



# TEP 425

## Geography in the Secondary School I

S1 Day 2017

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

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Credit points

3

Prerequisites

TEP388

Corequisites

TEP401

Co-badged status

TEP401

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 new NSW K-10 Geography syllabus

UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus

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

UO7 demonstrates the ability to reflect critically 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; and

UO10 demonstrates the ability to develop a classroom management plan

## General Assessment Information

Assessment Task 1 and the lesson plan component of Assessment Task 2 must be submitted via TurnItIn. Assessment Task 3 must be completed on the iLearn Blog facility.

The assessment tasks in TEP425 are aligned to the Graduate Teaching Standards

| Task                           | Weighting | Graduate Teaching Standards                           |
|--------------------------------|-----------|---|
| <b>Task 1</b><br>Unit of Work  | 30%       | 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 5.2      |
| <b>Task 2</b><br>Microteaching | 40%       | 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.3 |
| <b>Task 3</b><br>Blogs         | 30%       | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 5.2                |

## Assessment Tasks

| Name                             | Weighting | Hurdle | Due                          |
|----------------------------------|-----------|--------|------------------------------|
| <u>Unit of work</u>              | 30%       | Yes    | 02/04/2017 at 11.30pm        |
| <u>Micro-teaching 20 minutes</u> | 40%       | Yes    | 19 and 26 May (during class) |
| <u>Blog posts 3 x 300 words</u>  | 30%       | Yes    | By 24/06/2017, 11.30pm       |

### Unit of work

Due: **02/04/2017 at 11.30pm**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Reflect on readings and activities from Workshops 1 - 5 and other readings of your choice to develop a unit of working covering a duration of four (4) weeks with four (4) X forty-five (45) minute 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 new NSW K - 10 Geography syllabus. To support the unit of work, an appropriate assessment task should be developed with a marking criterion and a 500 word response should also be provided to justify the content and methodologies chosen for this unit of work and assessment item.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- 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
- UO9 recognises the range of policies and policy documents that teachers in NSW may need to comply with in schools; and

## Micro-teaching 20 minutes

Due: **19 and 26 May (during class)**

Weighting: **40%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Reflect on readings and activities from TEP425 to develop a student centred lesson. The lesson can be adapted from the Unit of Work submitted in Task 1 but it must be clearly aligned to the new K-10 Geography syllabus. 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 adjusted and how the lesson has inspired the reviewer to reflect on their own teaching and implement change. Feedback gained from Microteaching should be considered in response to research and critical reflection, and ideally incorporated in to the final blog activity for Task 3.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- 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 reflect critically on and improve teaching practice
- UO10 demonstrates the ability to develop a classroom management plan

## Blog posts 3 x 300 words

Due: **By 24/06/2017, 11.30pm**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Three (3) reflective blog posts of up to 300 words each need to be completed in iLearn in response to guiding questions about the readings and/or workshop activities and/or practical teaching experience and so on. Students can choose three (3) questions from range provided. There should be clear connection made to the teaching standard(s), readings and the syllabus or policy documents.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- 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 reflect critically 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; and
- UO10 demonstrates the ability to develop a classroom management plan

## Delivery and Resources

### Required texts:

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 texts and journal articles:

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. 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

## Unit Schedule

The schedule for TEP425 is below. It is an expectation that students who are enrolled in this course will attend the weekly workshops

| Week | Focus Area  | Required readings available on iLearn   |
|------|---|---|
| 1    | <b>Overview of TEP425</b><br><b>What is Geography?</b><br><br>* Why is Geography important?<br><br>* What makes a good Geography teacher?<br><br>* A vision for Geography - what is your's?   | NSW K - 10 Geography syllabus<br><br>Lambert and Balderston (2010 Chapters 1 and 4<br><br>Maude (2010)<br><br>Maude (2014)<br><br>Taylor, Fahey, Kriewaldt and Boon (2012),<br>Chapters 2 and 6<br><br><a href="http://www.geocapabilities.org">www.geocapabilities.org</a><br><br><a href="http://www.geogstandards.edu.au">www.geogstandards.edu.au</a> |
| 2    | Why is it important to integrate inquiry, fieldwork, tools and skills in to Geography teaching, learning and assessment?<br><br>* Integration vs separations<br><br>* From the syllabus to the program to the lesson<br><br>* Key tools and skills<br><br>* Fieldwork - external and school-based | NSW K - 10 Geography syllabus<br><br>Caldis (2015)<br><br>Hutchinson (2011)<br><br>Kleeman (2005)<br><br>Lambert and Balderstone (2010) Chapter 7<br><br>Roberts (2013) Chapters 1 - 5 and 9<br><br>Taylor, Fahey, Kriewaldt and Boon (2012)<br>Chapters 8 and 9  |

