



TEP 425

Geography in the Secondary School I

S1 Day 2019

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

TEP388

Corequisites

TEP401

Co-badged status

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:

Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Geography (Aligned with the National Professional Standards 2.1, 2.2)

Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)

Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)

Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)

Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)

Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)

Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)

Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)

Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

General Assessment Information

The final grade awarded for the unit is based on the four assessment tasks. Tutorial attendance is expected and essential of successful completion of assessment tasks..

Some general policies on assessment are:

1. All assignments will be lodged in SOFTCOPY through Turnitin. Your assignment should

be attached as a Microsoft Word or PDF file. Assignments must be submitted by **4pm on the due date**. If you are late to a tutorial on the date an assignment is due your task will be marked as if it is 1 day late.

2. 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.
3. Extensions will be granted only in special circumstances by the tutor. Extensions will only be given if the application has been made BEFORE the due date via AskMQ.

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.

There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments). Professional experience is not an acceptable reason for extensions. If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must apply via AskMQ. Supporting evidence must be attached.

Some circumstances routinely encountered by students are not acceptable grounds for claiming either an extension or special consideration:

- Routine demands of employment or need for financial support
- Routine demands of practical placements at school
- Routine family demands and/or problems (e.g. tensions with parents or spouses)
- Difficulty adjusting to university life or to the demands of academic work

- Stress or anxiety associated with any aspect of academic work
- Routine demands of sport or clubs, or social or extra-curricular activities
- Conditions existing prior to the commencement of a unit of study (with exceptions)

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

If you have been granted an extension and cannot submit by the revised date, you must apply for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a 'failure' grade being awarded. You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	30%	No	Week starting 8 April 2019
Task 2	50%	No	Week starting 3 June 2019
Task 3	20%	No	Week starting 3 June 2019

Task 1

Due: **Week starting 8 April 2019**

Weighting: **30%**

Assessment Task 1: Lesson plan and delivery with an evidence based rationale

Students will plan a geographical tools and skills lesson using an explicit instruction approach. The lesson is delivered to the class. Students will be assessed on their ability to apply the principles of direct instruction and to use the tools to teach the skills using an integrated/ authentic approach. The lesson plan will be supported by a 500 word rationale. The rationale will:

- outline the key principles of explicit instruction and inquiry-based learning; and
- explain why and how the principles of explicit instruction have been applied to the design and delivery of this lesson.

In this task you will be assessed on your ability to:

- produce a logically structured 12 - 15 minute lesson plan with clear alignment to a unit from Stage 4 or Stage 5 in the K – 10 Geography syllabus;

- identify the foundation concept(s) and understandings of this lesson;
- identify relevant prior learning;
- develop a set of engaging resources to accompany your lesson (including additional practice activities and answers);
- provide a structured rationale of 500 words, incorporating relevant supporting empirical research to justify the approach adopted in your lesson; and
- include a reference list consistent with APA conventions

Essential reading:

Geddis, A., Onslow, B., Beynon, C., Oesch, J. (1993) Transforming content knowledge: learning to teach about isotopes. *Science Education*, 77(6), pp.575-591

Jo, I., & Bednarz, S. (2014). Developing pre-service teachers' pedagogical content knowledge for teaching spatial thinking through Geography. *Journal of Geography in Higher Education*, 38(2), 301 – 313

Although the above paper relates to Science teaching it raises programming issues that are also relevant to Social Science teachers. Focus your attention on what the authors have to say about “curricular saliency” and the temptation to “cover the curriculum”. How will you address this in your program?

Recommended reading:

It is expected you would select from several readings and resources already available on iLearn, identified on the reading list, and resulting from your own database searches.

Recommended readings are identified below of which TWO must be used in addition to the required readings:

Ellis, L. (2005). Two key effective teaching approaches for students with learning difficulties. In *Balancing Approaches* (pp. 28-43): ACER.

Kirschner, P.A, Sweller, J. & Clark, R.E. (2006). Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist*, 41(2), 75-86.

