



# EDSE20018 *Junior Secondary Curriculum, Pedagogy and Assessment* Term 1 - 2021

Profile information current as at 19/05/2022 10:50 pm

All details in this unit profile for EDSE20018 have been officially approved by CQU University 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 Years 7 to 10 in selected learning areas is the focus of this unit. The influences, interpretation and implementation of junior secondary school curriculum frameworks are examined critically for the purposes of designing effective pedagogies. In this unit you will engage in a range of topics including curriculum development, teaching and learning resources, teaching strategies, pedagogical approaches and assessment relevant to your two teaching areas. Critical use is made of relevant sources of information including curriculum and policy documents to promote effective 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 junior secondary school contexts.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2021

- 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 Postgraduate 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 UC Self- Reflection; student Unit evaluation.

**Feedback**

Assessment

**Recommendation**

Students were provided with a range of unit ideas/topics to develop for their assessment.

#### Feedback from Unit evaluation; informal consultation with students initiated by the UC.

**Feedback**

Assessment and learning resources

**Recommendation**

Improve manageability of delivery of core content alongside specialist content; review unit planning templates; and interaction with specialist tutors.

#### Feedback from Unit Evaluation; informal consultation with students initiated by the UC

**Feedback**

Assessment

**Recommendation**

Create one upload date for specialist tutors' feedback on formative tasks into the formative task forum to avoid some feedback being earlier in the week and some later.

#### Feedback from Teaching team

**Feedback**

Assessment

**Recommendation**

Move Formative Task1 for AT1 and AT2 to end of Week 3 or very start of Week 4 (currently end of Week 4) to enable students to get early feedback on their unit ideas ahead of Week 6 formative task 2 submissions.

## Unit Learning Outcomes

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

1. Interpret curriculum frameworks relevant to your two junior secondary teaching areas to plan lesson sequences
2. Design pedagogies appropriate for the implementation of relevant curriculum frameworks for junior secondary school contexts
3. Select appropriate teaching strategies, including those relevant to literacy and numeracy and ICTs appropriate to the content of your two junior secondary teaching areas
4. Create effective and relevant learning resources for your two junior secondary teaching areas
5. Design assessment instruments that promote learning and match the needs of junior secondary school learners.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers 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**
- 2.6 Information and Communication Technology (ICT)**
- 3.2 Plan, structure and sequence learning programs**
- 3.3 Use teaching strategies**
- 3.4 Select and use resources**
- 4.5 Use ICT safely, responsibly and ethically**
- 5.1 Assess student learning**

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Written Assessment - 50%</b>	•	•	•	•	•
<b>2 - Written Assessment - 50%</b>	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Knowledge</b>	○	○	○	○	○
<b>2 - Communication</b>	○	○	○	○	○
<b>3 - Cognitive, technical and creative skills</b>	○	○	○	○	○
<b>4 - Research</b>					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>5 - Self-management</b>		○	○	○	○
<b>6 - Ethical and Professional Responsibility</b>	○	○	○	○	○
<b>7 - Leadership</b>					
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
<b>1 - Written Assessment - 50%</b>	○	○	○		○	○		
<b>2 - Written Assessment - 50%</b>	○	○	○		○	○		

## Textbooks and Resources

### Textbooks

EDSE20018

#### Prescribed

#### Teaching: Making a Difference

Edition: 4th (2018)

Authors: Rick Churchill, Sally Godinho, Nicola F. Johnson, Amanda Keddie, Will Letts, Kaye Lowe, Jenny Mackay, Michèle McGill, Julianne Moss, Michael C. Nagel, Kylie Shaw

Wiley

Brisbane , Queensland , Australia

ISBN: 978-0-730-35512-0

Binding: eBook

#### Additional Textbook Information

If you prefer to study with a paper copy, they can still be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### 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

**Bree Kitt** Unit Coordinator  
[b.kitt@cqu.edu.au](mailto:b.kitt@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Content, Context and Curriculum	<b>Part 1 Chapter 2</b> 2.2 Social, political, economic and cultural factors shaping education 2.4 Pedagogy, curriculum, classroom management and technologies	
	<b>Part 3 Chapter 6</b> Introduction 6.1 Exploring the notion of curriculum; 6.2 Curriculum as cultural construction 6.3 Models of curriculum 6.4 The hidden curriculum 6.5 Teachers as curriculum workers	
	<b>Part 3 Chapter 7</b> Introduction 7.1 Curriculum, Pedagogy, Assessment Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i> , 4th Edition. John Wiley & Sons.	

