EDTE3880

Curriculum and Instruction in the Secondary School II

Session 2, Special circumstance 2021

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
Unit convenor
Janet Dutton
janet.dutton@mq.edu.au
Contact via Via email
376 29 Wally's Walk
As arranged via email

Tutor
David Chilton
david.chilton@mq.edu.au
Contact via Email
N/A
As arranged via email

Credit points
10

Prerequisites
EDTE3870 or TEP387

Corequisites

Co-badged status

Unit description
This unit focuses on the secondary school in its social and educational context and the knowledge and skills required for professional practice. Students develop research-based understandings of how to nurture effective school-community relations that support diverse student populations, explore a range of innovative approaches to pedagogy and analyse the factors that shape classroom learning environments and school culture. They also reflect on the qualities of effective teachers, the significance of resilience to teacher work and investigate the factors that shape the transition to teaching.

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:

ULO1: Understand the changing curriculum context in Australia.

ULO2: Develop a working knowledge of the relevant syllabus documents for your subject area.

ULO3: Develop awareness of the range of instructional strategies teachers use to promote student learning.

ULO4: Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.

ULO5: Critique (or reflect on) one's professional practice and that of their peers.

ULO6: Interpret student assessment data to evaluate student learning and modify teaching practice.

ULO7: Display skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching.

ULO8: Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.

ULO9: Recognise the responsibility that all teachers have in developing the literacy and numeracy skills of their students.

ULO10: Develop an 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.

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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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 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	5%	No	23:59 10/09/2021
Quality school - community relations	15%	No	23:59 19/08/2021
Teaching for diversity: Teachers' roles and responsibilities	30%	No	27/09/2021 - 01/10/2021

Name	Weighting	Hurdle	Due
Examination	50%	No	During examination period

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **23:59 10/09/2021**
Weighting: **5%**

The 5 part 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.

On successful completion you will be able to:

- Critique (or reflect on) one's professional practice and that of their peers.

Quality school - community relations

Assessment Type [1]: Poster
Indicative Time on Task [2]: 14 hours
Due: **23:59 19/08/2021**
Weighting: **15%**

750 words and images/tables/diagrams as appropriate. The A3 poster will provide an evidence-based justification for selected strategies aimed at developing quality school-community relations and convey the information in a way that is effective to the audience and purpose.

On successful completion you will be able to:

- Understand the changing curriculum context in Australia.
- Develop a working knowledge of the relevant syllabus documents for your subject area.

- Develop awareness of the range of instructional strategies teachers use to promote student learning.
- Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.
- Recognise the responsibility that all teachers have in developing the literacy and numeracy skills of their students.

Teaching for diversity: Teachers' roles and responsibilities

Assessment Type [1]: Viva/oral examination
Indicative Time on Task [2]: 25 hours
Due: **27/09/2021 - 01/10/2021**
Weighting: **30%**

10 minute media presentation on an issue of educational significance relating to teaching for diversity, the distinctive features of a particular teaching subject; role and responsibilities of a teacher.

On successful completion you will be able to:

- Understand the changing curriculum context in Australia.
- Develop a working knowledge of the relevant syllabus documents for your subject area.
- Develop awareness of the range of instructional strategies teachers use to promote student learning.
- Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- Critique (or reflect on) one's professional practice and that of their peers.
- Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.
- Develop an understanding of strategies for involving parents/carers in the educative process.

Examination

Assessment Type [1]: Examination

Indicative Time on Task [2]: 50 hours
Due: **During examination period**
Weighting: **50%**

The open book examination will canvas a representative sample of the unit topics and comprise a mix of short answer questions and extended responses. The questions will require students to synthesise knowledge understandings and skills from the unit readings, weekly focus questions, lectures and workshop activities/resources, using illustrative examples from teaching areas.

On successful completion you will be able to:

- Understand the changing curriculum context in Australia.
- Develop a working knowledge of the relevant syllabus documents for your subject area.
- Develop awareness of the range of instructional strategies teachers use to promote student learning.
- Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- Critique (or reflect on) one's professional practice and that of their peers.
- Interpret student assessment data to evaluate student learning and modify teaching practice.
- Display skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching.
- Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.
- Recognise the responsibility that all teachers have in developing the literacy and numeracy skills of their students.
- Develop an understanding of strategies for involving parents/carers in the educative process.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required text

Churchill, R. (2019). *Teaching : Making a difference* (Fourth edition.). John Wiley & Sons Australia, Ltd.