Kruit, P.M., Oostdam, R.J., van den Berg, E., & Schuitema, J.A. (2018). Effects of explicit instruction on the acquisition of students' science inquiry skills in grades 5 and 6 of primary education. *International Journal of Science Education*, 40(4), 421-441.

Lane, Rod. (2008) Students' alternative conceptions in Geography. *Geographical Education* , 21, 2008 , 43-52

Leat, D., & Chandler, S. (1996). Using concept mapping in Geography teaching. *Teaching Geography*, 21(3), pp.108-112.

Task aim:

The aim of this task is to identify a key geographical tool and skill relevant to a chosen unit from the Stage 4 or 5 K - 10 Geography syllabus and develop a lesson plan (12 - 15 minutes) and set

of resources to show students how use the tool and develop the skill. The lesson will be delivered in the workshop. The lesson plan, resources, and rationale will be submitted via Turn It In before lesson delivery occurs.

See iLearn for further information, presentation times and the marking scale.

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Geography (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)

Task 2

Due: **Week starting 3 June 2019**

Weighting: **50%**

Assessment Task 2: Designing an Assessment for Learning focused teaching program.

The Assessment for Learning focused teaching program must be clearly connected to a unit form Stage 4 or Stage 5 Geography. Students develop a program for Geography built around Assessment for Learning principles. A peer evaluation process (Part 1) occurs during the workshop in the week prior to the due date for submission of the Assessment for Learning program (Part 2). Students will be assessed on their ability to incorporate principles of assessment for learning with signature pedagogies of Geography, and to respond appropriately to feedback received from peer evaluation.

Task aim:

The aim of this task is to create a teaching and learning program that *integrates* core ideas and showcases innovative and research-based approaches to instruction and assessment.

In this task you will be assessed on your ability to:

- respond to feedback;
- write a rationale incorporating relevant supporting empirical research
- demonstrate critical analysis.
- link learning activities, course content and syllabus requirements
- integrate assessment within the teaching program.

- align outcomes, activities and marking criteria.
- develop engaging, purposeful and age appropriate activities together with supporting resources for each task;
- effectively align criteria, instruction, assessment, feedback, reporting and record keeping;
- demonstrate a deep understanding of assessment for learning theory and its classroom application.

In this task you are required to provide:

- A four week program to show the broad outline of lessons associated with the build up to and implementation of the A4L task - 2 lessons x 50 minutes each week = 8 lessons in total. (1 x A4 page)
- A statement outlining the prior learning experiences (skills and knowledge) required for the task (e.g. 1 – 2 paragraphs). A description of the activity (e.g. 2 – 4 paragraphs) and a list of outcomes to be assessed taken from the syllabus. (e.g. this section is approximately 1 – 1.5 A4 pages)
- A rubric/marking guideline that outlines criteria for assessing learning that is suitable to be provided to the hypothetical students completing the task (e.g. 1 A4 page).
- A outline of a system for recording student results and monitoring their progress against outcomes throughout the assessment program for this stage of learning that is suitable to be provided to hypothetical teachers working with you on this program and A4L task (e.g. up to 1 page).
- A rationale for your task (500 – 700 words) by referring to the relevant research. The rationale also needs to include potential links to future learning (e.g 1 page plus reference list)
- Full supporting materials/resources. These resources should be ‘student friendly’ and may include: worksheets, links to newspaper articles, video’s, TED talks etc. This would also include lesson plans
- The AFL task should involve the use of ICTs where they are appropriate for achieving unit outcomes and develop the notion of active citizenship.
- A detailed evaluation of another students’ AFL task

Your personal reflection on feedback received from peer evaluation. Bring a copy of your Assessment For Learning Task to the tutorial on 3 June so you can get peer feedback. For this activity you will be allocated a partner to work with. Use the criteria sheet to provide a detailed evaluation of your partners’ AFL task. Useful “feedback” and “feed-forward” must be given. Justify your judgements with reference to the literature and the principles of AFL. Each student is required to write a one-page reflection on the feedback provided. Your detailed evaluation is a part of this assignment and should be attached to the hard copy of your partner’s work. Your

submission should clearly identify the student's work you evaluated (and their student number).

