



TEP 388

Curriculum and Instruction in the Secondary School II

S2 Day 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff Janet Dutton janet.dutton@mq.edu.au Contact via janet.dutton@mq.edu.au 29WW 262 As arranged via email
Credit points 3
Prerequisites TEP387
Corequisites
Co-badged status
Unit description This unit builds upon the knowledge, understandings and skills developed in TEP387. 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 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

General Assessment Information

General assessment information

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration 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 Special Considerations policy and are submitted via <https://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, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

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.

Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7

days of the date of return of the assignment and provide a **detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>ASSET Survey of Education</u>	5%	No	TBA
<u>Viva Voce + Poster</u>	45%	No	30th August 2018
<u>Final Examination</u>	50%	No	Examination Period

ASSET Survey of Education

Due: **TBA**

Weighting: **5%**

Completion of the Annual Student Survey of Education for Teaching (ASSET). ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences.

On successful completion you will be able to:

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

Viva Voce + Poster

Due: **30th August 2018**

Weighting: **45%**

Viva voce with supporting poster on a topic relating to roles and responsibilities of a teacher and school-parent-community relations.

Poster: 15% (500 words + images/diagrams). Due 30/8/18

Viva Voce: 10 minutes 30%. (Times to be advised in Weeks 6/7)

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

Final Examination

Due: **Examination Period**

Weighting: **50%**

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
- 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

Delivery and Resources

Attendance for undergraduate units

All tutorials begin in Week 3 of Session 2.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Activities completed during weekly tutorials (internal) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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.

The prescribed text is the same as TEP387.

Clark, M. & Pittaway, S. (2014). *Marsh's becoming a teacher* (6th Ed.). Frenchs Forest: Pearson Australia.

Weekly Readings will be posted on iLearn.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make

contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Unit Schedule

Week	Topic	Prescribed Readings
1	Professional Experience	
2	Professional Experience	
3	Introduction to TEP 388 and Reflecting on Professional Experience	Nelson, C. & Harper, V. (2006). A pedagogy of difficulty: Preparing teachers to understand and integrate complexity in teaching and learning. <i>Teacher Education Quarterly</i> , 33(2), 7-21.
4	Role & Responsibilities of a teacher	Clarke & Pittaway (Chapter 17, pp. 327-332). Thompson, G. (2013). NAPLAN, MySchool and accountability: Teacher perceptions of the effects of testing, <i>The International Education Journal: Comparative Perspectives</i> , 12(2), 62-84.
5	School-parent-community relations	Clarke & Pittaway (Chapter 16, pp. 287-304) Australian Council for Educational Research (ACER) (2010). <i>School-community partnerships in Australian schools</i> .

6	Assessment in diverse school communities	Clarke & Pittaway (Chapter 17, pp. 309-321)
7	Diverse classrooms: Supporting Indigenous Learners	Clarke & Pittaway (Chapter 12, pp. 216-217; Chapter 19, pp. 367-376)
Professional Experience/ RECESS		
8	Exploring Alternative Pedagogies in the Secondary Classroom	Clarke & Pittaway (Chapter 14, pp. 255-264) Thomson, S. (2015). Australian students in a digital world . <i>ACER Policy Insights</i> .
9	Creating Effective Learning Environments I	Clarke & Pittaway (Chapter 8, pp. 129-145) Clarke & Pittaway (Chapter 11, pp. 186-190)
10	Creating Effective Learning Environments II	Manderino, M., & Castek, J. (2016). Digital literacies for disciplinary learning: A call to action. <i>Journal of Adolescent and Adult Literacy</i> , 60(1), 79-81.
11	Improving educational and community outcomes	Kenway, J. (2013). Challenging inequality in Australian schools: Gonski and beyond, <i>Discourse: Studies in Cultural Politics of Education</i> , 34(2), pp 286-308.
12	Creative classrooms	Griffin, D. (2014). Policy Development in Education and Schooling in Australia, Education Reform: The Unwinding of Intelligence and Creativity, <i>Explorations of Educational Purpose</i> , 28, 251-281.
13	Transforming Schools	Dib.H. (May 28, 2014). School transformation: Our students are worth it . TEDx Talk. Caldwell, B. (2017). What value does Australia place on its school? . <i>Emmanuel College Papers</i> , 24.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

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

- Viva Voce + Poster
- Final 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

- ASSET Survey of Education

- Viva Voce + Poster
- Final Examination

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

- ASSET Survey of Education
- Viva Voce + Poster
- Final 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

- Viva Voce + Poster
- Final 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

- 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

Assessment tasks

- Viva Voce + Poster
- Final 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

- 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

- Viva Voce + Poster
- Final 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

Assessment tasks

- Viva Voce + Poster
- Final Examination

Changes since First Published

Date	Description
17/07/2018	Addition of University policy on grading.