



TEP 426

Geography in the Secondary School II

S2 Day 2016

Dept of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Tutor

Susan Caldis

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Building C3A Room 821

By appointment

Credit points

3

Prerequisites

TEP401(S) and TEP425(P)

Corequisites

TEP402

Co-badged status

Unit description

This unit is an extension of TEP425 but focuses on the teaching of Geography in years 11 and 12. Building on the base provided by TEP425, this unit provides students with greater depth, especially in terms of the teaching strategies related to Geography's inquiry-based methodology (geographic skills, contemporary issues, fieldwork and the Senior Geography Project). All work in this unit is closely aligned with TEP402.

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:

1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
3. Apply research-based strategies for building depth of understanding in Geography. (6.2)

4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 3.3, 6.2)
5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

General Assessment Information

Please refer to the new *Assessment and Disruption to Studies* policy <http://www.mq.edu.au/policy/>

Assessment Tasks

Name	Weighting	Due
Senior Geography Project (SGP)	30%	Week 5
Presentation of SGP	40%	Week 12 and Week 13
Blog posts	30%	By Week 13

Senior Geography Project (SGP)

Due: **Week 5**

Weighting: **30%**

Reflect on the Stage 6 syllabus, readings and activities from Weeks 3 and 4 to develop a

detailed, justified plan for the Senior Geography Project (SGP) and a 500 word teaching proposal that evaluates possible teaching strategies (in response to the literature) for teachers to use with their Stage 6 students who may be about to commence the SGP. A proforma for the SGP plan will be provided on ilearn. There should be clear connection between the SGP topic and Stage 6 syllabus (either the Preliminary or HSC course), and a range of primary and secondary research methodologies should be included. The plan needs to be achievable and suitable for implementation over the coming weeks.

The 500 word teaching proposal will evaluate different strategies, in response to the literature, that could be used by a teacher to prepare Stage 6 students for a project such as the SGP. Clear reference to research will be required.

On successful completion you will be able to:

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Presentation of SGP

Due: **Week 12 and Week 13**

Weighting: **40%**

Develop a fifteen (15) minute presentation of your SGP. The presentation should have coherency and clear purpose; relevant communication methodologies suitable for the chosen audience; address the purpose of the, SGP, its chosen research methodologies and findings,

and overall conclusion. The presentation should clearly demonstrate an understanding of educational and geography methodology literature and the use of geographical methodologies, and be clearly aligned to the syllabus. This is also a peer feedback task. Weeks 12 and 13. A specific time for each student is to be allocated via ilearn and confirmed during Week 10.

On successful completion you will be able to:

- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Blog posts

Due: **By Week 13**

Weighting: **30%**

Students will choose 2 out of 5 topics for a reflective blog posts but will post 3 updates for each topic. *Each post* will be up to 300 words each, thus 1 topic will have 3 posts with each post being 300 words (i.e. 900 words in total for 1 topic by the end of semester). The focus of the blogs will be in response to collecting and annotating evidence for accreditation and using in job applications. Reference lists are not included in the word count.

On successful completion you will be able to:

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b.

Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities

- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Delivery and Resources

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 tutorial are listed on the table below and can be accessed through *iLearn* and the library's E-reserve catalogue. 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 weekly workshops.

Required texts:

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interactions* 1. 2nd edition, Pearson, Australia

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interactions* 2. 2nd edition, Pearson, Australia

Lambert, D. & Balderstone, D. (2010). *Learning to teach geography in the secondary school: a companion to school experience*, 2nd Edition. Routledge, London

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

Taylor, T., Fahey, C., Kriewaldt, J. & Boon, D. (2012). *Place and time: explorations in teaching geography and history*. Pearson Education, Frenchs Forest

Relevant documents you will need for tutorials.

It is *essential* that each student bring a hard copy of the *NSW Stage 6 Geography syllabus documents* with them to each workshop. This document can be downloaded from http://www.boa.edu.au/unit_guides/mq.edu.au/unit_offerings/58862/unit_guide/print

rdofstudies.nsw.edu.au/.

You should also bring a hard copy of the Australian Professional Standards for Teachers to each workshop.

Students should also be familiar with the new NSW K-10 Geography syllabus <http://syllabus.bos.nsw.edu.au/>. This is important for developing an appreciation about where the students typically will have come from in their geographical learning.

Highly recommended text and journals:

Lambert, D. & Morgan, J. (2010). Teaching Geography 11-18 Maidenhead: The open University & McGraw Hill Education

Geography Bulletin (GTANSW publication)

Geographical Education (AGTA publication)

Teaching Geography (Geographical Association UK publication)

Geography (Geographical Association UK publication)

<https://global-factiva-com.simsrad.net.ocs.mq.edu.au/ga/default.aspx> (HSC Geography advice in the Sydney Morning Herald supplementary section)

Unit Schedule

Date	Focus area	Assessment schedule
4 Aug, 11 Aug	Professional experience (no TEP426 classes)	
18 Aug	Overview of TEP426 Where can Geography take me beyond the HSC exam? How can I promote Geography to my students? <ul style="list-style-type: none">• University connections• Career opportunities• Community relationships• Interdisciplinary considerations• 21st Century skill set	Distribute Task 1 and Task 3

