



TEP 387

Curriculum and Instruction in the Secondary School I

S1 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff Rod Lane rod.lane@mq.edu.au X5B356
Credit points 3
Prerequisites Admission to BEd(Sec) or ((39cp at 100 level or above) 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

NOTE: TUTORIALS BEGIN IN WEEK 1

Submission of assignments

Assignments should be submitted through iLearn (Turnitin).

All assignments **MUST** be word-processed.

Referencing

The Department of Educational Studies subscribes to the American Psychological Association (APA) referencing guidelines. You are expected to adopt this referencing approach in your assignments. Use APA for referencing. E.g. the author and year of publication are cited in the body of the text with the complete reference listed in your Reference section. Do not use footnotes for citing references. Students who are unsure of correct referencing procedures should consult the Macquarie University Library Guides. These guides are an essential resource for learning about formatting and referencing. <http://libguides.mq.edu.au/home>

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

<http://mq.edu.au/policy/>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

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

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments

cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Microteaching Evaluation</u>	30%	No	Variable
<u>Lesson Planning</u>	30%	No	12/05/17
<u>In-Class Test</u>	40%	No	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: **12/05/17**

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 12.00pm–1.00pm, 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 **from Week 3 onwards**. 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.

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_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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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

Changes since First Published

Date	Description
23/02/2017	Amend policy link
22/02/2017	A note about the Week 1 tutorials needed to be added.
16/02/2017	Professional experience information required editing