EDED11455 *Curriculum Foundations and Decision-Making*
Term 2 - 2018

Profile information current as at 19/04/2024 05:48 pm

All details in this unit profile for EDED11455 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Curriculum Foundations and Decision-making builds students' knowledge and understanding of the key learning theories of behaviourism, humanism, constructivism, social-constructivism and connectivism as a basis for exploring pedagogical approaches to curriculum construction and decision-making. Analysis and critique of the view of learners and approaches to teaching and learning articulated in the Early Years Learning Framework and Australian Curriculum documents are an important focus of this unit. Students reflect on how learners are positioned to make transitions to new learning contexts and evaluate strategies for designing authentic relevant curriculum and environments for diverse learner groups with a focus on inquiry, active investigation and problem-solving. Students collaborate in groups to apply these strategies across selected learning contexts including early years settings to either: (a) the design and presentation of child-centred open-ended learning experiences; or (b) the creation of a learning environment with possibilities for developing literate, numerate, scientific, technological or environmental understandings

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2018

- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle

Feedback
Content of unit.

Recommendation
Retain the unit content.

Feedback from Moodle

Feedback
Unit resources

Recommendation
Continue to provide high quality resources.

Feedback from Moodle

Feedback
Assessment Task 2

Recommendation
Provide further elaboration of assessment Task 2.

Unit Learning Outcomes

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

1. Identify key ideas, contemporary influences and conflicting perspectives on curriculum development and planning.
2. Evaluate the application of key learning theories to the goals and priorities of 21st century learning.
3. Summarise the view of learners, teaching and learning articulated in current national curriculum documents and policies specific to educational and/or early childhood settings.
4. Analyse examples of teaching practice to evaluate the selection of teaching strategies for child-centred learning for students with a diverse range of interests, backgrounds and needs.
5. Design learning opportunities that incorporate a range of resources and strategies to promote language development, curiosity, inquiry, imagination, self-expression, higher-order thinking and problem-solving in a range of settings and learning areas.

Successful completion of the unit Curriculum Foundations and Decision-Making allows students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.2, 1.3, 2.5, 2.6, 3.1, 3.3, 3.4 and 6.4 and competency elements from the Diploma of Children's Services (Early Childhood Education and Care) including CHCFC504A: 1; CHCFC505A: 1 and 2; CHCFC506A: 1, 2, 3 and 4: CHCFC508A: 4; CHCPR502E: 1, 2, 3 and 4. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting professional standards at Graduate career stage and as the focus for identifying professional learning needs.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ◦ Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•		
2 - Practical and Written Assessment - 50%				•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving					•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•		•	
5 - Team Work					•
6 - Information Technology Competence				•	•
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•		•	•		•				
2 - Practical and Written Assessment - 50%	•	•	•	•	•	•				

Textbooks and Resources

Textbooks

EDED11455

Prescribed

Teaching: Making a difference
Edition: 3rd (2016)
Authors: Churchill, R. et al
Wiley
Milton , QLD , Australia
Binding: Paperback

Additional Textbook Information
This text was a set text for the Term 1 unit EDED11454 Education as a Profession.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Lyn Hughes Unit Coordinator
l.hughes@cqu.edu.au

Schedule

Week 1 Definitions of "curriculum" - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Definitions of "curriculum"	Set Text. Chapter 6 (pages 186-197 Details of weekly readings and activities can be found on Moodle.	

Week 2 Social contexts and curriculum - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Social contexts and curriculum	Details of weekly readings and activities can be found on Moodle. CRO Brady and Kennedy Chapter 10	

Week 3 Curriculum documents: The Australian Curriculum - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

Curriculum documents: The Australian Curriculum	CRO Clarke & Pittaway. Chapter 5 The Australian Curriculum Details of weekly readings and activities can be found on Moodle.	

Week 4 Learning theories - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning theories	Set Text Chapter 3 CRO Groundwater-Smith et al Details of weekly readings and activities can be found on Moodle.	

Week 5 Curriculum and enhancing learning: Early Years Learning Framework - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum and enhancing learning: Early Years Learning Framework	Details of weekly readings and activities can be found on Moodle. Early Years Learning Framework	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No tutorial or Zoom session this week. Use this week to catch up on outstanding activities.	Details of weekly readings and activities can be found on Moodle.	

Week 6 Motivation and curriculum relevance - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Motivation and curriculum relevance	Details of weekly readings and activities can be found on Moodle. CRO Ewing Chapter 5 Set Text Chapter 4	**COMPARATIVE ANALYSIS (WRITTEN ASSESSMENT 50%)** Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Week 7 Social and emotional influences on learning - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Social and emotional influences on learning	Details of weekly readings and activities can be found on Moodle. CRO Snowman et al Set Text Chapter 9	

Week 8 Curriculum approaches and pedagogies - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum approaches and pedagogies	Details of weekly readings and activities can be found on Moodle. CRO Farmer, Dockett, & Arthur. Chapter 7 Set Text Chapter 6	

Week 9 Relationships and interactions in learning - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Relationships and interactions in learning	Details of weekly readings and activities can be found on Moodle. CRO Brady CRO Edwards-Groves et al	

Week 10 ICTs and environments for inquiry - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
ICTs and environments for inquiry	Details of weekly readings and activities can be found on Moodle. CRO Beauchamp	

Week 11 Review and group presentations - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

Review and group presentations	Details of weekly readings and activities can be found on Moodle.	

