



EDSE14002 Senior Years Learning and Teaching

Term 1 - 2017

Profile information current as at 04/05/2024 12:44 am

All details in this unit profile for EDSE14002 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

The focus of this unit is teaching and learning in the senior secondary school (Years 11 and 12). There is a specific focus on pedagogical approaches and thinking skills applicable for senior teaching areas. The influences on senior secondary school curriculum frameworks from key stakeholders are critically examined. You will also analysis and interpret subject curriculum documents in order to plan and implement effective units of work that utilise pedagogical approaches that develop the thinking skills and processes required for discipline teaching areas. Other areas examined include curriculum development, teaching and learning resources, teaching strategies, pedagogical approaches, assessment and school work programs relevant to the pre-service teacher's discipline teaching areas. Critical use is made of information and communication technologies, curriculum and policy documents, higher order thinking strategies and appropriate content in order to design quality learning experiences that involve explicit teaching of the subject discipline area in the senior schooling context.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisite - EDSE12021 Middle Years Learning and Teaching

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 1 - 2017

- Distance

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. **Written Assessment**

Weighting: 50%

2. **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](#).

Unit Learning Outcomes

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

1. Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling.
2. Outline the content, assessment and discipline requirements for a senior subject area.
3. Outline and justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for a senior subject area.
4. Critically select and justify the use of teaching and learning resources for senior secondary subjects.
5. Design and justify units of work and assessment instruments that promote learning, and match the needs of senior secondary school work programs.

Australian Professional Standards for Teachers (Graduate Level) demonstrated:

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

2.6 Information and Communication Technology (ICT)

3.1 Establish challenging learning goals

3.2 Plan, structure and sequence learning programs

3.4 Select and use resources

3.5 Use effective classroom communication

3.6 Evaluate and improve teaching programs

3.7 Engage parents/carers in the educative process

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning

7.3 Engage with the parents/carers

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 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 - Written Assessment - 50% | • | • | • | • | | • | | | | |

Textbooks and Resources

Textbooks

EDSE14002

Prescribed

Understanding Curriculum : An Australian Context

Edition: 1st edn (2014)

Authors: Webster, S & Ryan, A

Cambridge University Press

Melbourne , Vic , Australia

ISBN: 9781107639317

Binding: Paperback

[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

Reyna Zipf Unit Coordinator
r.zipf@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|-------------------|------------------------------|
| Introduction to senior years learning and teaching | Chapters 1, 2 & 3 | |

Week 2 - 13 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|----------------|------------------------------|
| School contexts and curricula | Chapters 4 & 5 | |

Week 3 - 20 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|-------------------|------------------------------|
| Learners in the senior years | Chapters 6, 7 & 8 | |

Week 4 - 27 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|---------|------------------------------|
| Meeting senior syllabus requirements | | |

Week 5 - 03 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|------------------------------|
| Pedagogical content knowledge | | |

Vacation Week - 10 Apr 2017

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

Week 6 - 17 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|-----------|--|
| Designing teaching strategies - classroom practices | Chapter 9 | Overview of senior subject curriculum and pedagogy knowledge and skills Due: Week 6 Wednesday (19 Apr 2017) 11:45 pm AEST |

Week 7 - 24 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|------------|------------------------------|
| Designing teaching strategies - planning lessons | Chapter 10 | |

Week 8 - 01 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Designing teaching strategies - teaching and learning resources | | |

Week 9 - 08 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|------------|--|
| Designing units of work - higher order thinking | | |
| Week 10 - 15 May 2017 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Assessment in the senior years | Chapter 11 | |
| Week 11 - 22 May 2017 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Design of assessment tasks in the senior years | | |
| Week 12 - 29 May 2017 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Unit conclusion - putting it all together | Chapter 12 | Planning for teaching and learning in the senior years Due: Week 12 Wednesday (31 May 2017) 11:45 pm AEST |
| Review/Exam Week - 05 Jun 2017 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |
| Exam Week - 12 Jun 2017 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |

Assessment Tasks

1 Overview of senior subject curriculum and pedagogy knowledge and skills

Assessment Type

Written Assessment

Task Description

Task rationale: Teachers require expert knowledge of the nature of the discipline subject to be taught and how to teach it. The nature of a discipline refers to the content of a subject area and the way knowledge is created, verified and communicated. Completion will enable you to demonstrate knowledge of the curriculum, content knowledge, processes and skills, pedagogy, literacy and numeracy, ICTs and assessment requirements for your senior teaching areas. In addition the task will contribute to demonstration of your knowledge of how to engage constructively with parents/carers in the educative process.

Task specific details: This task has TWO components. To complete the task you need to respond to the scenario in Component A and the scenario in Component B for BOTH senior subject teaching areas (Year 11 & 12).

Component A

Scenario - You are a teacher at a secondary school. The Principal has asked you to develop an informative presentation on a senior subject for pre-service teacher education students who will be doing their practicum at the school. The presentation should be a maximum of 10 minutes.