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
School Contexts and Work Programs	<b>Part 3 Chapter 7</b> 7.2 Layers of curriculum planning macro to micro; The Australian Curriculum and state curriculums.	
	7.3 Core guiding principles for planning 7.4 Planning at the micro-level: Individual lesson plans 7.5 Planning a unit of work: a sequence of lessons Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i> , 4th Edition. John Wiley & Sons.	

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching and Learning Resources:  
Major Teaching Area & Minor Teaching Area.

**Part 1 Chapter 3**

- 3.1 Domains of learning
- 3.2 New insights into learning
- 3.3 Enhancing learning

**Part 1 Chapter 4**

- 4.1 Understanding students
- 4.2 Motivating students
- 4.3 Motivation to learn

**Part 3 Chapter 9**

- 9.1 Creating effective classroom learning environments
- 9.4 Challenge and engagement

**Part 3 Chapter 10**

- 10.3 Planning and teaching with ICTs
- Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). *Teaching: Making a Difference*, 4th Edition. John Wiley & Sons.

Formative Task 1 Submission - Major Teaching Area  
Formative Task 1 Submission - Minor Teaching Area  
Upload each Formative task to the appropriate forum by 11:59 pm AEST on Friday 26th March 2021.

**Week 4 - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogical Approaches and Pedagogical Content Knowledge: Major Teaching Area & Minor Teaching Area	<p><b>Part 1 Chapter 1</b></p> <ul style="list-style-type: none"> <li>1.1 Teaching in the 21st century</li> <li>1.3 Pedagogy</li> </ul> <p><b>Part 3 Chapter 8</b></p> <ul style="list-style-type: none"> <li>8.1 Connectedness: knowing yourself</li> <li>8.2 Pedagogies of practice</li> </ul> <p>Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i>, 4th Edition. John Wiley &amp; Sons.</p>	

**Week 5 - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Designing Teaching Strategies - Classroom Practices: Major Teaching Area & Minor Teaching Area.	<p><b>Part 3 Chapter 8</b></p> <ul style="list-style-type: none"> <li>8.4 Collaborative pedagogy: establishing the classroom culture</li> <li>8.5 Dialogic pedagogy</li> <li>8.6 Dispositional thinking pedagogy</li> </ul> <p>Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i>, 4th Edition. John Wiley &amp; Sons.</p>	

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic

Designing Teaching Strategies - Differentiation: Major Teaching Area & Minor Teaching Area.	<p><b>Part 2 Chapter 5</b>            5.1 Understanding diversity and difference            5.2 Professional knowledge and equity            5.3 Teaching all students            5.4 Planning multilevel curriculum and inquiry            5.5 How equity works in practice            5.6 Understanding the needs of Indigenous students</p>	<p>Formative Task 2 Submission - Major Teaching Area            Formative Task 2 Submission - Minor Teaching Area            Upload each Formative task to the appropriate forum by 11:59 pm AEST on Friday 23rd April 2021.</p>
	<p><b>Part 3 Chapter 7</b>            7.7 Planning to differentiate the learning for student diversity</p> <p><b>Part 4 Chapter 16</b>            16.5 Teachers making a difference            Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i>, 4th Edition. John Wiley &amp; Sons.</p>	

**Week 7 - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Designing Teaching Strategies - Planning Lessons: Major Teaching Area & Minor Teaching Area.	No set readings from the text.	

**Week 8 - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Purposes, Concepts and Techniques: Major Teaching Area & Minor Teaching Area.	<p><b>Part 3 Chapter 12</b>            12.1 Assessment in learning and assessment audiences            12.2 Assessment concepts and terminology            12.3 Assessment design, strategies and techniques            Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i>, 4th Edition. John Wiley &amp; Sons.</p>	

**Week 9 - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Design: Major Teaching Area & Minor Teaching Area.	<p><b>Part 3 Chapter 12</b>            12.3 Assessment design, strategies and techniques            12.4 Assessment feedback            12.5 Monitoring and record keeping            12.6 Reporting on student learning            12.7 Assessment and Reporting: future challenges and dilemmas            Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). <i>Teaching: Making a Difference</i>, 4th Edition. John Wiley &amp; Sons.</p>	<p>Formative Task 3 - Major Teaching Area            Formative Task 3 - Minor Teaching Area            Upload each Formative task to the appropriate forum by 11:59 pm AEST on Friday 14th May 2021.</p>

**Week 10 - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Focus on Planning: Major Teaching Area & Minor Teaching Area.	No set readings from the text.	

**Week 11 - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic



### Part 4 Chapter 13

Introduction

13.1 Reflecting on reflection

13.2 Thinking differently about thinking

13.5 Critically reflective practice

13.6 Technologies of reflection: notes/written reflection; e-portfolio; pedagogical documentation

13.7 Reflexivity and teaching: beyond the self

Focus on Self-Reflection: Major Teaching Area & Minor Teaching Area.

### Part 4 Chapter 14

14.7 Process of critical reflection

Churchill, R., Godinho, S., Johnson, N. and Keddie, A. (2019). *Teaching: Making a Difference*, 4th Edition. John Wiley & Sons.

#### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Summative Assessment Preparation: Major Teaching Area & Minor Teaching Area.	No set readings from the text.	<b>Written Assessment - Portfolio of teaching and learning materials - Major Teaching Area</b> Due: Week 12 Monday (31 May 2021) 11:59 pm AEST <b>Written Assessment - Portfolio of teaching and learning materials - Minor Teaching Area</b> Due: Week 12 Friday (4 June 2021) 11:59 pm AEST

#### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

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

#### Assessment Type

Written Assessment

#### Task Description

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

The **formative tasks** are to be posted up on the teaching area discussion forum in **weeks 3, 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 toward your grade for Task 1

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

- Forum entry - provide a description of a unit of work, including the unit title, year level and duration, and the unit context information (including the key questions/topics). Identify the curriculum - select the content descriptors to be used in the unit; identify general capabilities and cross-curriculum priorities; highlight the relevant parts of the achievement standard; identify relevant prior and 'working towards' curriculum, bridging content and links to other

learning areas. Record these in the summative assessment template. (**Friday** - Week 3).

· Forum entry - provide a brief unit overview; this will comprise at least 6 weeks of lessons for the major teaching area. Identify for each lesson: link(s) to content descriptors; a description of the teaching strategies and learning experiences (including the lesson topic, learning goal(s), resources, and student activities); opportunities for feedback to students, and a series of questions to evaluate the unit. Record this information in the *Teaching and Learning* and *Use feedback* sections of the summative assessment template. (**Friday** - Week 6)

· Forum entry - provide a detailed description of the assessment (including timing and links to making judgments) for the unit of work. Record this information in the *Assessment* section of the summative assessment unit template. (**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 feedback table and submitted with your summative task.**

### **Part B - Summative assessment task - 45 marks toward 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:

An **introductory statement** that discusses how this unit of work is informed by the intent of the curriculum in your major teaching area, your choice of a pedagogical framework, and your understanding of pedagogical content knowledge in your major teaching area (400 words).

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 of curriculum frameworks.

**Annotations** on the unit of work that indicate and explain your choice of **a range of targeted and purposeful teaching strategies and resources** suitable for the needs of Junior Secondary 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**.

**NOTE: The introductory statement and annotations should make links to theory/research.**

### **Assessment Due Date**

Week 12 Monday (31 May 2021) 11:59 pm AEST

Part A Formative Task feedback table and Part B of Assessment Task 1 to be submitted through the online assignment submission portal on Moodle.

### **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%

### **Minimum mark or grade**

25

### **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**

Assessment must be submitted online through Moodle.

