



EDSE12021 *Middle Years Learning and Teaching*

Term 2 - 2019

Profile information current as at 17/05/2024 05:37 pm

All details in this unit profile for EDSE12021 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

Learning and teaching in the latter middle years of learning (Years 7 to 9) in selected learning areas, is the focus of this unit. The influences, interpretation and implementation of lower secondary school curriculum frameworks are examined critically for the purposes of designing effective pedagogies. A range of topics is examined including curriculum development, teaching and learning resources, teaching strategies, pedagogical approaches, assessment and school work programs relevant to the pre-service teacher's two teaching areas. Critical use is made of relevant sources of information including curriculum and policy documents to promote professional teaching through the selection of appropriate teachable content to enable the design of quality learning experiences using a range of pedagogies and the development of assessment strategies that promote learning in lower secondary school contexts.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 12

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.25

Pre-requisites or Co-requisites

Students must have successfully accumulated 48 credit points to be eligible to enrol in this unit. This includes the successful completion of 1 x Level 1 and 1 x Advanced level unit per Discipline Teaching Area.

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 - 2019

- Online

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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Portfolio**

Weighting: 50%

2. **Portfolio**

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 Student evaluation

Feedback

Level of detail and scaffolding of assessment tasks considered to be valuable.

Recommendation

Retain scaffolding and detailed explanations of task requirements.

Feedback from Student evaluation

Feedback

Formative tasks were helpful and an important part of the learning process.

Recommendation

Retain formative tasks.

Feedback from Student evaluation

Feedback

Assessment tasks were very large and there were some requirements that could have been reduced.

Recommendation

Size of assessment tasks will be reviewed.

Unit Learning Outcomes

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

1. Use and understand curriculum frameworks relevant to your two teaching areas at a lower secondary school level
2. Engage with teaching and learning resources relevant to your two teaching areas at a lower secondary school level
3. Interpret and manipulate teaching strategies relevant to your two teaching areas at a lower secondary school level
4. Design pedagogies appropriate for the implementation of your relevant curriculum frameworks
5. Design assessment instruments that promote learning and match the needs of lower secondary school curriculum frameworks.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 5.1 Assess student learning
- 7.2 Comply with legislative, administrative and organisational requirements

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 - Portfolio - 50%	•	•	•	•	•
2 - Portfolio - 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 - Portfolio - 50%	•	•	•	•		•				
2 - Portfolio - 50%	•	•	•	•		•				

Textbooks and Resources

Textbooks

EDSE12021

Prescribed

Effective Teaching Strategies : Lessons from Research and Practice

Edition: 7th Revised (2015)

Authors: Killen , Roy

Cengage Learning Australia

South Melbourne , Vic , Australia

ISBN: 9780170358880

Binding: Paperback

EDSE12021

Supplementary

Workshop Technologies for Schools : Combined Study

(2012)

Authors: Baker & Schlyder

PCS Publications

Toowoomba , Queensland , Australia

ISBN: 9781876135911

Binding: Paperback

Additional Textbook Information

Students preparing to be INTAD teachers may wish to buy the supplementary text.

[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

Joanne Dargusch Unit Coordinator

j.dargusch@cqu.edu.au

Marilyn Felsch Unit Coordinator

m.felsch@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Content, Context and Curriculum		

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
School Contexts and Work Programs		

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching and Learning Resources: Teaching Areas 1 and 2		

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogical Approaches and Pedagogical Content Knowledge: Teaching Areas 1 and 2		Formative Task 1 Teaching Area 1 (upload by Monday 11pm) Formative Task 1 Teaching Area 2 (upload by Friday 11pm)

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Strategies-Classroom Practices: Teaching Areas 1 and 2		

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Strategies-Differentiation: Teaching Areas 1 and 2		Formative Task 2 - Teaching Area 1 (upload by Monday 11pm) Formative Task 2 - Teaching Area 2 (upload by Friday 11pm)

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Strategies-Planning Lessons: Teaching Areas 1 and 2		

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Purposes: Teaching Areas 1 and 2		

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Designing Assessment: Teaching Areas 1 and 2		Formative Assessment Task 3 - Teaching Area 1 (upload by Monday 11pm) Formative Assessment Task 3 - Teaching Area 2 (upload by Friday 11pm)

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Focus on Planning: Teaching Areas 1 and 2		

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Focus on Self-Reflection: Teaching Areas 1 and 2		

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Written Assessment - Portfolio of teaching and learning materials- Teaching Area 2 Due: Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Written Assessment - Portfolio of teaching and learning materials - Teaching Area 1

Assessment Type

Portfolio

Task Description

This task requires you to **apply** core concepts of the unit to develop a **Portfolio of teaching and learning materials** for a Middle Years class. The Portfolio will demonstrate your ability to apply subject knowledge and pedagogy skills in your first teaching area.

