



# EDSE12021 *Middle Years Learning and Teaching*

## Term 2 - 2023

Profile information current as at 30/04/2024 05:34 am

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 - 2023

- 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, UC observations

##### **Feedback**

Unit content and learning materials

##### **Recommendation**

Amend Moodle content and learning materials from Version 8.4 to Version 9.0 of the Australian Curriculum.

#### Feedback from Student evaluation, UC observations

##### **Feedback**

Discipline Experts

##### **Recommendation**

Review the way that Discipline Experts provide advice and feedback to students.

## 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. Outline assessment strategies both formative and summative relevant to your two teaching areas at a lower secondary school level

### **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
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### 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					

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Marilyn Felsch** Unit Coordinator  
[m.felsch@cqu.edu.au](mailto:m.felsch@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: The Australian Curriculum	• Main, K., Bahr N., & Pendergast, D. (Eds). (2017). Teaching Middle Years: Rethinking curriculum, pedagogy and assessment. (Chapter 1 - Middle years education and Chapter 10 - Curriculum)	

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Unit Planning	• Killen, R. (2015). Effective Teaching Strategies: Lessons from Research and Practice. (7th ed.). pp. 81-89.	<b>TEAMS Session 1</b> with Discipline Expert for Teaching Areas 1 and 2 - date and time to be advised

### Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: School Contexts and Planning the Curriculum	• Ewing, R., Le Cornu, R. & Groundwater-Smith, S. (2014). Teaching challenges and dilemmas. (Chapter 5 - The learning environment)	<b>TEAMS Session 2</b> with Discipline Expert for Teaching Areas 1 and 2 - date and time to be advised

### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 4: Middle Years Learners and Differentiation	<ul style="list-style-type: none"> <li>• Main, K., Bahr N., &amp; Pendergast, D. (Eds). (2017). Teaching Middle Years: Rethinking curriculum, pedagogy and assessment. (Chapter 5 - Catering for individual students)</li> <li>• Tomlinson, C. (2014). The differentiated classroom: Responding to the needs of all learners. (Instructional Strategies - from Chapters 7 &amp; 8)</li> </ul>	<b>Submit Assessment Task 1 Part A: Milestone Task Components</b> on the Discipline Specific Assessment Task Forum (post by Friday 4 August 2023, 11:45 pm)
<b>Week 5 - 07 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Areas 1 and 2: Topics 5 - 10	<ul style="list-style-type: none"> <li>• Main, K., Bahr N., &amp; Pendergast, D. (Eds). (2017). Teaching Middle Years: Rethinking curriculum, pedagogy and assessment. (Chapter 7 - Literacy and/or Chapter 8 - Numeracy).</li> </ul>	<b>Submit Assessment Task 1 Part A: Provision of Targeted Feedback</b> about the Milestone Task Components to peers on the Discipline Specific Assessment Task Forum (post by Friday 11 August 2023, 11:45 pm)
<b>Vacation Week - 14 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 21 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Areas 1 and 2: Topics 5 - 10	<ul style="list-style-type: none"> <li>• Butt, G. (2008). Lesson planning (3rd ed). pp. 60-68.</li> <li>• Howell, J. (2014). Teaching &amp; learning: building effective pedagogies. pp. 406-416.</li> </ul>	
<b>Week 7 - 28 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Area 1: Assessment Finalisation	No readings for this week.	<b>Portfolio of Teaching and Learning Materials for Middle Years</b> Due: Week 7 Friday (1 Sept 2023) 11:45 pm AEST
<b>Week 8 - 04 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Area 2: Topics 5 - 10	<ul style="list-style-type: none"> <li>• Main, K., Bahr N., &amp; Pendergast, D. (Eds). (2017). Teaching Middle Years: Rethinking curriculum, pedagogy and assessment. (Chapter 4 - Quality teaching and learning)</li> </ul>	<b>Submit Assessment Task 2 Part A: Milestone Task Components</b> on the Discipline Specific Assessment Task Forum (post by Friday 8 September 2023, 11:45 pm)
<b>Week 9 - 11 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Area 2: Topics 5 - 10	<ul style="list-style-type: none"> <li>• Howell, J. (2014). Teaching &amp; learning: building effective pedagogies. pp. 60-70.</li> </ul>	<b>Submit Assessment Task 2 Part A: Provision of Targeted Feedback</b> about the Milestone Task Components to peers on the Discipline Specific Assessment Task Forum (post by Friday 15 September 2023, 11:45 pm)
<b>Week 10 - 18 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Area 2: Topics 5 - 10	<ul style="list-style-type: none"> <li>• Killen, R. (2015). Effective teaching strategies: Lessons from research and practice. (7th ed.) (Teaching strategies selections across Chapters 5 -13)</li> </ul>	
<b>Week 11 - 25 Sep 2023</b>		

