



TEP 387

Curriculum and Instruction in the Secondary School I

S1 Day 2018

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	9
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	14
<u>Changes from Previous Offering</u>	17
<u>Changes since First Published</u>	17

Disclaimer

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General Information

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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. 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 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

Unit assessment

Task 1: Microteaching evaluation (Weighting 40%)

Reflective evaluation of microteaching lesson

In this task, you will be graded on your ability to:

- identify and evaluate relevant actions as well as the assumptions that shape them;
- draw on a wide range of perspectives, including the literature, to inform your critique;
- provide an insightful evaluation of the lesson and lesson planning process using the discourse of education;
- provide a well-structured response, which is both clear and concise with spelling, grammar, punctuation and syntax of a high standard;
- demonstrate an understanding of educational theory and the links between theory and practice; and
- apply APA referencing conventions correctly

Task instructions

The completion of this task involves a number of steps:

1. Use the lesson planning template provided on iLearn to plan a 10-minute lesson based on a key concept in your first teaching area.
2. Present your lesson to a small group of students (groups will be allocated in class). Ask a student in the group to video record your lesson. Each member of the group will provide you with feedback using the lesson feedback template.
3. Use the lesson template to write a self-reflection on your lesson.
4. Use the recording of your lesson, the literature on effective teaching, your own reflection and the feedback from your peers to write a 1,500-word critical reflection on your own professional practice. Critique in this context means to *make judgements about, to review, analyse and evaluate both actions and assumptions in the light of available evidence*. Your critique should also include suggestions for future improvements in

teaching practice.

In your response, you should:

- use the video and feedback to identify and describe any issues that affected the outcomes of your lesson
- evaluate your skills, experience, and knowledge in this area.
- identify and critique the assumptions you made when preparing and delivering the lesson.
- use the professional standards, literature and peer feedback to reflect on the effectiveness of your lesson. Ask: How will I approach this differently in the future? What might work and why? Are there different options? Are my ideas supported by theory?

Upload the following to Turnitin as one PDF document:

- your completed lesson plan
- the feedback sheets and self-evaluation
- the 1500-word critical reflection on your lesson.

Style and structure:

You can use headings to separate sections of your reflection, however, point form is not acceptable. Reflective writing tasks use the first person. That is, 'I' is acceptable.

Assignment 1: Marking scale

Note: to pass this task you need to apply APA referencing correctly

Grades	Performance standards
High Distinction	<p>Provides a comprehensive, detailed and insightful evaluation of their actions during the lesson and the assumptions that shaped their planning.</p> <p>Draws on all perspectives including the literature to inform the critique.</p> <p>Provides a logically structured response which is both clear and concise. Spelling, grammar, punctuation and syntax are of an exemplary standard. Follows appropriate academic conventions including APA referencing.</p> <p>The language of education is applied consistently and appropriately throughout the response demonstrating a sophisticated understanding of the discourse.</p> <p>Demonstrate a deep and sustained understanding of educational theory and the links between theory and practice.</p> <p>Provides a comprehensive and reflective evaluation of their original plan.</p>

Distinction	<p>Provides a detailed and insightful evaluation of their actions during the lesson and the assumptions that shaped their planning.</p> <p>Draws on a comprehensive range of perspectives including the literature to inform the critique.</p> <p>Provides a logically structured response which is both clear and concise. Spelling, grammar, punctuation and syntax are of a very high standard. Follows appropriate academic conventions including APA referencing.</p> <p>The language of education is applied consistently and appropriately throughout the response demonstrating a very good understanding of the discourse.</p> <p>Provides a reflective evaluation of their original plan.</p>
Credit	<p>Provides a detailed evaluation of their actions during the lesson and assumptions that shaped their planning.</p> <p>Draws on a range of perspectives including the literature to inform the critique.</p> <p>Provides a logically structured response which is both clear and concise. Spelling, grammar, punctuation and syntax are of a high standard. Follows appropriate academic conventions including APA referencing.</p> <p>The language of education is applied consistently and appropriately throughout the response demonstrating a good understanding of the discourse.</p> <p>Provides a sound assessment of their existing plan.</p>
Pass	<p>Provides a satisfactory evaluation of their actions during the lesson and assumptions that shaped their planning.</p> <p>Draws on several perspectives to inform the critique.</p> <p>Provides a generally well-structured response which is clear and concise. Spelling, grammar, punctuation and syntax are satisfactory. Follows appropriate academic conventions including APA referencing.</p> <p>The language of education is applied consistently and appropriately throughout the response demonstrating a satisfactory understanding of the discourse.</p> <p>Provides a satisfactory assessment of their existing plan.</p>
Fail	<p>Response does not meet the standard expected of a student at this level of study.</p>