The unit requirements include both formative and summative assessment tasks. A **series of 3 milestone formative tasks** will be completed throughout the term and will be supported through the unit materials provided on the Moodle site for your first teaching area. These formative tasks will be used to build the skills and knowledge required for you to complete the summative task and to provide opportunities for you to get feedback as you build and develop your ideas. The summative task requires you to develop a detailed unit of work, and annotate this unit of work to demonstrate your understanding of curriculum and pedagogy in your first teaching area.

The **formative tasks** are to be posted up on the teaching area discussion forum in **weeks 4, 6 and 9**. The completed **summative assessment task** is to be submitted **Monday, Week 12**.

Part A - Milestone formative assessment tasks and the provision of feedback-5 marks towards your grade for Task 1

The following **formative tasks** are to be uploaded to your teaching area forum in the weeks indicated:

- Forum entry - provide a description of a unit of work (including key questions/topics); select the content descriptors to be used in the unit. Record these in the summative assessment unit template. (**Monday**- Week 4).
- Forum entry - provide a brief unit overview as per the template provided on Moodle. (**Monday** - Week 6)
- Forum entry - populate the assessment section of the summative assessment unit template. (**Monday**- Week 9)

The teaching area forum expert will provide feedback on your forum entries.

You are **to provide targetted feedback to two peers on each of the formative tasks**. Guidelines for this feedback will be provided on the Moodle site.

The evidence of these forum entries will be recorded on a Formative Tasks table and submitted with your summative task.

Part B - Summative assessment task - 45 marks towards your grade for Task 1

This summative assessment task will reflect the key understandings explored in online Moodle materials and the work you have already done in the formative assessment tasks. The task is as follows:

- A **detailed unit of work** that demonstrates your understanding of planning processes, a range of teaching strategies, differentiation for a range of learners and the use of resources suitable for this teaching area. This unit will also demonstrate understandings about curriculum frameworks. For the purposes of this assessment

task, a unit of work will be considered to be between 4-5 weeks. Therefore, it encompasses the period of learning before and leading up to a significant formative or summative piece of work. Please see the Moodle site for further information.

- **Annotations** on the unit of work that indicate and explain your choice of **a range of targeted and purposeful signature teaching strategies and resources** suitable for the needs of Middle Years learners **in this teaching area**. These annotations will indicate and explain where you have deliberately developed **literacy or numeracy skills** specific to the unit of work and the teaching area. They will also indicate and explain where you have used **formative assessment strategies** to assess students' development of the knowledge and skills needed to **demonstrate their learning in the final summative assessment task**.
- The annotations **must** include appropriate references to **theory and the appropriate curriculum framework**.

Assessment Due Date

Week 12 Monday (7 Oct 2019) 11:45 pm AEST

Return Date to Students

Feedback will be provided on formative tasks throughout the term. Feedback on the final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the Term.

Weighting

50%

Assessment Criteria

1. Knowledge and understanding of planning learning programs to implement the curriculum
2. Knowledge and understanding of teaching strategies and resources appropriate to the teaching area and context
3. Knowledge and understanding of differentiation strategies, including literacy and numeracy strategies, to meet the specific learning needs of students
4. Design of assessment to promote learning
5. Justification of planning decisions informed by theory, research, context and curriculum knowledge
6. Written language communication skills

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Assessment must be submitted online through Moodle.

Learning Outcomes Assessed

- Use and understand curriculum frameworks relevant to your two teaching areas at a lower secondary school level
- Engage with teaching and learning resources relevant to your two teaching areas at a lower secondary school level
- Interpret and manipulate teaching strategies relevant to your two teaching areas at a lower secondary school level
- Design pedagogies appropriate for the implementation of your relevant curriculum frameworks
- Design assessment instruments that promote learning and match the needs of lower secondary school curriculum frameworks.

Graduate Attributes

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

2 Written Assessment - Portfolio of teaching and learning materials- Teaching

Area 2

Assessment Type

Portfolio

Task Description

This task requires you to **apply** core concepts of the unit to develop a **Portfolio of Teaching and Learning materials** based around a unit of work in your second teaching area for a Middle Years class. The **Portfolio** will demonstrate your ability to apply subject knowledge and pedagogy skills in your second teaching area.

The unit requirements include both formative and summative assessment tasks. A **series of 3 milestone formative tasks** will be completed throughout the term and will be supported through the unit materials provided on the Moodle site for your second teaching area. These formative tasks will be used to build the skills and knowledge required for you to complete the summative task and to provide opportunities for you to get feedback as you build and develop your ideas. The summative task requires you to develop a brief unit overview, three lesson plans from this unit of work and provide a justification of your planning choices in order to demonstrate your understanding of curriculum and pedagogy in your second teaching area.