25 Aug	<p>Focus on the Preliminary course (SGP)</p> <p>What is it? Why does it matter? and How do I teach it?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • What to do when it's done • Geographical tools and skills required for the SGP and the Preliminary Course 	Distribute Task 2
1 Sep	<p>Focus on the Preliminary Course (Biophysical Interactions)</p> <p>What are biophysical interactions? Why are they important? Where are some suitable case studies located?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Resources and curriculum documents • Geography Teaching Standards • Geographical tools and skills required for Biophysical Interactions 	Task 1 due
8 Sep	<p>Focus on the Preliminary Course (Global Challenges)</p> <p>What are global challenges? Why is Population the core unit? How do I cater for options?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Resources and curriculum documents • Geography Teaching Standards • Geographical tools and skills required for Global Challenges 	
15 Sep	<p>Fieldwork activity during the workshop – offsite, commencing at 4pm and concluding at 8pm</p> <ul style="list-style-type: none"> • Whilst participation in fieldwork is not explicitly assessed, it is the expectation that students in TEP426 will attend and actively participate in this fieldwork session 	<p><i>Venue to be confirmed</i></p> <p><i>Please note that due to venue availability, the week of this fieldwork is subject to change</i></p>
Mid-semester break		
6 Oct	<p>Focus on the HSC Course (Ecosystems At Risk)</p> <p>What does 'at risk' mean and how effectively can the risk be managed?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Resources and curriculum documents • Geography Teaching Standards • Geographical tools and skills required for Ecosystems at Risk 	

13 Oct	Focus on the HSC Course (Urban Places) What is urbanisation and how has this process caused change to various places? <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Resources and curriculum documents • Geography Teaching Standards • Geographical tools and skills required for Urban Places 	
20 Oct	Focus on the HSC Course (People and Economic Activity) To what extent are the industry and enterprise connected? <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Resources and curriculum documents • Geography Teaching Standards • Geographical tools and skills required for People and Economic Activity 	
27 Oct	Assessment and Reporting <ul style="list-style-type: none"> • Constructing multiple choice questions and stimulus based responses • Simulated marking using student work samples Student choice What would I like to enhance in my teaching of Geography? <ul style="list-style-type: none"> • This workshop provides the opportunity for students to suggest an area they would like to focus on – it can be a revisited topic to refine skills and understanding, or it can be a new area of focus pending its suitability to geographical methodology. Suggestions and agreement will be sought during mid semester break 	
3 Nov	SGP presentations <ul style="list-style-type: none"> • Students have 15 minutes to present their SGP 	Task 2 due
10 Nov	SGP presentations <ul style="list-style-type: none"> • Students have 15 minutes to present their SGP 	Task 2 due Task 3 finalised

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit <http://students.mq.edu.au/events/2016/07/19/ne>

[w assessment policy in place from session 2/](#)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills

in Geography. (2.5)

Assessment tasks

- Senior Geography Project (SGP)
- Presentation of SGP
- Blog posts

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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
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provide relevant and timely feedback to improve student learning. (2.3, 5.2)

- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

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- Presentation of SGP
- Blog posts

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

- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

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- Presentation of SGP
- Blog posts

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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 3.3, 6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
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- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
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Assessment tasks

- Senior Geography Project (SGP)
- Presentation of SGP

- Blog posts

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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 5. Demonstrate knowledge of and ability to implement specific strategies for teaching and supporting: (1.3, 1.4, 2.2) a. Aboriginal and Torres Strait Islander students b. Students from diverse linguistic, cultural and socioeconomic backgrounds c. Students with disabilities
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- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 8. Maintain detailed and organised records of student progress against outcomes and provide relevant and timely feedback to improve student learning. (2.3, 5.2)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
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Assessment tasks

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- Blog posts

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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 4. Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 3.3, 6.2)
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- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)

Assessment tasks

- Senior Geography Project (SGP)
- Presentation of SGP

- Blog posts

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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)
- 6. Demonstrate a variety of strategies to develop rapport with all students and encourage supportive learning environments where students feel safe to risk full participation. This includes a working knowledge of approaches for managing student behaviour and establishing a positive classroom climate. (4.1-4.4)
- 7. Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- 9. Apply a range of evidence-based strategies for improving literacy and numeracy skills in Geography. (2.5)
- 10. Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

- Senior Geography Project (SGP)
- Presentation of SGP
- Blog posts

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)

Assessment tasks

- Senior Geography Project (SGP)
- Presentation of SGP

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

- 1. Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- 2. Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- 3. Apply research-based strategies for building depth of understanding in Geography. (6.2)

Assessment tasks

- Senior Geography Project (SGP)
- Presentation of SGP

Changes from Previous Offering

This unit was significantly redesigned at the end of 2013, ready for delivery in 2014. Student

feedback from the 2014 and 2015 cohorts indicated the teaching and learning activities prior to and during the workshops, and the assessment tasks were both relevant and rigorous. The fieldwork component was particularly supported. However, in response to university requirements and feedback from students at the end of TEP 425 who are continuing on to TEP426, the following changes have been made to the unit this year:

- The assessment tasks will be reduced in number from five (5) to three (3)
- There will be specific geographical skills (such as cross sections, ternary graphs, transects) incorporated in to each workshop as appropriate.