- Using the work of others: Please do not copy/scan entire activities or resources from texts or other secondary sources. It is expected that the activities developed for this task are original or adapted to best suit the allocated topic area and students' age and stage of learning. Where resources are adapted from secondary sources these sources should be acknowledged using APA conventions.

You are required to submit all Task 2 resources through Turn It In

Note: in fairness to others in the class, if you are late to a tutorial on the date an assignment is due your task will be marked as if it is 1 day late.

See ilearn for further information and a marking scale

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Geography (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional

Standards 6.1, 6.3, 6.4)

- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

Task 3

Due: **Week starting 3 June 2019**

Weighting: **20%**

Students will complete an in-class test (45 minutes) covering a range of geographical tools and skills

On successful completion you will be able to:

- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)

Delivery and Resources

About this unit

This unit TEP425 Geography in the Secondary School I focuses on the pedagogies and techniques associated with the teaching of Geography. TEP 425 is intended for those who wish to teach Geography as one of their major teaching subjects. Learning from TEP425 is built upon and extended in TEP426 Geography in the Secondary School II.

Classes and unit content

Students are expected to attend a three-hour class per week currently scheduled on Monday evening from 4–7pm. The classes are a combination of lecture, tutorial and workshop and are characterised by a high level of student participation.

Required and Recommended texts and/or materials

The following is a list of recommended reading for this unit. In addition students will need to access all of the commercially available contemporary texts for Geography

The readings for each workshop will be available on iLearn. It is expected that you will have read this material *before* each week's tutorial and that the relevant readings will be *brought with you* to the weekly workshops.

Recommended texts:

NSW Educational Standards Authority (NESA) *Kindergarten to Year 10 Geography syllabus*, and the Assessment and support documents

NSW Educational Standards Authority (NESA) *Stage 6 Geography syllabus* and Assessment Documents, Sydney.

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.

Relevant AITSL and NESA documents that you will need for tutorials

It is *essential* that each student brings a hard copy of the Geography syllabus to each workshop. These documents can be downloaded from <http://www.educationstandards.nsw.edu.au/>.

Recommended Readings:

Journals

Geography Bulletin (Journal of the Geography Teachers Association of NSW)

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

Geography; Teaching Geography; Primary Geography (Journals of the Geographical Association UK)

International Research in Geographical and Environmental Education

Books

Australian Geography Teachers' Association (AGTA) Limited. (2016). *Geography Skills Unlocked*. AGTA.

Burgess, D. (2012). *Teach like a PIRATE*. San Diego: Dave Burgess Consulting Inc.

Kleeman, G. (2017). *Geography Literacy Unlocked: Communicating Geographical Knowledge and Understanding*. AGTA

Roberts, M. (2013). *Geography through enquiry: Approaches to teaching and learning in the secondary school*. Sheffield: Geographical Association

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: A conceptual approach*. Maidenhead: Open University Press

Randall, B., and Haworth, S. (2007). *Stories from Country: My pony hooky and other tales*. Adelaide: Griffin Press

Journal articles

Brooks, C. (2012). Changing times in England: The influence on geography teachers' professional practice. *International Research in Geographical Education*, 21(4), 297–309

Caldis, S. (2014). Feedback around the draft K-10 Geography syllabus for BOSTES: A GTANSW response. *Geography Bulletin*, 46(3) 5-12

Caldis, S. (2014). Assessment for Learning in the Geography classroom: Can we bring about change to reflect evidence based practice? *Geography Bulletin* 46(3) 41-45

Caldis, S. (2014). Influential and interested: the role of a professional association in the