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Area 2: Topics 5 - 10	<ul style="list-style-type: none"> <li>• Main, K., Bahr N., &amp; Pendergast, D. (Eds). (2017). Teaching Middle Years: Rethinking curriculum, pedagogy and assessment. (Classroom assessment pp.308-318)</li> <li>• Howell, J. (2014). Teaching &amp; learning: building effective pedagogies. pp. 427-434.</li> </ul>	
<b>Week 12 - 02 Oct 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Teaching Area 2: Assessment Finalisation	No readings for this week.	<b>Detailed Unit of Work for Middle Years</b> Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST
<b>Review/Exam Week - 09 Oct 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 16 Oct 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio of Teaching and Learning Materials for Middle Years

#### Assessment Type

Portfolio

#### Task Description

Task 1 must be completed for a different teaching area than that used to complete Task 2.

#### Task Overview

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 **one** of your teaching areas for a Middle Years class (this must be Year 7, 8 or 9). In particular, the Portfolio will demonstrate your ability to apply curriculum subject knowledge and pedagogy skills in the selected teaching area, using a school context and a detailed class profile of a Middle Years class. Assessment Task 1:

- contributes **50%** to the overall grade for this unit
- is graded using criteria and standards descriptors aligned to numerical scores **out of 50**.
- is divided into **two parts**
  - Part A - Milestone task components and the provision of feedback to peers (5 marks)
  - Part B - Finalised unit overview, lesson plan and critical analysis (45 marks)

#### Task Requirements

- Unit planning must **use the Australian Curriculum Version 9** and **focus on Years 7, 8 or 9**.
- For this task, you will be planning the teaching and learning for a unit of work that is between **4-5 weeks** in duration (**equivalent to 10-15 lessons in total**). If your teaching area typically delivers longer units of work, your planning will focus on the first or last 4-5 weeks of the unit of work. Therefore, the unit encompasses the period of learning before and leading up to a significant formative or summative piece of work.
- Please note that the range in the number of lessons reflects the frequency of how different subject areas are timetabled in the Junior Secondary years.
- For this task, you are to assume that **all lessons are timetabled for 70 minutes**. Planning should reflect this time frame.

#### Description of Assessment Task - Part A

Part A includes milestone task components that will be used to build the skills and knowledge required for you to complete the finalised unit overview and lesson plan and to provide opportunities for you to receive feedback as you start to build and develop your ideas. All task components will be supported through the unit materials provided on the Moodle site. Further explanation of these components will be provided during Zoom sessions. The Part A task components are as follows:

### Milestone Task Components

The following components are to be completed on the **supplied Assessment Task 1 - Unit of Work Overview and Lesson Plan template** in the Task 1 Resources section of the Assessment Information and Resources tile. The **milestone task components** include:

- providing a description of the school context and unit of work
- highlighting the aspects of the achievement standard that will be the focus of the unit's summative assessment
- selecting the content descriptions to be used in the unit
- describing the summative assessment for the unit
- identifying the lesson topics and the learning intention/s for each of the lessons throughout the unit
- identifying initial planning for a lesson that is focused on developing subject-specific literacy or numeracy skills that are key to the unit of work, and that caters to the diverse learners in your class.

