TEP 388

Curriculum and Instruction in the Secondary School II

S2 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
TEP387

Corequisites

Co-badged status

Unit description

This unit builds upon the knowledge, understandings and skills developed in TEP387. There is a focus on the secondary school in its social and educational context and the knowledge and skills required for the early stages of professional practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1 a broad knowledge of the changing curriculum context in Australia

UO2 a developed working knowledge of the relevant syllabus documents for your subject area

UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning

UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs

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

UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice

UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching

UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation

UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

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

General Assessment Information

Assessment Presentation and 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 responsibility 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.

Please note:

- Students should regularly save a copy of all assignments before submission,

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

FINAL EXAMINATION

Duration: 2 hours + 10 minutes reading time.

During the formal examination period. See Macquarie University examination timetable.

Structure

- The final examination will contain 3 sections
- Short answer and extended responses
- Questions may include an unseen stimulus text/image/diagram
- Sections may contain more than one question/part
- There may be internal choice in one or more sections
- You must answer **all** sections.

- Use APA referencing when citing readings in your answers.

AIDS AND MATERIALS ARE NOT PERMITTED: No dictionaries permitted. No calculators permitted. Closed book – No notes or textbooks permitted

Assignment extensions and late penalties

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

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.

- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

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

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

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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.

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

Withdrawing from this UG Unit

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
ASSET Survey of Education	5%	No	TBA
Viva Voce + Poster	45%	No	2nd September 2019
Final Examination	50%	No	Examination Period

ASSET Survey of Education

Due: **TBA**
Weighting: **5%**

Assessment: ASSET Survey

Due: Varies

Weighting: 5%

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you

choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add noreply@mq.edu.au and trigger@qemailserver.com to your email white list. If you have not received the email, please check your spam folder.

NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.

Participation marks will be uploaded **AFTER** the final date for completion for each part of the survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of "1" and noncompletion by a mark of "0". If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a "HD" and noncompletion by a "F".

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at des_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly is it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1:   1 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_0qrBNaduYCkwkF7

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_5tkfSGAHpxsklnv

On successful completion you will be able to:
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers

Viva Voce + Poster

Due: **2nd September 2019**
Weighting: **45%**

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

Poster: 15% (500 words + images/diagrams). Due 2nd September 2019

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

On successful completion you will be able to:
  • UO1 a broad knowledge of the changing curriculum context in Australia
  • UO2 a developed working knowledge of the relevant syllabus documents for your subject area
  • UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning
  • UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
  • UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
  • UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
  • UO10 a developing understanding of strategies for involving parents/carers in the educative process

Final Examination

Due: **Examination Period**
Weighting: **50%**

Final Examination

On successful completion you will be able to:
  • UO1 a broad knowledge of the changing curriculum context in Australia
  • UO2 a developed working knowledge of the relevant syllabus documents for your subject area
  • UO3 a developing awareness of the range of instructional strategies teachers use to

promote student learning

- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students
- UO10 a developing understanding of strategies for involving parents/carers in the educative process

Delivery and Resources

Attendance for undergraduate units

All tutorials begin in Week 3 of Session 2.

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

A brief overview and list of readings is below. A more detailed unit overview, including weekly focus questions is on the unit's iLearn page.

Structure

The unit comprises 1 one-hour lecture and a one-hour tutorial (see below for workload overview. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Tutorials will be practical in nature and focussed on classroom preparation. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Unit workload = 150 hours/semester

Lecture	1 hr/week
Tutorial	1 hr/week

Course Readings	2 hrs/week
Independent Learning (focus questions, curriculum knowledge & planning)	3 hrs/week
Assessment Task 1 and Final Examination revision/preparation	8 hrs/week

Students are required to participate in small group activities, whole class discussion, online discussion forums, to read the weekly material in advance, and to complete Independent Learning tasks.

Weekly readings, curriculum knowledge tasks and lesson planning tasks must be completed and shared during tutorials. *Students will receive peer and tutor feedback on these tasks.*

The weekly program for the course with the accompanying readings/ preparation is available on the unit ILearn site.

Activities completed during weekly tutorials 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 is expected and the roll will be taken.

Copies of the lecture slides are available in advance of lectures from the University's *iLearn* website for TEP 388.

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

The prescribed text is the same as TEP387.

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

The weekly readings are listed in the unit overview below and via Leganto.

Unit Expectations

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

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

Electronic Communication

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

- Official *MQ Student Email* Address

- The *Dialogue* function on iLearn

- Other iLearn communication functions

Students will need regular access to a computer and the Internet to complete this unit.

Twice weekly) access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

- Uploading of assessment tasks to iLearn.

