



TEP 425

Geography in the Secondary School I

S1 Day 2018

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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Contact via via email

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Tutor

Susan Caldis

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C3A 813

Mon-Fri as required

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

Tasks 1 and 2 must be submitted via TurnItIn. Assessment Task 3 is completed during class time under exam conditions.

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

Task	Weighting	Graduate Teaching Standards
Task 1 Lesson plan and delivery	30%	1.2; 1.5; 1.6; 2.1; 2.2; 2.3; 2.6; 2.5; 3.1; 3.3; 3.4; 3.5; 4.2
Task 2 Assessment for Learning task	50%	2.1; 2.2; 2.3; 2.5; 2.6; 5.1; 5.2; 5.3; 5.5
Task 3 Geographical skills test	20%	2.1

Assignment submission

The final grade awarded for the unit is based on your results in the assessment tasks. Tutorial attendance is expected and rolls will be taken.

Some general policies on assessment:

- **All** assignments will be lodged both in HARDCOPY during the relevant tutorial and in SOFTCOPY through Turnitin. The soft copy of your assignment should be attached as a Microsoft Word or PDF file.
- **All** submissions must be typed/word processed (or presented using appropriate spreadsheet/graphics software) and both the cover sheet and the feedback sheet must be attached. The feedback sheet provides additional information on the criteria used to assess the assignment.

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.

Special Considerations

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

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 Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Lesson planning and delivery</u>	30%	No	09/04/2018 in class
<u>Assessment for Learning task</u>	50%	No	23/04/2018 by 11.30pm
<u>Geographical skills test</u>	20%	No	04/06/2018 in class

Lesson planning and delivery

Due: **09/04/2018 in class**

Weighting: **30%**

Students plan a skills lesson using an explicit instruction approach. Lesson is delivered to the class. Students will be assessed on their ability to apply the principles of direct instruction and to teach core geographical concepts and skills using an integrated/authentic approach.

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

Assessment for Learning task

Due: **23/04/2018 by 11.30pm**

Weighting: **50%**

Students use a backwards programming approach to design an assessment for learning task linking syllabus outcomes, activities, assessment and reporting/feedback. The task includes peer evaluation and structured rationale with reference to course readings.

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

Geographical skills test

Due: **04/06/2018 in class**

Weighting: **20%**

Students complete a geographical skills test during the class. The test is scheduled to take 40

minutes plus 5 minutes reading time.

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:

Geographical Education (journal of the Australian Geography Teachers' Association, available via <http://www.agta.asn.au/Resources/GeographicalEducation/index.php>)

Geography Bulletin, Journal of the Geography Teachers Association of NSW (available through the Library database or membership to GTANSW)

Geography; Primary Geography; Teaching Geography (Journals of the Geographical Association UK, available through the Library database)

Journal of Geography (available through the Library database)

International Research in Geographical and Environmental Education (available through the

Library database)

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

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

3	<p>Focus on Stage 4</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>www.agta.asn.edu.au follow the links to 2017 AGTA Conference workshop presentations, choose 2 -3</p>
4	<p>Focus on Stage 5</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>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>
5	Good Friday	No workshop
6	<p>How can I effectively program, assess and report in Geography?</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>
	Mid semester break	Task 2 is due during Mid semester break
	Professional experience	No classes for TEP425 occur during this professional experience placement
11	<p>What does it mean to be a geographically literate geography teacher?</p> <p>* developing geocapabilities</p> <p>* developing a futures focus</p> <p>* thinking geographically</p> <p>* using spatial technologies</p> <p>* using the ALARM matrix</p>	<p>Lambert and Balderstone (2010) Chapters 8 and 9</p> <p>www.geocapabilities.org</p> <p>www.virtuallibrary.info/alarm</p> <p>www.dnrm.qld.gov.au (spatial educator toolkit)</p>
12	<p>Student choice areas for revision of TEP425</p> <p>* students will have the opportunity to nominate areas of TEP425 they would like to revisit or discuss further</p>	Task 3 is held during this module

13	Participation in fieldwork with an external provider	
DATE	* a suitable date(s) will be discussed and agreed during Semester 1 as appropriate	
TBC	* participation in fieldwork is not a hurdle or unit requirement, it is an opportunity to experience a geographically significant pedagogy	

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.

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

- 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

- Lesson planning and delivery
- Assessment for Learning task

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
- 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

Assessment tasks

- Lesson planning and delivery
- Assessment for Learning task
- Geographical skills test

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

- Geographical skills test

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
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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
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Assessment tasks

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- Assessment for Learning task
- Geographical skills 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

- 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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- 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

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Assessment tasks

- Lesson planning and delivery
- Assessment for Learning task

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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Assessment tasks

- Lesson planning and delivery
- Assessment for Learning task

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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- UO10 demonstrates the ability to develop a classroom management plan

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- Geographical skills 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

- 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

- Geographical skills test

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

- Geographical skills test

Changes from Previous Offering

The Assessment Tasks have been changed from the previous offering. The unit of work and blogs have been replaced with a lesson plan and delivery task, and a geographical skills test. The rationale for these changes are to increase alignment with the Program Learning Outcomes and AITSL standards; to focus on building the subject specific professional knowledge and skills required by graduate geography teachers e.g. how to teach skills and fieldwork in Stage 4/5 Geography; and to design formative assessment to improve conceptual understanding in geography.

Changes since First Published

Date	Description
09/03/2018	The due dates for the assessment tasks have been adjusted