Week 12 Review and group presentations - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review and group presentations	Details of weekly readings and activities can be found on Moodle.	

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Details of weekly readings and activities can be found on Moodle.	**2: OBSERVATION OF TEACHING PRACTICE AND LEARNING DESIGN (PRACTICAL AND WRITTEN ASSESSMENT 50%)** Due: Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 COMPARATIVE ANALYSIS (WRITTEN ASSESSMENT 50%)

Assessment Type
Written Assessment

Task Description
This task requires you to summarise, compare and analyse the audience, organisation, relationship to social context and view of learners, teaching and learning outlined in two current curriculum documents that frame the work of educators in Australian early learning settings and schools. These documents are The Early Years Learning Framework (EYLF) and the Australian Curriculum.
Your response to this task should be no more than 2000 words and should be organised according to the headings in sections 1-5 outlined below. In each section, you will need to examine **BOTH** the Early Years Learning Framework and the Australian Curriculum and compare them according to their similarities and differences on the key points outlined in the section headings. Your conclusion will evaluate each document in terms of how it is designed to help teachers create meaningful and relevant curriculum for diverse student groups and individuals.
Your response **must include references** to unit readings and the documents themselves to support your discussion, comparison and evaluation.
Tutorial activities, group discussions, online forums and formative assessment opportunities for examining each document according to the section headings for this assessment will occur throughout the term.
Format for developing your assessment response
1. Introduction
Identify each curriculum document and the intended users or audience, i.e. the learners and teachers the framework has been designed for and the purpose that each framework is designed to achieve.
2. **Organisation of the curriculum documents**
In this section, create a **summary** of each curriculum framework and its organisation and content. The summary should provide answers to the following key questions for EACH curriculum framework:
· What is included in the curriculum framework?
· What is the focus for learning specified in the curriculum framework?
· What information is given about **what** will be learned, **when** it will be learned and **how** it will be learned in each curriculum document?
· How will learning be assessed?
At the end of this summary, briefly identify the main similarities and differences in the approach to curriculum design taken for each document and explain why you think these differences have occurred. Suggest ways in which their organisation and key features will affect how the curriculum is used and implemented by teachers in schools or early learning sites.
3. Social, political and cultural influences
Provide a brief summary of “external factors” such as key social, political or cultural influences that you think have informed the development of each curriculum framework and compare and evaluate how successful each framework is

in responding to the priorities for learning in the 21st century. Discuss any problems or issues that might affect the learning outcomes for different student groups as a result of these influences and back up your claims with examples and references from unit readings or the curriculum documents.

4. View of learners, learning and teaching

Summarise the view of learners and learning embedded in each document. Consider the responses to the following questions to construct your summary and support the point of view you are proposing. What learning theories are evident? What role do the documents imply for learners and for teachers? How do the frameworks support engagement and motivation for learning?

5. Evaluation

Evaluate the success of each document in terms of meeting the needs of diverse student groups and individuals. What implications can you draw about the way these documents should be used by teachers in the design of meaningful and relevant curriculum?

This assessment task addresses aspects of the following standards:
Task 1- 1.1,1.3, 3.5, 4.1, 4.2, 6.3.

Assessment Due Date

Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 9 Friday (14 Sept 2018)
Feedback on this assessment response will be provided by the return date above pending moderation processes being complete and in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

Knowledge of the key elements and organisation of current curriculum documents. (APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, APST 4.2 Manage classroom activities, APST 6.3 Engage with colleagues and improve practice.)
Ability to identify and evaluate ways in which current curriculum documents are influenced by contemporary social and cultural contexts and respond to issues of diversity and equity (APST 1.1 Physical, social and intellectual development and characteristics of students, APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, APST 3.5 Use effective classroom communication, APST 4.1 Support student participation.)
Application of knowledge of key learning theories to views of learning embedded in curriculum documents (APST 1.1 Physical, social and intellectual development and characteristics of students, APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, APST 3.5 Use effective classroom communication, 4.1 Support student participation, APST 4.2 Manage classroom activities.)
Ability to draw implications from the analysis for educators as curriculum decision-makers (APST 4.2 Manage classroom activities, APST 6.3 Engage with colleagues and improve practice.)
Ability to construct a comparative analysis using professional levels of personal literacy (APST 3.5 Use effective classroom communication.)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

No submission method provided.