- development of the F-10 Australian Curriculum: Geography. *Geographical Education*, 27, 51-59
- Caldis, S. (2015). Fieldwork brings Geography to life. *Geography Bulletin*, 47(1), 19-23
- Chan-Lai, K., and Chung-Lam, C. (2013). School-based assessment of fieldwork in Hong Kong: Dilemmas and challenges. *Geography*, 98(1), 33-40
- Dolan, A.M. (2016). Place-based curriculum making: Devising a synthesis between primary geography and outdoor learning. *Journal of Adventure Education and Outdoor Learning*, 16(1), 49-62
- Gersmehl, P. (2005). Teaching Geography, New York: The Guildford Press Hutchinson, N. (2011). A geographically informed vision of skills development. *Geographical Education*, 24, 34-40
- Lambert, D., Solem, M., Tani, S. (2015). Achieving human potential through geography education: A capabilities approach to curriculum making in schools. *Annals of the Association of American Geographers*, 105(4), 723-735
- Hutchinson, N., and Kriewaldt, J. (2010). Developing Geography Standards: Articulating the complexity of accomplished Geography teaching. *Geographical Education*, 23, 33-40
- Jo, I., & Bednarz, S. (2014). Dispositions towards teaching spatial thinking through Geography: Conceptualisation and exemplar assessment. *Journal of Geography*, 1-10
- Johnson, K.M., and Munschen, N.A. (2014). Working effectively with students with behavioural disorders in a general education classroom: The case for universal design for learning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(4), 168-174
- Lane, R. (2009). Articulating the pedagogical content knowledge of accomplished Geography teachers. *Geographical Education*, 22, 40–50.
- Lane, R. (2011). Exploring the content knowledge of experienced Geography teachers. *Geographical Education*, 24, 51-63
- Lane, R. & Bourke, T. (2016). Possibilities for an international assessment in Geography. *International Research in Geographical and Environmental Education*, 1-15
- Maude, A. (2010). What does Geography contribute to the education of young Australians? *Geographical Education*, 23, 14 – 22
- Maude, A. (2014). Developing a national geography curriculum for Australia. *International Research in Geographical and Environmental Education*, 23(1), 40-52
- McLean, S. (2016). Engaging with geographical tools and skills. *Geography Bulletin*, 48(2), 15-23
- Oost, K., DeVries, B., and Van der Schee, J.A. (2011). Enquiry-driven fieldwork as a rich and powerful teaching strategy – school practices in secondary geographu education in the Netherlands. *International Research in Geographical and Environmental Education*. 20(4), 309 – 325. **Other**

www.geocapabilities.org

www.geogstandards.edu.au

www.geogspace.edu.au

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/s4-5/geography/resources>

<https://www.hsiensw.com/>

<https://www.qld.gov.au/education/schools/learningresources/spatial-education/pages/spatial-educators-toolkit>

Additional Readings (books and journal articles):

Teaching Strategies

Brady, L., & Kennedy, K. (2011). *Assessment & reporting: Celebrating student achievement* (4th ed.). Pearson Australia (ISBN: 9781442546813)

Burden, P.R., & Byrd, D.M. (2012). *Methods for effective teaching: Meeting the needs of all students* (6th ed.). Pearson Higher Ed USA. (ISBN: 9780132698160)

Borich, G. D. (2013). *Effective teaching methods: Research-based practice* (8th ed.). Pearson Higher Ed USA (ISBN: 9780132849609)

Ewing, R. (2013). *Curriculum and assessment: storylines* (2nd ed.). Oxford University Press (ISBN: 9780195520132)

Gibbs (2012). *The reflective practitioner Custom Book*. Pearson Custom Books (ISBN: 9781486003372)

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2011). *Teaching challenges and dilemmas* (4th ed.). Cengage Learning. (ISBN: 9780170187619)

Howell, J. (2012). *Teaching with ICT: Digital pedagogies for collaboration and creativity*. Oxford University Press (ISBN: 9780195578430)

Johnson, D.H., & Johnson, F. P. (2012). *Joining together: Group theory group skills: International edition* (11th ed.). Pearson Higher Ed USA (ISBN: 9780132989794)

Killen, R. (2007) *Effective Teaching Strategies: Lessons from Research and Practice* (4th ed.). Thompson: Melbourne.