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 .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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

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>Microteaching Evaluation</u>	40%	No	3/4/18 9am
<u>Examination</u>	60%	No	Exam period

Microteaching Evaluation

Due: **3/4/18 9am**

Weighting: **40%**

Reflective evaluation of microteaching lesson

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

Examination

Due: **Exam period**

Weighting: **60%**

Format: Short answer and extended response addressing all learning outcomes and content from the readings online activities and lectures.

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

Structure of the unit

The coursework for TEP387 involves a one-hour lecture and a two-hour subject-specific tutorials.

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 in the unit schedule below.

Please refer to the university timetable for room locations.

Subject-specific tutorial times

History 1	Tuesday - 2-4pm	C5A218
History 2	Tuesday - 4-6pm	C5A218
Maths	Tuesday - 2-4pm	C5A222
Languages	Tuesday - 4-6pm	C5A201
Science 1	Wednesday - 2-4pm	E7B317
Science 2	Wednesday - 4-6pm	E7B317
English 1	Thursday - 2-4pm	C5A222
English 2	Thursday - 4-6pm	C5A222
Social Science	Thursday - 2-4pm	C5A201

Resources

Assigned textbook: Clarke, M., & Pittaway, S. (2014). *Marsh's becoming a teacher*. P. Ed Australia.

Other readings will be available through Leganto (see link in iLearn)

Unit Schedule

Module	Content	Text reference/Tutorial activity	
1	Introduction Unit overview The Australian Curriculum vs. NSW Curriculum	Introduction to your subject curriculum – cross curriculum priorities, general capabilities, key concepts and skills - Stage 4/5 (Ch5)	Dr Lane
2	Planning lessons to meet the needs of your students	Planning differentiated lessons in your subject area. Work on lesson plan for microteaching lesson.	Dr Lane
3	Reflective practice	Microteaching lesson Lane, McMaster, Adnum Cavanagh (2014)	Dr Lane
4	Building literacy skills	Subject-based literacy activities based on the grammatical elements of thematic choice and nominalisation.	Dr Dutton
5	Effective questioning	Writing effective questions in your discipline area (Ch10)	Dr Lane
6	Critical and creative thinking using digital media	Online tutorial task: no on-campus attendance. See iLearn for details regarding the activities for this week.	Dr Lane
7	Teaching reading	Subject-based literacy activities based on models of reading including the 4 resources model (Luke and Freebody, 1999)	Dr Dutton
8	Numeracy across the curriculum	Identifying numeracy demands of your subject area.	Dr Cavanagh
9	Ethics and legal issues in teaching	Scenarios	Mr Terry Wilson
10	Parents and caregivers – What do parents want?	PMI – Approaches for involving and communicating with parents (pp. 219-220, 288-306)	Mr Terry Wilson

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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.

Attendance

All tutorials begin in the first week of classes.

Activities completed during weekly tutorials (internal) or on campus days (external) 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.

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.

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

- In order to receive a passing grade in this unit, you need to meet the following criteria:
- Have made a serious attempt at passing all pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
- 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

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

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
- 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

- 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
- 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

- 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
- Examination

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 from Previous Offering

A number of changes have been made to this unit since its last offering:

- the assessment tasks have been revised
- the criteria had been updated to make it clearer for students

Changes since First Published

Date	Description
04/05/2018	Errors corrected for 2019 offering
14/03/2018	Minor change to schedule

Date	Description
28/02/2018	Correct an error
21/02/2018	Update room locations
16/02/2018	Edits required
12/02/2018	Update guide
29/01/2018	Updated
29/01/2018	Errors corrected