### The Provision of Feedback

You are to **provide targeted feedback to two peers** about the milestone task components. Guidelines for this feedback are located in the Task 1 Resources section of the Assessment Information and Resources tile.

### Due Dates - Part A

- The **milestone task components** will be posted on your Discipline Specific Assessment Task forum by **Friday 4 August (Week 4)**
- The **provision of targeted feedback** about the milestone task components to two peers will be posted on your Discipline Specific Assessment Task forum by **Friday 11 August (Week 5)**.

The evidence of the Part A forum entries will be recorded on the **Part A Task Table**, as part of the **supplied Assessment Task 1 - Unit of Work Overview and Lesson Plan template**, and will be used by the marker to enter marks when Part B is submitted.

### Description of Assessment Task - Part B

Part B task components will reflect the key understandings explored in online Moodle materials and the work you have already done in Part A of the assessment task. This section of the task requires you to develop a unit overview, design one detailed lesson plan from this unit of work with a focus on literacy or numeracy and differentiated instruction, and provide a justification of your planning choices in order to demonstrate your understanding of curriculum and pedagogy in one of your teaching areas. All task components will be supported through the unit materials provided on the Moodle site. Further explanation of these components will be provided during Zoom sessions. The Part B task components are as follows:

#### Unit of Work Overview

Continuing with the template that you used for Part A, you will complete the planning of the teaching and learning for the 4-5 weeks unit of work (equivalent to 10-15 lessons in total). If your teaching area typically delivers longer units of work, your planning will continue to focus on the first or last 4-5 weeks of the unit of work with the unit encompassing the period of learning before and leading up to a significant formative or summative piece of work. The unit of work overview will demonstrate your understanding of curriculum frameworks, planning processes, sequencing teaching and learning in this teaching area, targeted and purposeful teaching and learning strategies and resources for this teaching area and context.

#### Detailed Lesson Plan

A detailed lesson plan that is drawn from the unit of work will be used to 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:

- the **development of subject-specific literacy or numeracy skills** specific to the unit of work and the teaching area
- an understanding of **differentiation for diverse learners** through teaching strategies and the use of resources.

You will **create and submit all of the resources referred to in this lesson plan** that will be used to support student engagement (focused on literacy or numeracy), demonstrating how resources can be differentiated for different students' needs.

### Critical Analysis (1600 words)

Write a critical analysis of your planning process that will include:

- **specific examples** that are drawn from your planning of the **unit overview, detailed lesson plan and resources** (e.g. *In Week 3, Lesson 4, students ...*)
- **references to literature and the appropriate curriculum** to support your response in this section of the task.

This section will address the following areas:



**i) Middle Years Context:** a statement about the contextual elements that influenced your planning for teaching. (approx. 400 words)

- **Justify** why this unit of work is relevant to 21st century Junior Secondary learners and how the unit acknowledges the needs of students in Middle Years.
- **Explain** how your knowledge of the particular cohort of learners (include a detailed profile as an appendix) and the particular school context influenced the design of the unit.

**ii) Curriculum and Pedagogy - Unit Planning:** a critical analysis of the planning elements that informed the unit design. (approx. 500 words)

- **Explain** how this unit is informed by the intent of the curriculum in your chosen teaching area.
- **Discuss** how the structure of this unit and the approach to teaching impacts student learning.
- **Explain** how resources have been selected and utilised to support differentiated teaching and learning in this unit.

**iii) Curriculum and Pedagogy - Lesson Planning:** demonstrate how your lesson plan represents subject-specific literacy or numeracy planning and differentiation to promote learning. (approx. 600 words)

- **Explain** the purpose of this lesson in the overall unit of work and **justify** how the approach to pedagogy and learning activities contributes to developing students' subject-specific literacy or numeracy skills.
- **Discuss** how the focus on literacy or numeracy in the detailed lesson plan assists students to prepare for the unit's summative assessment task and how the teacher will check for learning and understanding of the subject-specific literacy or numeracy skills in this lesson.
- Using examples from the lesson plan and the associated resources, **explain** how you have considered the diverse needs of learners that are indicated in your cohort profile.

