TEP 388

Curriculum and Instruction in the Secondary School II

S2 Day 2016

Dept of Education

Contents

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General Information

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Credit points
3

Prerequisites
TEP387

Corequisites

Co-badged status

Unit description
This unit builds upon the knowledge, understandings and skills developed in TEP387. It provides an introduction to specific subject methodologies and associated teaching skills and, as such, is aimed at preparing students for the final year professional experience program.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1 a broad knowledge of the changing curriculum context in Australia

UO2 a developed working knowledge of the relevant syllabus documents for your subject area

UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning

UO4 the ability to cater for the diverse needs of learners, especially those from non-

English speaking backgrounds, Indigenous students and those with special needs

UO5 the ability to critique (or reflect on) one's professional practice and that of their peers

UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice

UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching

UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation

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

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

Assessment Tasks

Name	Weighting	Due
Using Data to Inform Teaching	25%	16/09/2016
Engaging Parents and Carers	35%	21/10/16
Examination	40%	Exam Period

Using Data to Inform Teaching

Due: **16/09/2016**

Weighting: **25%**

1000-word written analysis and discussion of NAPLAN data.

On successful completion you will be able to:

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO6 the capacity to interpret student assessment data to evaluate student learning and

modify teaching practice

- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Engaging Parents and Carers

Due: **21/10/16**
Weighting: **35%**

1500-word justification of strategies for engaging parents/carers in the educative process.

On successful completion you will be able to:

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- U10 a developing understanding of strategies for involving parents/carers in the educative process

Examination

Due: **Exam Period**
Weighting: **40%**

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

On successful completion you will be able to:

- UO1 a broad knowledge of the changing curriculum context in Australia
- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning

- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Delivery and Resources

TEP388 consists of a weekly one-hour lecture and one-hour tutorial. Please note that in accordance with the professional experience block period for Session 2, both lectures and tutorials commence in **Week 3.** Note: due to the Labour Day holiday in Week 8 (Monday, 3rd of October), there will be no lecture or tutorials held in Week 8.

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

- iLecture recordings of lectures (audio and visual elements);
- lecture slides in a printable format;
- a soft copy of the TEP388 Unit Guide; and
- templates and other relevant resources and scaffolding.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

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

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

Student Code of Conduct

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

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

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

Learning Skills

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

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

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

Student Enquiries

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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning

Assessment tasks

- Using Data to Inform Teaching
- Engaging Parents and Carers
- Examination

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

- UO1 a broad knowledge of the changing curriculum context in Australia
- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students
- U10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment tasks

- Using Data to Inform Teaching

- Engaging Parents and Carers

- Examination

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area

- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning

- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching

- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation

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

Assessment tasks

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- Engaging Parents and Carers

- Examination

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Assessment tasks

- Using Data to Inform Teaching
- Engaging Parents and Carers
- Examination

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

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching

Assessment tasks

- Using Data to Inform Teaching
- Engaging Parents and Carers
- Examination

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

- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Assessment tasks

- Using Data to Inform Teaching
- Engaging Parents and Carers
- Examination

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcomes

- UO1 a broad knowledge of the changing curriculum context in Australia
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs

Assessment tasks

- Using Data to Inform Teaching
- Examination

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 outcomes

- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students
- U10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment tasks

- Using Data to Inform Teaching
- Engaging Parents and Carers
- Examination