Loughran, J. *What expert teachers do: Enhancing professional knowledge for classroom practice*. Crows Nest: Allen & Unwin

Maloy, R. W., Verock-O'Loughlin, R., Edwards, S.A., & Woolf, B.P. (2013). *Transforming learning with new technologies* (2nd ed.). Pearson Higher Ed USA (ISBN: 9780133155716)

Martin, D. J., & Loomis, K. S. (2014). *Building teachers: A constructivist approach to introducing education* (2nd ed.). Cengage Learning (ISBN: 9781133943013)

McGee, C., & Fraser, D. (2012). *The professional practice of teaching* (4th ed.). Cengage Learning. (ISBN: 9780170192941)

McKenna, T., Cacciattolo, M., & Vicars, M. (2013). *Engaging the disengaged: Inclusive approaches to teaching the least advantaged*. Cambridge University Press (ISBN: 9781107627987)

McMillan, J. H. (2013). *Classroom assessment: principles and practice for effective standards-based instruction* (6th ed.). Pearson Higher Ed USA (ISBN: 9780133119428)

Readman, K., & Allen, B. (2013). *Practical planning and assessment*. Oxford University Press (ISBN: 9780195519563)

Roblyer, M. D., & Doering, A. H. (2011). *Integrating educational technology into teaching: International Edition* (6th ed.). Pearson Higher Education USA (ISBN: 9780132929615)

Robinson-Zanartu, C., Doerr, P., & Portman, J. (2013). *Teaching 21 thinking skills for the 21st Century: The MiCOSA Model*. Pearson Higher Ed USA (ISBN: 9780132698443)

Turville, J. (2013). *Differentiating by student learning preferences: Strategies and lesson plans*. Australia: Hawker-Brownlow

Classroom Management

Lyons, G., Ford, M., & Arthur-Kelly, M. (2010). *Classroom management*. Cengage Learning.

Arthur, M., Gordon, C., & Butterfield (2003). *Classroom management: Creating positive learning environments*. Southbank: Thomson.

Charles, C.M. (2013). *Building classroom discipline* (11th ed.). Pearson Higher Ed USA (ISBN: 9780133095319)

Charles, C.M. (2013). *Building classroom discipline: international edition* (11th ed.). Pearson Higher Ed USA (ISBN: 9780133400625)

Hardin, C. J. (2011). *Effective classroom management: models and strategies for today's classrooms* (3rd ed.). Pearson Higher Ed USA (ISBN: 9780137055036)

Jones, V. (2010). *Practical classroom management*. Pearson Higher Ed USA (ISBN: 9780137082117)

Konza, D., Grainger, J. and Bradshaw, K. (2003). *Classroom Management: A Survival Guide*. South Melbourne: Social Science Press.

Levin, J., & Nolan, J.F. (2013). *Principles of classroom management: A professional decision-making model* (7th ed.). Pearson Higher Ed USA (ISBN: 9780132868624)

Lyons, G., Ford, M., & Slee, J. (2014). *Classroom management: Creating positive learning environment* (4th ed.). Cengage Learning (ISBN: 9780170233224)

Rogers, W.A. (1989). *Making a Discipline Plan – Developing Classroom Management Skills*. Melbourne: Nelson.

Rogers, W.A. (1995). *Behaviour Management a whole school approach*. Sydney: Ashton Scholastic.

Curriculum

Brady, L. & Kennedy, K. (2010). *Curriculum construction* (4th ed.). Pearson Australia (ISBN: 9781442527454)

Marsh, C. (2011). *Teaching the social sciences and humanities in the Australian curriculum* (6th ed.). Pearson Australia (ISBN: 9781442533615)

Indigenous education

Harrison, N. (2008). *Teaching and Learning in Indigenous Education*. Melbourne: Oxford University Press.

Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Cambridge University Press (ISBN: 9781107685895)

Inclusive Education

Ashman, A., & Elkins, J. (2011). *Education for inclusion and diversity* (4th ed.). Pearson Australia (ISBN: 9781442540262)

Forman, P. (2011). *Inclusion in action* (3rd ed.). Cengage Learning (ISBN: 9780170187626)

Friend, M. (2013). *Special Education: Contemporary perspectives for school professionals Loose Leaf Version* (4th ed.). Pearson Higher Ed USA (ISBN: 9780132836746)

Friend, M., & Bursuck, W. D. (2011). *Including students with special needs: A practical guide for classroom teachers* (6th ed.). Pearson Higher Ed USA (ISBN: 9780132179720)

Hyde, M., Carpenter, L., & Conway, R (2013). *Diversity, inclusion and engagement* (2nd ed.). Oxford University Press (ISBN: 9780195522235)

Literacy References

Gunning, T. G (2012), *Building Literacy in Secondary Content Area Classrooms*. Upper Saddle River, NJ: Pearson

Housden, E. (2008). *Senior Text Types: A Writing Guide for Students*. Wilston: Farr Press.

Kalantzis, M., & Cope, B. (2012). *Literacies*. Cambridge University Press (ISBN: 9781107402195)

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar. Technologies for teaching and assessing writing*. Sydney: UNSW Press.

Luke, A. & Freebody, P. (1999). A Map of Possible Practices: further notes on the four resources model. *Practically Primary*, 4 (2), 5-8.

Teaching and Learning Strategies

This unit will be taught through the adoption of various methodologies: lecture and tutorial including workshop. Participation in small group work is an aspect of most classes.

Students are expected to critique different teaching methodologies and to have an awareness of

current developments in education. There will also be set readings and activities for each week's tutorial.

Unit Assessment and Grading

Rationale for modes of assessment

The assessment tasks in this unit are designed to provide students with the opportunity to apply the theory and skills that they have developed during the weekly workshops. The tasks address a range of skill areas and enable students to demonstrate their level of competency against the National Professional Standards for Teachers.

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.

Attendance

Attendance at tutorials is expected and rolls will be taken.

Completing this unit satisfactorily

Quality of work produced

It is a requirement of this course that all assignments are completed on time and to a satisfactory standard. In order pass this unit students are required to demonstrate knowledge, skills, values and attitudes consistent with the National Professional Standards for Teachers. Students who have not demonstrated these benchmarks will be required to resubmit assignment work until these minimum standards are met.

Unit Schedule

Module	Content
1	<p>Overview of TEP425</p> <p>What is Geography?</p> <ul style="list-style-type: none"> • Why is Geography important? • What makes a good Geography teacher? • A vision for Geography...What is your vision? • Conceptual understanding <p>Content taught: Defining Geography as a subject in schools and its pathway in to tertiary education and avenues of employment. The importance of geographical concepts, tools and skills in Geography. The importance of content, curriculum and pedagogical knowledge in effective Geography teaching.</p> <p>Activities: Visible thinking routine, group discussion, personal reflection tasks and a critique of a demonstration lesson, drawing from academic journal articles, the GEOGStandards project and the syllabus.</p>
2	<p>Concepts, fieldwork, skills and inquiry</p> <p>Why is it important to integrate inquiry, fieldwork, tools and skills in to Geography teaching, learning and assessment?</p> <ul style="list-style-type: none"> • Integration vs separation • From the syllabus to the program to the lesson • Key geographical tools and skills • Fieldwork – external and school-based <p>Content taught: Key components of inquiry-based learning and explicit instruction and their application to a Geography teaching context. Syllabus structure.</p> <p>Activities: Pair or small group activity for syllabus mapping (Stage identified tools and skills to specific syllabus units) and then group discussion to share decisions and rationale's; modelling of possible school-based fieldwork activities followed by pair or small group design of short fieldwork activities for a targeted syllabus unit, explicit instruction of targeted tools and skills. Introduction to Task 1.</p>