Unit Schedule

Week	Topic	Prescribed Readings

1 Professional Experience		
2 Professional Experience		
3	**Introduction to TEP 388 and Reflecting on Professional Experience**	Bahr, N. (2019). High impact teaching the noble Piglet effect. *Teacher Magazine.* Retrieved from https://www.teachermagazine.com.au/articles/high-impact-teaching-the-noble-piglet-effect Nelson, C. & Harper, V. (2006). A pedagogy of difficulty: Preparing teachers to understand and integrate complexity in teaching and learning. *Teacher Education Quarterly, 33*(2), 7-21. Schleicher, A. (2019).Debunking education myths. *Teacher Magazine* Retrieved from https://www.teachermagazine.com.au/columnists/jo-earp/debunking-education-myths Williams, R. (2019). What you might learn from watching yourself teach. *Teacher Magazine.* Retrieved from https://www.teachermagazine.com.au/articles/what-you-might-learn-from-watching-yourself-teach
4	**Role & Responsibilities of a teacher**	Clarke & Pittaway (Chapter 17, pp. 327-332). Biesta, G. (2019). Flipping the system but in which direction? Reclaiming education as a public concern. In D. Masters, G. The role of evidence in teaching and learning. *ACER Research Conference 2018.* Retrieved from https://research.acer.edu.au/cgi/viewcontent.cgi?article=1335&context=research_conference Netolicky, J. Andrews and C. Patterson (Eds.). *Flip the System Australia: What Matters in Education* (30-38). London/New York: Routledge. Schleicher, A. (2019). Poor educational performance – the challenge for teachers and nations. Teacher Magazine. Retrieved from https://www.teachermagazine.com.au/columnists/andreas-schleicher/poor-educational-performance-the-challenge-for-teachers-and-nations Whitlam Institute. *The Experience of education: The Impacts of high stakes testing on school students and their families.* Retrieved from file:///Users/janetdutton/Downloads/High%20Stakes%20Testing%20Literature%20Review.pdf
5	**School-parent-community relations**	Clarke & Pittaway (Chapter 16, pp. 287-304) Australian Council for Educational Research (ACER) (2010). *School-community partnerships in Australian schools*. Hogarth, M. (2019). 'In 2017 we seek to be heard' Detangling the contradictory discourse that silence Indigenous voices in education. In D. Netolicky, J. Andrews and C. Patterson (Eds.). *Flip the System Australia: What Matters in Education* (107-123). London/New York: Routledge. Lowe, K. (2019). Learning with Connection: shifting teachers' practice through authentic engagement with Aboriginal and Torres Strait Islander communities. In D. Netolicky, J. Andrews and C. Patterson (Eds.). *Flip the System Australia: What Matters in Education* (124-132). London/New York: Routledge.

6	**Assessment in diverse school communities**	Clarke & Pittaway (Chapter 17, pp. 309-321) Dixson, D.D, & Worrell, F.C., (2016). Formative and summative assessment in the classroom. *Theory in to Practice, 55(2)*, 153 – 159. Reynolds, H.L., & Dowell-Kearns, K. (2017). A planning tool for incorporating backwards design, active learning and authentic assessment in the College classroom. College Teaching, 65(1), 17 – 27. Thompson, G., Rutkowski, D., & Sellar, S. (2019). Flipping large scale assessments. In D. Netolicky, J. Andrews and C. Patterson (Eds.). *Flip the System Australia: What Matters in Education* (55-63). London/New York: Routledge.
7	**Diverse classrooms: Supporting Indigenous Learners**	Clarke & Pittaway (Chapter 12, pp. 216-217; Chapter 19, pp. 367-376) Boon, H. (February 22 2016). Why and how to use different teaching methods with Indigenous students. *EduResearch Matters*. Retrieved from https://www.aare.edu.au/blog/?p=1449 Harrison, N., & McLean, R. (2017). Getting yourself out of the way: Aboriginal people listening and belonging in the city. *Geographical Research, 55(*4), 359 – 368. **Recommended** Lowe, K., Harrison, N., Tennent, C., Guenther, J., Vass, G., & Moodie, N. N. (2018). Factors affecting the development of school and Indigenous community engagement: A systematic review. *The Australian Educational Researcher, 46*. 253-271.
Professional Experience/ RECESS		
8	**Exploring Alternative Pedagogies in the Secondary Classroom**	Clarke & Pittaway (Chapter 14, pp. 255-264) Mehring, J. (2018). The Flipped Classroom. In *Innovations in Flipping the Language Classroom*, pp. 1 - 9. Figg, C., and Japial-Jamani, K. (2018). Developing teacher knowledge about gamification as an instructional strategy. In *Teacher Training and Professional Development* (Chapter 56) Wong, T.M., & Wong, Y-Y. (2018). Using videos in blended learning: Pitfalls and Success Factors. In *Innovations in Open and Flexible Education* (Chapter 17) **Recommended** Thomson, S. (2015). Australian students in a digital world. *Policy Insights, 3*(June), 1-18. Retrieved from https://research.acer.edu.au/cgi/viewcontent.cgi?article=1002&context=policyinsights
9	**Creating Effective Learning Environments I**	Clarke & Pittaway (Chapter 8, pp. 129-145) Clarke & Pittaway (Chapter 11, pp. 186-190) Schleicher, A. (2019). Trends shaping education. *Teacher Magazine*. Retrieved from https://www.teachermagazine.com.au/columnists/andreas-schleicher/trends-shaping-education

