TEP 387

Curriculum and Instruction in the Secondary School I

S1 Day 2016

Dept of Education

Contents

General Information

Unit convenor and teaching staff
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Credit points
3

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

Corequisites

Co-badged status

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

Important Academic Dates

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

Learning Outcomes

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

UO1 a knowledge of the changing curriculum context in Australia

UO2 a basic working knowledge of the relevant syllabus documents

UO3 the knowledge and skills required to plan lessons that actively engage students in 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 and reflect on one's own professional practice and that of their peers

UO6 a knowledge of the legislative requirements of the Child Protection Act

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, and
assessment and evaluation

General Assessment Information

Submission of assignments

Assignments should be submitted through iLearn. All assignments **MUST** be word-processed.

Students must use School of Education referencing procedures (APA style) in all assessment
tasks (a copy can be downloaded from iLearn).

Applications for extensions must be made via the Faculty of Human Science's online facility
BEFORE the submission date. To ensure that consistency in the consideration of such requests
is maintained, extensions can only be granted by the Unit Convener – Michael Stevenson.

No assessable work will be accepted after the return of marked work on the same topic. If a
student is still permitted to submit on the basis of unavoidable disruption, an alternative topic will
be set.

Unless an extension is granted, late submissions will be penalised 5 per cent of the total possible
mark for the assignment for each day it is late.

Students must retain an electronic copy of assignments.

Students who experience a disruption to their studies through ill-health or misadventure are able
to apply for 'Special Consideration'. Information related to 'Special Consideration' can be found
at: ask.mq.edu.au

The Special Consideration policy can be found at: Policy Central [http://www.mq.edu.au/policy/
index.html]

Note: All students are required to submit their assignments via **Turnitin**. Please see the relevant
iLearn facility.

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members
of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas
of another person and presenting this as your own without clear acknowledgement of the source
of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or
  website content without indicating their origins;

- using or extracting another person's concepts, experimental results, or conclusions;

- summarising another person's work;

- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;

- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and

- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: http://www.mq.edu.au/policy/index.html

University Policy on Grading

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central:

http://www.mq.edu.au/policy/index.html

Assessment Tasks

Name	Weighting	Due
Microteaching Evaluation	30%	Variable
Lesson Planning	30%	13/05/16
In-Class Test	40%	Week 13

Microteaching Evaluation

Due: **Variable**
Weighting: **30%**

Reflective evaluation of microteaching lesson given during subject-specific tutorials.

On successful completion you will be able to:
- UO5 the ability to critique and reflect on one's own 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, and assessment and evaluation

Lesson Planning

Due: **13/05/16**
Weighting: **30%**

ONE 60-minute lesson plan and accompanying justification based on a specified topic drawn from the relevant Stage 4/5 syllabus document for a subject area.

On successful completion you will be able to:
- UO1 a knowledge of the changing curriculum context in Australia
- UO2 a basic working knowledge of the relevant syllabus documents
- UO3 the knowledge and skills required to plan lessons that actively engage students in learning
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, and assessment and evaluation

In-Class Test

Due: **Week 13**
Weighting: **40%**

In-class test featuring a range of question types; the test will assess knowledge and understanding of the material covered in lectures and the specified readings.

On successful completion you will be able to:
- UO1 a knowledge of the changing curriculum context in Australia
- UO2 a basic working knowledge of the relevant syllabus documents
- UO3 the knowledge and skills required to plan lessons that actively engage students in 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 a knowledge of the legislative requirements of the Child Protection Act
- 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, and assessment and evaluation

Delivery and Resources

Coursework

The coursework for TEP387 involves a one-hour lecture on Monday 3.00pm–4.00pm, and a two-hour subject-specific tutorial incorporating microteaching lessons.

The **lecture** has as its focus the basics of effective classroom practice. During the lectures, students are encouraged to interact with the presenters. It is not envisaged that these presentations should be highly structured. Students are encouraged to ask questions and discuss issues.

An outline of the lecture component of the course is provided later in this unit guide.

Microteaching lessons

The **microteaching lessons** will take place in the subject-specific tutorials during **Weeks 3, 4, 5, 6, 9 and 10**. These presentations are designed to give students experience in presenting material to an audience. Lessons MUST NOT exceed TEN minutes.

Each lesson must be accompanied by a lesson plan outlining the:

- title of the presentation

- presentation's objectives

- targeted outcomes

- equipment and/or resources required

- instructional sequence utilised

  ◦ stages of the lesson (including timing)

  ◦ teacher activity

  ◦ student activity.

Note: a copy of the microteaching planning pro forma and the lecturer's evaluation sheet are available on iLearn.

The student determines the content of the lesson – it does, however, need to be a concept or skill relevant to discipline they have elected to teach. It is expected that the lesson will be

interactive and allow for the use of questioning. The lesson plan must be submitted to the tutor prior to the presentation.

Microteaching lesson will be recorded to allow students to view themselves, reflect on, and evaluate their presentation. The recorded microteaching lessons may also be used as stimulus material for group discussion if students agree. Students are required to supply their own recording storage device such as a USB (memory stick). You can also record your presentation on your phone's camera or download it from the flip cameras used to record each presentation.

Presenters will receive written feedback from their tutor and peers.

Professional Experience & EDTE302

Satisfactory completion of the student's third-year professional experience placement is required before Preservice Teachers can commence their methodology or professional experience units in their final year. Supervising Teachers are required to provide a report on the Preservice Teacher's progress at the end of the 20 days.

Depending on the year you commenced your program, professional experience will be completed within EITHER TEP387/TEP388 OR within EDTE302:

- Pre-2014 - professional experience is completed **as part of TEP387/TEP388**. Students who undertake professional experience in S1 will complete this requirement as part of TEP387, whereas students who undertake professional experience in S2 as part of TEP388 will complete this requirement as part of TEP388.

- 2014 and beyond - professional experience is completed **separately through EDTE302**.

For students in pre-2014 programs and undertaking professional experience in Session 1, satisfactory completion of professional experience **is required to pass TEP387**. Failure of the professional placement will result in a Fail for this unit.

Satisfactory progress does not require students to demonstrate the attributes of a Graduate Teacher at the end of the initial 20 days, but they have to show progress that suggests that they will develop these attributes by the end of the program.

More detailed information regarding the Professional Experience requirements of the School of Education Secondary Professional Experience Website.

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 outcome

- UO3 the knowledge and skills required to plan lessons that actively engage students in learning

Assessment task

- Microteaching Evaluation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- UO5 the ability to critique and reflect on one's own 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, and assessment and evaluation

Assessment task

- Lesson Planning

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

- UO5 the ability to critique and reflect on one's own professional practice and that of their peers
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- UO1 a knowledge of the changing curriculum context in Australia
- UO2 a basic working knowledge of the relevant syllabus documents
- UO3 the knowledge and skills required to plan lessons that actively engage students in learning
- UO6 a knowledge of the legislative requirements of the Child Protection Act
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, and assessment and evaluation

Assessment tasks

- Microteaching Evaluation
- Lesson Planning
- In-Class Test

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- UO3 the knowledge and skills required to plan lessons that actively engage students in learning
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching

Assessment tasks

- Microteaching Evaluation
- Lesson Planning
- In-Class Test

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- UO3 the knowledge and skills required to plan lessons that actively engage students in 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

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 outcome

- UO3 the knowledge and skills required to plan lessons that actively engage students in learning

Assessment tasks

- Microteaching Evaluation
- In-Class Test

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

- 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 a knowledge of the legislative requirements of the Child Protection Act

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

- UO1 a 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
- UO6 a knowledge of the legislative requirements of the Child Protection Act