**iv) Feedback:**

- **Outline** how you used the feedback provided by your discipline expert (and peers if appropriate) on the Part A assessment task components. Provide examples. (approx. 100 words).

## Appendices

- **Detailed Class Profile:** Assessment Task 1 requires you to include a detailed class profile and must show evidence that you meet the needs of a particular group of identified learners. You can create your own or you may choose to use the compiled student data - **Class Profiles** - that have been provided in the Task 1 Resources section of the Assessment Information and Resources tile. Should you choose to create your own detailed class profile, a **Class Profile Template** has been provided in the Task 1 Resources section.
- **Part A Task Table:** to be used to provide evidence of your Part A forum entries.

## Submission - Part B

The **completed Part B assessment task** includes the following and is to be submitted as a Word document using the template provided and uploaded to the Assessment 1 submission portal on Moodle. The task is due **Friday 1 September (Week 7)**.

- Unit of Work Overview
- Detailed Lesson Plan – Literacy or Numeracy Focus
- Detailed Lesson Plan – Resources
- Critical Analysis
- References
- Appendix A: Detailed Class Profile
- Appendix B: Part A Task Table

## Assessment Due Date

Week 7 Friday (1 Sept 2023) 11:45 pm AEST

## Return Date to Students

Feedback will be provided on Part A task components prior to the submission of Part B. Feedback on Part B will be provided following moderation and prior to the required submission of Assessment Task 2.

## 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 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Part A Task Table and Part B of Assessment Task 1 must be completed using the provided Word template and submitted through the online Assessment 1 submission portal on 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
- Outline assessment strategies both formative and summative relevant to your two teaching areas at a lower secondary school level

## 2 Detailed Unit of Work for Middle Years

### Assessment Type

Portfolio

### Task Description

Task 2 must be completed for a different teaching area than that used to complete Task 1.

### Task Overview

This task requires you to apply core concepts of the unit to develop the teaching and learning materials for a unit of work in **one** of your teaching areas (this must be Year 7, 8 or 9). The task will demonstrate your ability to apply subject knowledge and pedagogy skills in **one** of your Middle Years teaching areas. Assessment Task 2:

- contributes **50%** to the overall grade for this unit.
- is graded using criteria and standards descriptors aligned to numerical scores **out of 50**.
- is divided into **two parts**
  - Part A - Milestone task components and the provision of feedback to peers (5 marks)
  - Part B - Detailed unit of work and justification (45 marks)

### Task Requirements

- Unit planning must **use the Australian Curriculum Version 9** and **focus on Years 7, 8 or 9**.
- For this task, you will be planning the teaching and learning for a unit of work that is between **4-5 weeks** in duration (**equivalent to 10-15 lessons in total**). If your teaching area typically delivers longer units of work, your planning will focus on the first or last 4-5 weeks of the unit of work. Therefore, the unit encompasses the period of learning before and leading up to a significant formative or summative piece of work.
- Please note that the range in the number of lessons reflects the frequency of how different subject areas are timetabled in the Junior Secondary years.
- For this task, you are to assume that **all lessons are timetabled for 70 minutes**. Planning should reflect this time frame.

### Description of Assessment Task - Part A

Part A includes milestone task components that will be used to build the skills and knowledge required for you to complete the detailed unit of work and to provide opportunities for you to receive feedback as you start to build and develop your ideas. All task components will be supported through the unit materials provided on the Moodle site. Further explanation of these components will be provided during Zoom sessions. The Part A task components are as follows:

### Milestone Task Components

The following task components are to be completed on the **supplied Assessment Task 2 - Detailed Unit of Work template** in the Task 2 Resources section of the Assessment Information and Resources tile. The **milestone task components** include:

- providing a description of the school context and unit of work
- highlighting the aspects of the achievement standard that will be the focus of the unit's summative assessment
- selecting the content descriptions to be used in the unit
- describing the summative assessment task for the unit
- identifying the lesson topics and the learning intention/s for each of the lessons throughout the unit

### The Provision of Feedback

You are to **provide targeted feedback to two peers** about the milestone task components. Guidelines for this feedback are located in the Task 2 Resources section of the Assessment Information and Resources tile.

### Due Dates - Part A

- The **milestone task components** will be posted on your Discipline Specific Assessment Task Forum on the Moodle site by **Friday 8 September (Week 8)**
- The **provision of targeted feedback** about the milestone task components to two peers will be posted on your Discipline Specific Assessment Task Forum by **Friday 15 September (Week 9)**

The evidence of the Part A forum entries will be recorded on the **Part A Task Table**, as part of the **supplied Assessment Task 2 - Detailed Unit of Work template**, and will be used by the marker to enter marks when Part B is submitted.

### Description of Assessment Task - Part B

Part B task components will reflect the key understandings explored in online Moodle materials and the work you have already done in Part A of the assessment task. This section of the task requires you to develop a detailed unit of work and justify your planning of this unit of work to demonstrate your understanding of curriculum and pedagogy in one of your teaching areas. All task components will be supported through the unit materials provided on the Moodle site. Further explanation of these components will be provided during Zoom sessions. The Part B task components are as follows:

#### Detailed Unit of Work

Continuing with the template that you used for Part A, you will complete the planning for the teaching and learning for the 4-5 weeks unit of work (equivalent to 10-15 lessons in total) to produce a detailed unit of work, using the template that you used for Part A. If your teaching area typically delivers longer units of work, your planning will continue to focus on the first or last 4-5 weeks of the unit of work with the unit encompassing the period of learning before and leading up to a significant formative or summative piece of work.

The detailed unit of work will demonstrate your understanding of curriculum frameworks and planning processes for the described context and selected teaching area including sequencing teaching and learning strategies and resources, subject-specific literacy or numeracy skills specific to the unit and the teaching area and differentiation for diverse learners.

#### Justification (1600 words)

Prepare a justification of the decisions that were made for the detailed unit of work where you will:

- **explain** planning decisions **using specific examples** that are drawn from your unit of work,
- **identify** when the specific examples occur during the teaching and learning sequence (e.g. *In Week 3, Lesson 4, students ...*)
- include **references to literature and the appropriate curriculum** to support your response.

Your justification will address each of the following areas:

- targeted and purposeful **teaching strategies and resources** that have been utilised to enhance instruction and learning.
- **differentiated teaching and learning opportunities** that have been provided to suit the needs of a broad range of Middle Years students.
- deliberately developed **literacy or numeracy skills** specific to the unit of work and the teaching area.
- **formative assessment strategies** to assess students' development of the knowledge and skills needed to demonstrate their learning in the final summative assessment task.

### Appendix:

- **Part A Task Table:** to be used to provide evidence of your Part A forum entries.

### Submission - Part B

The **completed Part B assessment task** includes the following and is to be submitted as a Word document using the

template provided and uploaded to the Assessment 2 submission portal on Moodle. The task is due **Friday 6 October (Week 12)**.

- Detailed Unit of Work
- Justification
- References
- Appendix A: Part A Task Table

### **Assessment Due Date**

Week 12 Friday (6 Oct 2023) 11:45 pm AEST

### **Return Date to Students**

Feedback will be provided on Part A task components prior to the submission of Part B. Feedback on Part B 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 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Part A Task Table and Part B of Assessment Task 2 must be completed using the provided Word template and submitted through the online Assessment 2 submission portal on 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
- Outline assessment strategies both formative and summative relevant to your two teaching areas at a lower secondary school level

## 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