Module	Content
3	<p>Focus on Stage 4</p> <p>What are the key concepts, knowledge and understandings, inquiry and skills required for Stage 4?</p> <ul style="list-style-type: none"> • Building from Kindergarten to Year 6 • Focusing on Years 7 – 8 • Progressing towards Years 9 – 10 in core and elective Geography <p>Content taught: Syllabus structure, links between Stage 4 and remainder of K – 10 Continuum, conceptual development. Program and lesson planning goals with appropriate sequencing of content and focus on concepts, tools, skills and fieldwork for Stage 4. Differentiating instruction strategies.</p> <p>Activities: Identify syllabus elements and explain how they could be incorporated in to a program for Stage 4 (whole class) using diagrams and other visual representations. Individual development of a lesson plan related to Stage 4 and rotational-pair reflections and feedback the lesson plans. Refresher activity for Task 1. Introduction to Task 2.</p>
4	<p>Focus on Stage 5</p> <p>What are the key concepts, knowledge and understandings, inquiry and skills required for Stage 5?</p> <ul style="list-style-type: none"> • Building and extending from Years 7 - 8 • Focusing on Years 9 - 10 • Progressing towards Years 11 – 12 <p>Content taught: Syllabus structure, links between Stage 5 and remainder of K – 10 and in to Stage 6. Continuum, conceptual development. Program and lesson planning goals with appropriate sequencing of content, and focus on concepts, tools, skills and fieldwork for Stage 5. Differentiating instruction strategies</p> <p>Activities: Identify syllabus elements and explain how they could be incorporated in to a program for Stage 5 (whole class) using diagrams and other visual representations (choose different diagrams and visual representations from the previous modules). Individual development of a lesson plan related to Stage 5 and rotational-panel of four reflections and feedback on the lesson plans. Refresher activity for Task 2.</p>

Module	Content
5	<p>Programming, assessment and reporting</p> <p>How can I effectively program, assess and report in Geography?</p> <ul style="list-style-type: none"> • Assessment for Learning • Backward mapping • Integration of ICT • Differentiation <p>Content taught: Principles of backward mapping, and of effective assessment in Geography – assessment for and of learning, peer assessment options, incorporation of ICT, providing appropriate timely feedback, writing marking criteria.</p> <p>Activities: Visible Thinking Routine as a group to evaluate and annotate an existing program and assessment task from Stage 4 in response to alignment, clarity, connection to syllabus, appropriate geographical focus (concepts, tools, skills, fieldwork). Activity repeated in pairs or small groups to evaluate and annotate an existing program and assessment task from Stage 5.</p>
6	<p>Geographical literacy</p> <p>What does it mean to be a geographically literate teacher?</p> <ul style="list-style-type: none"> • Developing geo-capabilities and geo-literacies • Thinking geographically • Using spatial technologies • Developing a futures focus <p>Content taught: Geographical literacy through the application of concepts, interpretations of data and patterns, identification of connections, relationships and implications of predicted, possible and preferred future using the context of targeted units across Stage 4 and 5.</p> <p>Activities: Group reflection and feedback of a demonstration lesson based on Geographical Literacy. Individual evaluation and annotation on existing programs and lessons in response to the evidence of geographical literacy and opportunities to further develop students' geographical literacy skills. Rotate the annotated program and lessons two times so there are potentially three sets of annotations about evidence and development of geographical literacy. Group discussion.</p>
7	<p>Student choice</p> <p>Students have the opportunity to nominate areas of TEP425 they would like to revisit or discuss further</p>

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional

Standards 6.1, 6.3, 6.4)

Assessment tasks

- Task 1
- Task 2

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

- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

Assessment tasks

- Task 1
- Task 2

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

- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

Assessment task

- Task 2

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

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Geography (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and

engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)

- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)

Assessment tasks

- Task 1
- Task 2
- Task 3

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

- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)

Assessment tasks

- Task 2

- Task 3

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

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Geography (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

Assessment tasks

- Task 1
- Task 2
- Task 3

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

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Geography (Aligned with the National Professional Standards 2.1,

2.2)

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

Assessment tasks

- Task 1
- Task 2

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 outcome

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)

Assessment task

- Task 1

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

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

Assessment tasks

- Task 1
- Task 2