10	**Creating Effective Learning Environments II**	Jamieson-Proctor, R. (2018). Transforming learning with information and communication technologies: Insights from three decades of research. *ACER Research Conference, 2018*. Retrieved from https://pdfs.semanticscholar.org/fbcf/3688bdd2a0ca014de30721ad4f330e522bf7.pdf
		McLeod, A. & Latheef, A. (December 11 2017). Transforming education through technology: Vision vs reality. *EduResearch Matters*. Retrieved from https://www.aare.edu.au/blog/?p=2640
		Manderino, M., & Castek, J. (2016). Digital literacies for disciplinary learning: A call to action. *Journal of Adolescent and Adult Literacy, 60*(1), 79-81.
11	**Improving educational and community outcomes**	ACT Government Education (n.d). *The future of Education: Why does educational equity matter?* Retrieved from
		https://www.education.act.gov.au/__data/assets/pdf_file/0010/1234657/Future-Of-Education-Why-does-educational-equity-matter.pdf
		OECD (2018). *PISA Equity in Education: Breaking down barriers to social mobility, Australia*. Retrieved from https://www.oecd.org/pisa/Equity-in-Education-country-note-Australia.pdf
		Perry, L. (2017, March 15). Educational disadvantage is a huge problem in Australia – we can't just carry on the same. *The Conversation*. Retrieved from https://theconversation.com/educational-disadvantage-is-a-huge-problem-in-australia-we-cant-just-carry-on-the-same-74530
		Trotter, R (2019.) One school's journey to create a new education paradigm. In D. Netolicky, J. Andrews and C. Patterson (Eds.). *Flip the System Australia: What Matters in Education* (222-231). London/New York: Routledge.
		Recommended
		Kenway, J. (2013). Challenging inequality in Australian schools: Gonski and beyond, *Discourse: Studies in Cultural Politics of Education*, 34(2), pp 286-308.
12	**Creative classrooms**	Gabora, L. (August 31 2017). What creativity really is and why schools need it. *The Conversation*. Retrieved from https://theconversation.com/what-creativity-really-is-and-why-schools-need-it-81889
		Harris, A. & De Bruin, L. (June 25 2018). Yes we can greatly improve the teaching of creativity in Australian schools and yes we can measure it. *EduResearch Matters*. Retrieved from https://www.aare.edu.au/blog/?tag=creativity-and-innovation-in-schools
		Wilson, K. & Dutton, J. (June 18 2018). Making space in our schools for children to develop their creativity. *EduResearch Matters*. Retrieved from https://www.aare.edu.au/blog/?tag=creativity-in-schools
		Recommended
		Griffin, D. (2014). Policy Development in Education and Schooling in Australia, Education Reform: The Unwinding of Intelligence and Creativity, *Explorations of Educational Purpose, 28*, 251-281.
13	**Transforming Schools**	Dib, J. (May 28 2014). School transformation – our students are worth it. TEDx Talk. https://www.youtube.com/watch?v=l5Bbg96VODk&feature=youtu.be
		Hargreaves, A., Washington, S., & O'Connor, M. (2019). Flipping their lids: Teachers' wellbeing in crisis. In D. Netolicky, J. Andrews and C. Patterson (Eds.). *Flip the System Australia: What Matters in Education* (93 -104). London/New York: Routledge.
		Louden, B. (2018). Evidence-based approaches to school improvement: The Kimberley Schools Project. *ACER 2018 Research Conference*. Retrieved from https://research.acer.edu.au/cgi/viewcontent.cgi?article=1330&context=research_conference

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). 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). 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).

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

Withdrawing from this PG Unit

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

Attendance for undergraduate units

All Internal tutorials begin in Week 3 of Session 2.

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

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

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

- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Assessment tasks

- Viva Voce + Poster
- Final Examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students
- UO10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment tasks

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

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

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

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO2 a developed working knowledge of the relevant syllabus documents for your subject area
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Assessment tasks

- Viva Voce + Poster
- Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate

and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO1 a broad knowledge of the changing curriculum context in Australia
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO5 the ability to critique (or reflect on) one's professional practice and that of their peers
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Assessment tasks

- Viva Voce + Poster
- Final Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice

- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students

Assessment tasks

- Viva Voce + Poster
- Final Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- UO1 a broad knowledge of the changing curriculum context in Australia
- UO3 a developing awareness of the range of instructional strategies teachers use to promote student learning
- UO4 the ability to cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs
- UO6 the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- UO7 skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching
- UO8 a developing understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation
- UO9 recognition of the responsibility that all teachers have in developing the literacy and numeracy skills of their students
- UO10 a developing understanding of strategies for involving parents/carers in the educative process

Assessment tasks

- Viva Voce + Poster
- Final Examination

Changes since First Published

Date	Description
25/ 07/ 2019	Revision has been made to show ASSET survey is not a hurdle task. A more detailed description of the ASSET survey has been included.