Submission Instructions

Online

Learning Outcomes Assessed

- Identify key ideas, contemporary influences and conflicting perspectives on curriculum development and planning.
- Evaluate the application of key learning theories to the goals and priorities of 21st century learning.
- Summarise the view of learners, teaching and learning articulated in current national curriculum documents and policies specific to educational and/or early childhood settings.

Graduate Attributes

- Communication

- Critical Thinking
- Information Literacy
- Information Technology Competence

2 2: OBSERVATION OF TEACHING PRACTICE AND LEARNING DESIGN (PRACTICAL AND WRITTEN ASSESSMENT 50%)

Assessment Type
Practical and Written Assessment

Task Description
This assessment task focuses on the design of student-centred learning and consists of two parts.
Part A (Individual Observation of teaching practice)
On the moodle site for this unit you will find short video clips demonstrating learning in a particular setting. Choose one of the videos and complete a 500-word observation that answers the following questions:

- How are the students learning in this sample of teaching practice?
- What does the teacher do to facilitate student learning?
- How does the learning experience achieve some or all of these outcomes:

o encourage learners' independence and autonomy
o assist in the development of thinking skills
o promote real life learning
o embed meaningful literacy and/ or numeracy learning
o allow for creativity and imagination
o provide for child-centred or student-centred learning that caters for a diverse range of interests, needs and backgrounds
o provide creative and / or challenging opportunities to stimulate learning in a developmentally appropriate way?
Part B (Individual, pairs or small group)
You have a choice of working individually, in pairs or small groups for this assessment task.
Use the knowledge gained from unit readings and your observation from Part A above to design a learning environment or open-ended learning experience. Your planning should focus on an environmental or sustainability topic or issue that is developmentally appropriate for learners in a chosen educational setting, i.e. a school/ year level or other early learning setting. A template for recording your planning will be provided on the unit Moodle site and will require you to document the following:

- An outline for an open-ended inquiry or investigation into a real world environmental issue suitable for diverse learner groups
- Opportunities for enhancing literacy, numeracy or learning through the use of technology in the activities the learners complete,
- Opportunities for social interaction and discussion between learners about the learning focus
- Opportunities for learners to engage in problem-solving and higher-order thinking

Your plan will be presented to a group of your peers in Week 11 or 12 (depending on campus arrangements). The presentation should demonstrate some of your planning ideas and include a brief description of (a) how it has been designed to develop the knowledge, skills and dispositions underpinning a curriculum framework i.e. the general capabilities of the Australian curriculum OR the learning outcomes of the Early Years Learning Framework (EYLF); and (b) how a teacher might mediate or facilitate the learning.
Important Note: Each group member should upload Part A and documentation for Part B of this assessment task through the link on Moodle by the due date.
This assessment task addresses aspects of the following standards:
Task 2- 1.1, 1.3, 3.5, 3.7, 4.1, 4.2, 6.2, 7.3.

Assessment Due Date
Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST
Copies of both Part A and Part B should be uploaded by all students by the due date. Students who completed Part B as a group presentation should list the names of other group members on the Part B documentation.

Return Date to Students
2 weeks prior to term Monday (25 June 2018)
Feedback on this assessment response will be returned in accordance with university policy on certification of grades.

Weighting
50%

Assessment Criteria
Ability to identify the relationship between observed teaching strategies and learning outcomes (APST 3.5

Use effective classroom communication, APST 3.7 Engage parents/carers in the educative process, APST 4.1 Support student participation, APST 4.2 Manage classroom activities.)
Knowledge and understanding of constructivist approaches to curriculum development that promote relevance, engagement and higher order thinking for learners from diverse backgrounds (APST 1.1 Physical, social and intellectual development and characteristics of students, APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, APST 4.1 Support student participation, APST 4.2 Manage classroom activities, APST 4.5 Use ICT safely, responsibly and ethically, APST 6.2 Engage in professional learning and improve practice, APST 7.3 Engage with the parents/carers.)
Ability to create opportunities for meaningful integration of literacy, numeracy and ICTs into curriculum planning (APST 4.5 Use ICT safely, responsibly and ethically.)
Knowledge of ways in which social interaction promotes learning (APST 1.1 Physical, social and intellectual development and characteristics of students, APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, APST 3.5 Use effective classroom communication.)
Application of pedagogical approaches consistent with the learning outcomes underpinning current curriculum frameworks (APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, APST 3.5 Use effective classroom communication, APST 3.7 Engage parents/carers in the educative process.)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

Submission Instructions
ALL students should upload the individual component for Part A and a copy of documentation from Part B presentations. Those students who participated in a group presentation should list the names of all other group members at the top of the Part B documentation.

Learning Outcomes Assessed

- Analyse examples of teaching practice to evaluate the selection of teaching strategies for child-centred learning for students with a diverse range of interests, backgrounds and needs.
- Design learning opportunities that incorporate a range of resources and strategies to promote language development, curiosity, inquiry, imagination, self-expression, higher-order thinking and problem-solving in a range of settings and learning areas.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem