



TEP 388

Curriculum and Instruction in the Secondary School II

S2 Day 2017

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

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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

UO10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment Task 1: Report	25%	No	Friday 15th September 2017

Name	Weighting	Hurdle	Due
<u>Assessment Task 2: Essay</u>	35%	No	Friday 20th October 2017
<u>Assessment Task 3: Examination</u>	40%	No	Examination Period

Assessment Task 1: Report

Due: **Friday 15th September 2017**

Weighting: **25%**

Report – Using Data to Inform Teaching

On successful completion you will be able to:

- 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

Assessment Task 2: Essay

Due: **Friday 20th October 2017**

Weighting: **35%**

Essay – Engaging with Parents and Carers

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

- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students
- UO10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment Task 3: Examination

Due: **Examination Period**

Weighting: **40%**

Final Examination

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

Delivery and Resources

This unit is taught in lecture and tutorial/workshop modes and weekly reading is an important component. Copies of the lecture slides are available in advance of lectures from the University's *iLearn* website for TEP 388.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available in the Unit Outline.

You must bring to tutorials pen, paper and an electronic device on which you can search for material, access iLearn and create documents.

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 outcomes

- 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

- Assessment Task 1: Report
- Assessment Task 2: Essay
- Assessment Task 3: 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

- 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
- UO10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment tasks

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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

- UO1 a broad knowledge of the changing curriculum context in Australia
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers

Assessment tasks

- Assessment Task 2: Essay
- Assessment Task 3: 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
- UO5 the ability to critique (or reflect on) one's 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
- 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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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 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

- 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

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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 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

Assessment tasks

- Assessment Task 1: Report
- Assessment Task 2: Essay

- Assessment Task 3: 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

- UO1 a broad knowledge of the changing curriculum context in Australia
- 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
- UO10 a developing understanding of strategies for involving parents/carers in the educative process

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