The **formative tasks** are to be posted up on the teaching area discussion forum in **weeks 4, 6, and 9**. The completed **summative assessment task** (the teaching package) is to be submitted **Monday, Week 13 (exam/review week)**.

Part A - Milestone formative assessment tasks and the provision of feedback-5 marks towards your grade for Task 2

The following **formative tasks** are to be uploaded to your teaching area forum in the weeks indicated:

- Forum entry - provide a description of the unit of work (including key questions/topics); select the content descriptions to be used in the unit. Record these in the template provided. (**Friday - Week 4**)
- Forum entry - provide a brief unit overview as per the template provided on Moodle. (**Friday- Week 6**)
- Forum entry - submit one LEP that demonstrates specific strategies to develop literacy or numeracy knowledge/skills key to the unit. (**Friday - Week 9**)

The teaching area forum expert will provide feedback on your forum entries.

You are **to provide targeted feedback to two peers on each of the formative tasks**. Guidelines for this feedback will be provided on the Moodle site.

The evidence of these forum entries will be recorded on a Formative Tasks table and submitted with your summative task.

Part B - Summative assessment tasks - 45 marks towards your grade for Task 2

Summative assessment tasks to be submitted as part of the Package will reflect the key understandings explored in online Moodle materials and the work you have already done in the formative assessment tasks. These tasks are as follows:

1. A detailed **lesson plan** drawn from the unit of work that demonstrate your understanding of targeted and purposeful teaching strategies and resources suitable for the needs of Middle Years learners in this teaching area. This lesson plan must demonstrate **development of subject specific literacy or numeracy skills** specific to the unit of work and the teaching area. The lesson plan must also demonstrate understanding about **differentiation for diverse learners through teaching strategies and the use of resources**.
2. You will create all of the resources to be used in this lesson with students (focused on literacy or numeracy; demonstrating how resources can be differentiated for different students' needs) and submit these.

You will also write a critical analysis of your planning process that will include references to literature as well as to the appropriate curriculum. (1600 words) This section will **draw on the formative assessment tasks** you have completed to address the following areas:

1. **A statement about context elements that influenced your planning for teaching.** Explain how your knowledge of the **particular cohort of learners (include a detailed profile as an appendix)** and the **particular school context influenced your design** of the unit.
2. Justify how your lesson plan is an example of **subject-specific** literacy or numeracy pedagogical strategies, the **purpose of this lesson in the overall unit of work** and how it **assists students to prepare for the summative assessment task** they would complete in this unit.
3. Justify the choices you have made in the lesson plan in terms of **differentiation**. Using the lesson plan and the resources, demonstrate **how you have considered the needs of the diverse learners** in your cohort profile in planning teaching strategies and the use of resources in this lesson. **Also refer to the unit of work overview and your overall strategy for differentiation across the unit.**
4. Outline how you used the feedback provided by your forum expert on the **formative assessment**

tasks. Provide examples.

Essential elements of the task:

1. Embed the **discussion of the lesson plan in the critical analysis** (i.e., use annotations, highlighting or some other method of making explicit links between your discussion in the critical analysis and the **lesson plans/resources/brief unit overview**).
2. **Make references to literature and research, as well as to the curriculum frameworks in your critical analysis.**

Appendices:

- The brief unit of work overview you created for Formative Task 2 (with annotations, highlighting).

Assessment Due Date

Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

Upload task to Moodle site

Return Date to Students

Feedback will be provided on formative tasks throughout the term. Feedback on the final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the Term.

Weighting

50%

Assessment Criteria

1. Knowledge and understanding of planning learning programs to implement the curriculum
2. Knowledge and understanding of teaching strategies and resources appropriate to the teaching area and context
3. Knowledge and understanding of differentiation strategies, including literacy and numeracy strategies, to meet the specific learning needs of students
4. Design of assessment to promote learning
5. Justification of planning decisions informed by theory, research, context and curriculum knowledge
6. Written language communication skills

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Students must submit assignment online through Moodle.

Learning Outcomes Assessed

- Use and understand curriculum frameworks relevant to your two teaching areas at a lower secondary school level
- Engage with teaching and learning resources relevant to your two teaching areas at a lower secondary school level
- Interpret and manipulate teaching strategies relevant to your two teaching areas at a lower secondary school level
- Design pedagogies appropriate for the implementation of your relevant curriculum frameworks
- Design assessment instruments that promote learning and match the needs of lower secondary school curriculum frameworks.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

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