The presentation must include:

- An overview of the curriculum document framing the senior subject using a graphic organiser or similar tool.
- Nature of the discipline the senior subject belongs to
- Course organisation curriculum requirements
- Curriculum assessment requirements
- Key ideas, focus areas, dimensions, and objectives

You need to:

- Research** your senior subject area using the Education Authority website for your State or Territory (e.g. Queensland Curriculum and Assessment Authority) and other relevant texts.
- Gather information** about the nature of your discipline area. For example what content, processes and ways of

thinking are critical to your teaching area. What makes it unique and distinct from other subject areas? What knowledge and skills are essential for students to learn?

c) **Design** a powerpoint or other visual media and script for your presentation.

d) **Check** that your presentation

- is no more than 10 minutes,
- contains explicit information for your senior subject area and not generic information

e) **Record** your presentation as a media file and upload as per instructions on the Moodle Assessment block.

Component B

Scenario – As part of a strategy to engage parents/ carers in the educative process, your subject department has decided on a schedule of informative and interactive engagement activities with parents. You have been allocated responsibility for composing an email communication to parents outlining the importance of literacy and numeracy in your senior subject, and also creating a short 2 - 3 minute podcast explaining how ICTs will be utilized to expand learning opportunities for students in your senior subject.

Your communications (email and podcast) must include:

a) An outline of teaching strategies that will be used with specific examples of applications in your senior subject

b) An outline of how such strategies enhance and expand learning opportunities for students.

Assessment Due Date

Week 6 Wednesday (19 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 8 Wednesday (3 May 2017)

Weighting

50%

Assessment Criteria

Marking criteria

Component A

- Content and teaching strategies of the teaching area
- Curriculum, assessment and reporting
- Use effective classroom communication

Component B

- Literacy and numeracy strategies
- Information and Communication Technology (ICT)
- Engage parents/ carers in the educative process
- Engage with the parents/carers

Component A & B

- Communication and referencing

Referencing Style

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

Submission

Online

Submission Instructions

This task is to be uploaded as a single Word file document with embedded links saved in the following format: SUBJECT AREA_Last name_First name_Task 1

Learning Outcomes Assessed

- Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling.
- Outline the content, assessment and discipline requirements for a senior subject area.
- Outline and justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for a senior subject area.

Graduate Attributes

- Communication

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

2 Planning for teaching and learning in the senior years

Assessment Type

Written Assessment

Task Description

Rationale: The task requires you to develop a unit of work for a full school term (10 weeks) based on a QCAA sample workprogram for your senior subject area. The curriculum framework (called the 'syllabus' in Queensland) informs the development of senior subject workprograms. Teachers plan units of work and assessment that align with approved school work programs for senior subjects.

Task Description: This task requires you to examine and utilise curriculum frameworks applicable to Year 11 and 12 subject areas to plan for a full school term of work, all assessment task/s for the selected term, and five sequential lessons from the planned term that demonstrate how key knowledge and skills for the term of work will be taught. Justify the decisions you make in the construction of the term plan of work, assessment task/s, lesson plans and chosen resources using scholarly and authoritative sources.

To complete the task you will need to:

Select a workprogram (or similar curriculum document) for your senior subject area. Identify the course organisation and key course elements - scope and sequence of what to teach and how.

Identify the assessment requirements - techniques, marking criteria and standards that will be used to determine student level of achievement.

Select a term (10 weeks) in either Year 11 or Year 12 that you will plan and prepare to teach. Develop a plan of work for a full school term (10 weeks).

Develop a sequence of detailed lesson plans, with resources, equivalent to 5 lessons or one week of study for the selected school term (200 minutes).

Justify the decisions made in preparing the term of work, assessment plan and lessons using appropriate and scholarly references. The justification should explain how you would adjust your unit and lessons to engage and meet the learning needs of students you would expect to meet in our senior class. The justification should also include how you will address literacy and numeracy requirements, use of ICTs, and assessment strategies.

Your response should include:

Introduction: A brief statement identifying the course organization and key course elements that inform the unit plan and assessment.

Part A: Planning for 10 weeks/one term of either Year 11 or Year 12. Your unit plan should indicate where you plan to develop literacy or numeracy, ICTs.

Each lesson in the unit plan should BRIEFLY indicate

- Learning goal using language from your syllabus (and at key points, learning goals for varying abilities and characteristics)
- Content, using your subject vocabulary as well as the language of the syllabus and work program e.g. for History, 'Background: Causes of war
- Main strategy or strategies
- Main resources, including ICTs
- Formative assessment and link to summative assessment

Part B: Lesson plans

Part C: Justification (600 words) - Justify the decisions made in preparing the unit of work, assessment plan and lessons using appropriate and scholarly references.

References: All data sources must be referenced using APA referencing style.

Appendix: Copy or link to the curriculum document (e.g. QCAA workprogram) that your response is based on clearly indicating the term you selected to plan for teaching.

Assessment Due Date

Week 12 Wednesday (31 May 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

50%

Assessment Criteria**Marking criteria**

- Content and teaching strategies of the teaching area
- Content selection and organisation
- Curriculum, assessment and reporting
- Literacy and numeracy strategies
- Information and Communication Technology (ICT)
- Establish challenging learning goals
- Plan, structure and sequence learning programs
- Select and use resources
- Evaluate and improve teaching programs
- Assess student learning

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling.
- Outline the content, assessment and discipline requirements for a senior subject area.
- Critically select and justify the use of teaching and learning resources for senior secondary subjects.
- Design and justify units of work and assessment instruments that promote learning, and match the needs of senior secondary school work programs.

Graduate Attributes

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