|         |  |   |
|---------|--|---|
| 3 and 4 | <p><b>Focus on Stage 4</b></p> <p>* What are the key concepts, knowledge and understandings, inquiry and skills required?</p> <p>* How can I build from K - 6 and provide a link in to Elective Geography and/or Stage 5</p>   | <p>NSW K - 10 Geography syllabus</p> <p>Bliss (2013) - a range of articles, choose 2 - 3</p> <p>Caldis (2016)</p> <p>Killen (2008) Chapter 3</p> <p>Kleeman (2005)</p> <p>Lambert and Balderstone (2010) Chapter 6</p> <p>Taylor, Fahey, Kriewaldt and Boon (2013) Chapter 6</p> <p><a href="http://www.agta.asn.edu.au">www.agta.asn.edu.au</a> follow the links to 2017 AGTA Conference workshop presentations, choose 2 -3</p> |
| 5 and 6 | <p><b>Focus on Stage 5</b></p> <p>* What are the key concepts, knowledge and understandings, inquiry and skills required?</p> <p>* How can I build from Stage 4 and provide a link in to Stage 6 and beyond?</p> <p>(Second half of Week 6)</p> <p><b>Dealing with challenging behaviour in the geography classroom</b></p> <p>* classroom management</p> <p>* school based support</p> <p>* policies and external support</p> | <p>As above plus</p> <p>Chaffer (2014; 2015), a range of articles, choose 2 - 3</p> <p>Swanson (2016)</p> <p>NSWDEC Code of Conduct</p>   |
| 7       | Good Friday  | <p>No workshop</p> <p>Revisit the required readings as appropriate to area of interest or progress through the course</p>   |
|         | Mid semester break   |   |
|         | Two week professional experience   | No workshops during this university designated professional experience timeframe  |
| 10      | <p><b>How can I effectively program, assess and report in Geography?</b></p> <p>* Backward mapping and assessment for learning strategies</p>  | <p>Caldis (2014)</p> <p>Killen (2005; 2008)</p> <p>Lambert and Balderstone (2010) Chapter 10</p> <p>McTighe and Williams (2012)</p> <p>Taylor, Fahey, Kriewaldt and Boon (2013) Chapters 11, 12 and 14</p>  |



|           |   |   |
|-----------|---|---|
| 11        | <b>What does it mean to be a geographically literate geography teacher?</b> <ul style="list-style-type: none"> <li>* developing geocapabilities</li> <li>* developing a futures focus</li> <li>* thinking geographically</li> <li>* using spatial technologies</li> <li>* using the ALARM matrix</li> </ul> | Lambert and Balderstone (2010) Chapters 8 and 9<br><br><a href="http://www.geocapabilities.org">www.geocapabilities.org</a><br><br><a href="http://www.virtuallibrary.info/alarm">www.virtuallibrary.info/alarm</a><br><br><a href="http://www.dnrm.qld.gov.au/spatialeducatorstoolkit">www.dnrm.qld.gov.au (spatialeducatorstoolkit)</a> |
| 12 and 13 | <b>Microteaching</b> <ul style="list-style-type: none"> <li>* to occur during the workshops</li> <li>* individual presentations times to be chosen and allocated via iLearn</li> <li>* lesson plan to be submitted via TurnItIn on the day of individual micro teaching presentations</li> </ul>            | As appropriate to micro teaching choices  |
| DATE      | <b>Participation in fieldwork with an external provider</b>   |   |
| TBC       | <ul style="list-style-type: none"> <li>* a suitable date(s) will be discussed and agreed between Weeks 3 and 4</li> <li>* whilst participation in fieldwork is not explicitly assessed, it is hoped that students in TEP425 would attend and actively participate in a day of fieldwork</li> </ul>          |   |
|           |   |   |
|           |   |   |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

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

## Student Support

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

## Learning Skills

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

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

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

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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**

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- 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 reflect critically on and improve teaching practice
- UO10 demonstrates the ability to develop a classroom management plan

## **Assessment tasks**

- Unit of work
- Micro-teaching 20 minutes

## **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 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- 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
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- 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 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; and
- UO10 demonstrates the ability to develop a classroom management plan

## **Assessment tasks**

- Unit of work
- Micro-teaching 20 minutes
- Blog posts 3 x 300 words

## **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**

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

## **Assessment task**

- Blog posts 3 x 300 words

## **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 new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- 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
- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education
- UO10 demonstrates the ability to develop a classroom management plan

## **Assessment tasks**

- Unit of work
- Micro-teaching 20 minutes
- Blog posts 3 x 300 words

## **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**

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- 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
- UO8 prepares for and contributes to discussions about geographical education

## **Assessment tasks**

- Unit of work
- Micro-teaching 20 minutes

## **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**

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation, including a focus on literacy
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- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education
- UO10 demonstrates the ability to develop a classroom management plan

## **Assessment tasks**

- Unit of work
- Micro-teaching 20 minutes

## 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

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry-based methodologies of the new NSW K-10 Geography syllabus
- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation, including a focus on literacy
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- 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; and
- UO10 demonstrates the ability to develop a classroom management plan

### Assessment tasks

- Unit of work
- Micro-teaching 20 minutes
- Blog posts 3 x 300 words

## 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**

- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- UO7 demonstrates the ability to reflect critically 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; and

## **Assessment task**

- Blog posts 3 x 300 words

## **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**

- UO2 designs and implements coherent lesson sequences drawing on their knowledge of the new NSW K-10 Geography syllabus
- UO7 demonstrates the ability to reflect critically on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education

## **Assessment task**

- Blog posts 3 x 300 words

## **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 but remains optional for students to attend. On the basis of feedback provided by students, the following change was made to the unit for 2016 and is retained for 2017:

\* A blog with attachments of relevant evidence has been incorporated in to the program to assist with documentation for teacher accreditation requirements