The weekly and recommended readings are listed in Leganto

Structure

The unit comprises weekly lecture content, weekly tutorials or on campus days (Infrequent attendance mode) and a strong core of independent/group learning activities as advised on iLearn.

Students will have opportunities to discuss issues and questions arising from the lectures and prescribed readings basing their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs.

Attendance at all synchronous tutorials/activities and completion of unit tasks is expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will be available through Echo360 in iLearn from the following website link: http://ilearn.mq.edu.au

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

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

Regular 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

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 iLearn 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 i*Learn* 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**.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Unit Schedule

Unit Schedule

Please see iLearn for further information about unit schedule, readings and activities.

Module	Lecture Topic	Tutorials
Module 1	Transitioning to teaching	**Reflecting on professional experience** 1. Reflecting on the transition to teaching 2. Research-informed models and perspectives of PST experiences 3. Planning for future practice 4. What is the role of reflective classroom practice, critical communities of conversation, and professional learning? 5. What might you learn from watching yourself teach?
Module 2	School-parent/carer-community relations	**The opportunities; The role; The strategies** 1. Reflection: Observations of school-parent/carer interactions. 2. Strategies for 'reaching beyond the school fence' (Lowe) 3. Scenario analysis: approaches to sharing: positive news/negative news/class and other news 4. Case studies that foster responsiveness, opportunities and how to shape productive links with students from diverse backgrounds? 5. Role plays: communicating with parent/carers. The 7 C's of communication

Module 3	Improving educational and community outcomes	**Social justice and inclusion** 1. Learnings from the lecture; Drawing from experience 2. Circle of viewpoints activity. • What factors are impacting on our students and school community? • How can we address the factors to facilitate improved educational outcomes? • What could plans look like in subject areas?
Module 4	Diverse classrooms: Supporting Aboriginal and Torres Strait Islander learners	**Diverse classrooms: supporting indigenous learners** 1. Acknowledging country and community (Lowe) 2. Language groups and country 3. 8 ways model: understanding the model, planning learning 4. Research in indigenous education, Australia 5. Classroom management: Brainstorm strategies 6. Building community trust, and collaboration: Case study analysis 7. Key points of learning
Module 5	Exploring Alternative Pedagogies in the Secondary Classroom	**Adopting and adapting for context** 1. Lecture take-aways: resonance and/or future practice 2. Develop a project-based learning initiative for your teaching subject (any year level) OR 3. Respond to a series of reflection questions using the readings in the tutorial folder 4. Key points of learning
Module 6	Creating effective learning environments	**Continuing to adopt and adapt for context** 1. Learnings form the lecture: drawing from in school experience 2. Ten characteristics of a highly effective learning environment. 3. To what extent do instructional models such as Cooperative Learning; Flipped Learning; Project Based learning connect to the characteristics and can assist teachers in facilitating a quality and effective learning environment? 4. Planning activity: employing instructional model to teaching area 5. Planning for ITE
Module 7	Innovation through technology	**Creating rich learning environments to encourage engagement and critical thinking** 1. Reflection: The use of technology in the classroom – Essential? Effective? Enduring? 2. Tug for Truth: The sustained and active use of digital technologies in the classroom is essential for fostering student engagement in learning 3. Key points for learning

Module 8	Transforming Schools	**Barriers, Benefits and Implementation** 1. Learning from the lecture: Creative approaches to teaching, learning and assessment from professional experience… 2. Compass points activity: All subjects have potential for implementation of a third space bubble despite barriers… This is what it could look like for [*insert name of subject*] 3. Key points of learning 4. Where to next and how?

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session. See MQ Timetable for details.

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

Infrequent attendance mode Students

1. The on-campus sessions on (see MQ timetable for dates) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

Please make effective use of the online component of the unit and access

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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.

5Rs Framework

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Reflexive:

As part of this unit, you will reflect on your future work in schools and undertake situational analyses of school settings

Responsive:

Assessment tasks 2 and 3 will support you to cater for the learning of students and shape relationships with parents/carers and the broader school community.

Ready to learn:

Tutorial activities and readings will help you to understand the factors shaping school success and consider how schools might be transformed to support student learning in better ways.

Research engaged:

The unit readings will give you the opportunity to engage with and evaluate research relevant to your teaching and plan research-informed strategies for improving educational outcomes. You will use this research to support your perspectives and explore your current and future teaching.