"> • Integration vs separation – What do you think? What does the research suggest? • Syllabus to teaching & learning program to lesson • Key tools and skills • Maps, spatial technologies, GIS, statistics • Research Action Plan • Virtual fieldwork • External providers e.g. EEC's • School based fieldwork 	<p>Distribute Task 2 Week 2</p> <p>Task 1 due Week 3</p>
4.	<p>Focus on Stage 4</p> <ul style="list-style-type: none"> • What are the key knowledge, understandings and skills; concepts and perspectives? • How can I build from K-6 and provide a link in to Elective Geography and/or Stage 5? 	Distribute Task 3
5.	<p>Focus on Stage 5</p> <ul style="list-style-type: none"> • What are the key knowledge, understandings and skills; concepts and perspectives? • How can I build from Stage 4 and provide a link in to Elective Geography and/or in to Stage 6? 	Task 2A due
6.	<p>Literacy in Geography</p> <ul style="list-style-type: none"> • What does it mean to be geographically literate? • Can geographical literacy be incorporated in to use of the ALARM© matrix for Stages 4-5? 	Distribute Task 4

<p>Mid-semester break</p> <p>2 week prac block</p>		
9.	<p>Microteaching (whole session)</p> <ul style="list-style-type: none"> Students are allocated a time and choose a focus area from the syllabus to present a student centred lesson (peer and teacher assessed, up to 20 minutes each) 	<p>Task 2B due</p> <p>Task 3 due</p>
10.	<p>Microteaching (whole session)</p> <ul style="list-style-type: none"> Students are allocated a time and choose a focus area from the syllabus to present a student centred lesson (peer and teacher assessed, up to 20 minutes each) 	<p>Task 3 due</p>
11.	<p>Programming, Assessment and Reporting</p> <ul style="list-style-type: none"> Backward mapping and incorporation of assessment for learning strategies suitable for a geography classroom Constructing multiple choice questions and stimulus based responses Simulated marking using student work samples 	
12	<p>Dealing with challenging behaviours in the classroom</p> <ul style="list-style-type: none"> Behaviour management (NSWDEC) School based support Teacher strategies <p>Professional Practice</p> <ul style="list-style-type: none"> BOSTES requirements Code of Conduct Professional associations Skills and learning theorists Professional learning communities Geography teaching standards 	<p>Task 4 due</p>
13.	<p>Over to you</p> <ul style="list-style-type: none"> The focus of this session will be dedicated to reviewing an area of this unit you would like further emphasis or practice on. The areas of focus will be determined by a feedback thread of iLearn during Weeks 9-10 	
<p>Date TBC</p>	<p>Participation in fieldwork</p> <ul style="list-style-type: none"> A suitable date will be discussed and agreed upon during Weeks 1-2 Whilst participation in fieldwork is not explicitly assessed, it is the expectation that students in TEP425 will attend and actively participate in a day of fieldwork during mid semester break or on a Saturday or Sunday during Semester 1 	

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.

Macquarie University has a range of policies that relate to learning and teaching, including assessment, unit guide and special consideration. They can be found at Policy Central (<http://www.mq.edu.au/policy/>).

General assessment information

The final grade awarded for the unit is based on the four assessment tasks. Tutorial attendance is compulsory.

Some general policies on assessment are:

- **All** assignments will be lodged both in HARDCOPY during the relevant tutorial (or through the assignment box in the School Office if late) and in SOFTCOPY through iLearn. The soft copy of your assignment should be attached as a Microsoft Word or PDF file. Assignments must be submitted by 9pm on the due date.
- **All** submissions must be typed/word processed (or presented using appropriate spreadsheet/graphics software) and both the cover sheet and the feedback sheet must

be attached. The feedback sheet provides additional information on the criteria used to assess the assignment.

- **Extensions** will be granted only in special circumstances by the convenor, Extensions will only be given if the application has been made BEFORE the due date. A penalty of one sub-grade per day will apply for late assignments for which extensions have not been granted.

There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments). Professional experience is not an acceptable reason for extensions. If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must complete the relevant form and forward it to the unit convenor prior to the due date. The application form is available on iLearn.

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a 'failure' grade being awarded. You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

You must keep a photocopy and electronic copy of assignments. In all but exceptional circumstances, claims about "lost" assignments cannot be made where these copies cannot be produced.