## Learning Outcomes Assessed

- Interpret curriculum frameworks relevant to your two junior secondary teaching areas to plan lesson sequences
- Design pedagogies appropriate for the implementation of relevant curriculum frameworks for junior secondary school contexts
- Select appropriate teaching strategies, including those relevant to literacy and numeracy and ICTs appropriate to the content of your two junior secondary teaching areas
- Create effective and relevant learning resources for your two junior secondary teaching areas
- Design assessment instruments that promote learning and match the needs of junior secondary school learners.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

## 2 Written Assessment - Portfolio of teaching and learning materials- Minor Teaching Area

### Assessment Type

Written Assessment

### 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 **minor teaching area** for a Junior Secondary class. The **Portfolio** will demonstrate your ability to apply subject knowledge and pedagogy skills in your minor 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 minor 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 to demonstrate your understanding of curriculum and pedagogy in your minor teaching area.

The **formative tasks** are to be posted up on the teaching area discussion forum in **weeks 3, 6, and 9**. The completed **summative assessment task** (the teaching portfolio) is to be submitted **Friday Week 12**.

### Part A - Milestone formative assessment tasks and the provision of feedback- 5 marks toward 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 the unit title, year level, length of the unit, and the overarching question(s)/rationale/inquiry topic. Identify the curriculum - highlight the relevant parts of the achievement standard and select the content descriptors to be used in the unit. Identify and describe the type of summative assessment in the unit of work. Record these in the summative assessment template. (**Friday** - Week 3)

• Forum entry - provide a brief unit overview; this will comprise at least 6 weeks of lessons for the minor teaching area. Identify for each lesson: a description of the teaching strategies and learning experiences (including the lesson topic, learning goal(s), main teaching resources, and student activities). Record this information in the summative assessment template. (**Friday** - Week 6)

• Forum entry - submit one Learning Experience Plan (LEP) that demonstrates specific strategies to develop literacy and/or numeracy knowledge/skills key to the unit. Record this information on the LEP lesson planning template. (**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 toward your grade for Task 1

Summative assessment tasks to be submitted as part of the Portfolio 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:

• **Unit context statement** that explains how your knowledge of the particular cohort of learners (**from a detailed profile provided in the Course materials**) and a **particular school context influenced your design** of the unit (400 words).

• A **brief unit of work overview** that demonstrates your understanding of planning processes, awareness of the need to have varied teaching strategies and resources across the unit.

· **Three detailed lesson plans** drawn from the unit of work that demonstrates your understanding of targeted and purposeful teaching strategies and resources suitable for the needs of Junior Secondary learners in this teaching area.

1. One of these lesson plans must demonstrate the **development of literacy or numeracy skills** specific to the unit of work and the teaching area.
2. The second lesson plan must demonstrate the **use of formative assessment** to assess students' development of the knowledge and skills needed to **demonstrate their learning in the final summative assessment task**.
3. The third lesson plan must demonstrate an understanding of **differentiation for diverse learners through teaching strategies and the use of resources**.

· **A referenced justification** that draws together and justifies the planning choices made in this collection of teaching artefacts (1600 words).

In this section, you will provide critical analysis of the planning process. You should also draw on the formative assessment tasks you have completed to address the following areas:

· Justify **the choices you have made in your lesson planning** about: teaching strategies, differentiation, literacy and numeracy strategies, formative assessment as preparation for summative assessment in your minor teaching area.

**Connections will be made to literature and research, as well as to the curriculum frameworks.**

· Briefly outline how the **formative assessment tasks and the feedback** you received **influenced your final task**. Provide examples.

**NOTE: The referenced justification must refer to theory/research.**

### **Assessment Due Date**

Week 12 Friday (4 June 2021) 11:59 pm AEST

Part A Formative Task feedback table and Part B of Assessment Task 2 to be submitted through the online assignment submission portal on Moodle.

### **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%

### **Minimum mark or grade**

25

### **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**

Assessment must be submitted online through Moodle.

### **Learning Outcomes Assessed**

- Interpret curriculum frameworks relevant to your two junior secondary teaching areas to plan lesson sequences
- Design pedagogies appropriate for the implementation of relevant curriculum frameworks for junior secondary school contexts
- Select appropriate teaching strategies, including those relevant to literacy and numeracy and ICTs appropriate to the content of your two junior secondary teaching areas
- Create effective and relevant learning resources for your two junior secondary teaching areas
- Design assessment instruments that promote learning and match the needs of junior secondary school learners.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

## 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