



# EDSE14002 Senior Years Learning and Teaching

## Term 1 - 2018

Profile information current as at 17/05/2024 09:14 pm

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 - 2018

- 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](#).

## 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 evaluation

**Feedback**

Assessment

**Recommendation**

Review workload required for assessment tasks.

#### Feedback from Moodle evaluation

**Feedback**

Marking

**Recommendation**

Improve turnaround time for Task 1 marking

#### Feedback from Moodle evaluation

**Feedback**

Learning materials

**Recommendation**

Review Moodle contents for overlap. Include scaffolds for Unit and lesson planning tasks.

#### Feedback from Moodle evaluation

**Feedback**

Email and forum communication

**Recommendation**

Manage email and forum communication more efficiently to allow quicker response time to student questions

## 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

 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 - 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	•	•	•	•	•
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 (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](mailto:r.zipf@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

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

### Week 2 - 12 Mar 2018

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

### Week 3 - 19 Mar 2018

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

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Meeting senior syllabus (curriculum and assessment) requirements		

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogical content knowledge		
<b>Vacation Week - 09 Apr 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 16 Apr 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies - classroom practices	Chapter 9	
<b>Week 7 - 23 Apr 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies - planning lessons	Chapter 10	
<b>Week 8 - 30 Apr 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies - teaching and learning resources		
<b>Week 9 - 07 May 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Designing units of work - higher order thinking		
<b>Week 10 - 14 May 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment in the senior years	Chapter 11	
<b>Week 11 - 21 May 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Design of assessment tasks in the senior years		
<b>Week 12 - 28 May 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Unit conclusion - putting it all together	Chapter 12	<b>TASK 1: Planning for teaching and learning in the senior years</b> Due: Week 12 Friday (1 June 2018) 11:49 pm AEST <b>TASK 2: Planning for teaching and learning in the senior years</b> Due: Week 12 Friday (1 June 2018) 11:49 pm AEST
<b>Review/Exam Week - 04 Jun 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 11 Jun 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 TASK 1: Planning for teaching and learning in the senior years

#### Assessment Type

Written Assessment

## Task Description

**Task rationale:** Teachers require expert knowledge of the nature of discipline subjects and how to teach the key concepts. The nature of a discipline refers to the content of a subject area and the way knowledge is created, verified and communicated. Task 1 requires you to develop a **unit of work for one school term in either Year 11 or 12** for **ONE** of your senior teaching areas. Completion of this task will enable you to demonstrate knowledge and understanding of curriculum, pedagogy, and assessment requirements for the senior teaching area.

**Task overview:** Task 1 is to be completed for **ONE** of your senior teaching areas. Task 1 contributes **50%** to the overall grade for this unit. Task 1 has **THREE** components.

Component A - Milestone tasks 5%

Component B - Evidence of improvement in response to milestone feedback 5%

Component C - Final unit of work and justification 40%

**Component A** - Comprises three milestone tasks which you will post on the relevant teaching area discussion forum in weeks 4, 6 and 9 respectively. You will receive feedback on these milestone tasks and use the feedback to further develop your unit of work for the term. The three milestone tasks are:

*Milestone 1* - Use a unit template to provide a description of the unit of work that you will develop. The unit outline must include: lesson topic, unit objective/s, key concept/content, specific subject matter learning goals, and relevant assessment objectives.

Suitable unit templates are on the Moodle site.

Due date to be posted - **Friday of Week 4.**

*Milestone 2* - Build the detail in your unit of work by including an overview for the unit, the main teaching resource/s and learning activity/s for each lesson in the unit of work, and key questions driving the learning for each lesson (if applicable).

Due date to be posted - **Friday of Week 6.**

*Milestone 3* - Include the assessment task/s for the unit of work into the relevant section in the template and backward map the assessment requirements to lessons in your unit to build in formative assessment opportunities.

Due date to be posted - **Friday of Week 9.**

**Component B** - Comprises a table demonstrating evidence of how feedback on Milestones 1, 2, 3 were addressed in the final unit of work you submit as part of Component C. A template titled 'Evidence of feedback application' is available on the Moodle site for you to populate. You should include the completed template as an appendix in Component C.

Due date - **Friday of week 12**

**Component C** - Comprises the full report which includes: title page; introduction; detailed unit of work for the term; scholarly justification of the planned unit, teaching strategies, student activities, resources, formative assessment strategies, and literacy and numeracy skills addressed that makes links to theory/research; reference list; Appendix 1 - Evidence of feedback application. Further explanation of how to write an introduction and a justification are provided on the Moodle site.

Due date - **Friday of week 12**

## Assessment Due Date

Week 12 Friday (1 June 2018) 11:49 pm AEST

## Return Date to Students

Exam Week Friday (15 June 2018)

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 for Certification of Grades for Term 1.

## Weighting

50%

## Assessment Criteria

### Marking criteria

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

## Referencing Style

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

## Submission

Online

## Submission Instructions

Upload as ONE document 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 TASK 2: Planning for teaching and learning in the senior years

### Assessment Type

Written Assessment

### Task Description

**Task rationale:** Teachers use units of work, corresponding assessment task/s and pedagogical content knowledge to plan lessons that align with curriculum and assessment requirements in the senior years. This task enables you to demonstrate your ability to select relevant content, learning activities and resources to plan lessons for ONE of your senior teaching areas. **Task 2 must be completed for a different senior teaching area to that used to complete Task 1.**

**Task Details:** This task requires you to use the relevant Year 11/12 curriculum document to plan **four** exemplar lessons for **different** topics/units/terms and record yourself teaching a 5-10minute segment of one of the lessons. The lessons must also curriculum imperatives as outlined:

Lesson 1 - Numeracy and literacy strategies

Lesson 2 - ICTs to enhance learning opportunities

Lesson 3 - Differentiation for diverse learners

Lesson 4 - Higher order thinking questioning strategies

### Task 2 comprises three components:

Component A - Milestone tasks 5%

Component B - Evidence of improvement in response to milestone feedback 5%

Component C - Final lesson plans, demonstration teaching segment, evidence of evaluation and improvement in response to feedback compiled into ONE media file presentation 40%

**Component A** - Comprises two milestone tasks which you will post on the relevant subject area discussion forum in weeks 5 and 8 respectively. You will receive feedback on these milestone tasks and should use this feedback to improve your task response. The two milestone tasks are:

*Milestone 1* - Use the lesson plan template provided on the Moodle site to develop a lesson plan that could be used to teach a concept in your senior subject area. Ensure the lesson plan template contains specific detailed information and addresses one of the four curriculum imperatives. The lesson plan should focus on the content and pedagogy and should **not** include details concerned with classroom management/routines.

Due date to be posted - **Friday of week 5**

*Milestone 2* - Record yourself teaching the first 5-10 minutes of the lesson posted in Milestone 1. Post the recording to the subject area discussion forum and invite feedback from **two** of your peers.

Due date to be posted - **Friday of week 8**

**Component B** - Comprises a table (or other presentation mode of your choice) demonstrating evidence of how feedback on Milestones 1 and 2 was used to improve the lesson and demonstration teaching segment, and inform the final four lesson plans and demonstration teaching segment that you submit as part of Component C.

Due date - **Friday of week 12**

**Component C** - You will use the four exemplar lesson plans, demonstration teaching segment and evidence of how feedback on Milestones 1 and 2 was used to improve lessons and demonstration teaching segment in a presentation you



develop to showcase your ability to plan, enact, respond to feedback and justify pedagogical choices. The presentation mode suggested is a voice over ppt; however, other media presentation modes are acceptable.

In your presentation you will:

- refer to the four exemplar lesson plans to demonstrate your ability to **plan** exemplar lessons that address numeracy and literacy, ICTs, differentiation for diverse learners and higher order questioning strategies
- show the demonstration lesson segment to demonstrate your ability to **enact** planning documents
- explain how you addressed feedback to demonstrate your ability to **respond critically to feedback and improve teaching**
- justify the decisions you made in the construction of the exemplar lesson plans using scholarly sources to demonstrate your **pedagogical content knowledge** and **knowledge of curriculum planning requirements**.

**Note:** For the purposes of this task, a lesson is taken to be **50 minutes** in length. Your planning should reflect this time frame.

### Assessment Due Date

Week 12 Friday (1 June 2018) 11:49 pm AEST

### Return Date to Students

Exam Week Friday (15 June 2018)

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 for Certification of Grades for Term 1.

### Weighting

50%

### Assessment Criteria

#### Marking criteria

- Content and teaching strategies of the teaching area
- Content selection and organisation
- Literacy and numeracy strategies
- Information and Communication Technology (ICT)
- Establish challenging learning goals
- Select and use resources
- Assess student learning
- Communication and academic referencing

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit as ONE file saved in the following format: SUBJECT AREA\_Last name\_First name\_Task 2

### 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