You can appeal against the grade given for an assignment if you feel that your work has not been graded appropriately. The appeal process is as follows:

- An initial appeal must be made to the unit convenor **within one week** of the marked assignment being returned.
- The unit convenor will discuss the assignment/class test with you, informing you of errors and shortcomings of the work.
- You can request that the assignment be re-marked by an independent marker and you must provide a clean copy, together the original assignment for this purpose.
- If you are not satisfied, you may appeal to the Head of Department.

Macquarie uses letter grades (HD, D, Cr, P and F) to report student achievement at unit level. The following descriptors indicate the level of performance expected for each grade. In addition to the letter grade at the end of semester students are given a numerical grade that indicates the standards achieved in the course.

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 Wellbeing

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

http://mq.edu.au/policy/docs/special_consideration/policy.html for further advice.

Advice for International Students

Macquarie International is the first point of contact for international students.

<http://www.international.mq.edu.au/> See also <http://www.international.mq.edu.au/student-services/index.aspx>

International students can make individual or small group appointments to see the Study Skills Adviser, or drop-in for quick questions to E3A, Level 1. Don't forget to bring your unit outlines with you to your appointment.

Study Skills Support Unit

Assistance is provided through a range of programs for students.

See: <http://www.mq.edu.au/studyskillssupport/>

http://www.ling.mq.edu.au/support/writing_skills/index.htm

Writing Skills:

Unit staff are not expected to help you with basic writing advice. Further, in fairness to other students, unit staff will not provide you with information and advice concerning assessments, which is not readily available to all students in the unit.

Macquarie University offers a number of courses and services to help students with writing problems, whether they be first or second language speakers of English. If you find writing difficult, you are advised to:

- Contact the Writing Skills Adviser, Centre for Open Education, X5B. Tel: 9850 7470.
- Contact Sue Spinks, Writing Skills Coordinator, Department of Linguistics, W6A531.
Telephone: 9850 8770

- See also: Peters, P. (1985). Strategies for student writers. Brisbane: John Wiley.

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.

Technology used in this unit

The technology used is the Macquarie University student website and Turnitin. You will need access to a computer and the internet. There are a number of computers in the Computer Labs, C5C Rooms 211, 213 and 217. Most local libraries are also now linked to the Internet.

The web page for this unit can be found at: <http://learn.mq.edu.au/> on the iLearn site.

Students will need to use their student username and password to log in and then choose the unit title from the menu. **For IT support refer to <http://informatics.mq.edu.au/help/>**

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

- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO4 demonstrates knowledge of students' varied approaches to learning and the need

to cater for these by differentiating the curriculum

- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO10 demonstrates the ability to develop a classroom management plan.

Assessment tasks

- Assessment Task 2
- Assessment Task 3
- Assessment Task 4

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 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contribute to discussions about geographical education
- UO9 recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools; and
- UO10 demonstrates the ability to develop a classroom management plan.

Assessment tasks

- Assessment Task 1
- Assessment Task 4
- Assessment Task 5

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

- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contribute to discussions about geographical education

Assessment task

- Assessment Task 5

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 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes

and effectively link outcomes and assessment strategies

- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contribute to discussions about geographical education
- UO9 recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools; and
- UO10 demonstrates the ability to develop a classroom management plan.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
- Assessment Task 4
- Assessment Task 5

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

- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the current NSW Years 7-10 Geography syllabus and the draft K-10 Geography syllabus incorporating Australian Curriculum content
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to reflect critically on and improve teaching practice

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
- Assessment Task 4
- Assessment Task 5

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

- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to reflect critically on and improve teaching practice

Assessment tasks

- Assessment Task 3
- Assessment Task 4

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

- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contribute to discussions about geographical education

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
- Assessment Task 4
- Assessment Task 5

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

- UO8 prepares for and contribute to discussions about geographical education

Assessment task

- Assessment Task 3

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

- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support students' learning

Assessment tasks

- Assessment Task 2
- Assessment Task 3

Changes from Previous Offering

This unit was significantly redesigned at the end of 2013, ready for delivery in 2014. Student feedback indicated the teaching and learning activities prior to and during the workshops, and the assessment tasks were both relevant and rigorous. The fieldwork component was particularly supported. However, on the basis of feedback supplied by students the following adjustment has been made to the unit this year:

- A blog has been incorporated in to the program on iLearn