EDSE20018 *Junior Secondary Curriculum, Pedagogy and Assessment*
Term 1 - 2023

Profile information current as at 06/05/2024 11:25 pm

All details in this unit profile for EDSE20018 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 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 - 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 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 Student Feedback

Feedback
Core Content

Recommendation
Focus on assessment design earlier in the unit as this is a significant focus for AT2.

Feedback from Self-reflection and student feedback

Feedback
Core Content

Recommendation
Create an introductory video for each topic.

Feedback from Self-reflection and student feedback

Feedback
Assessment Resources

Recommendation
Supplement assessment with a suggested schedule (e.g: table, Gantt chart, timeline) for milestone completion, and simplify the template for AT2.

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**
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 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research					
5 - Self-management		○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership					
8 - 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**
1 - Written Assessment - 50%	○	○	○		○	○		
2 - Written Assessment - 50%	○	○	○		○	○		

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

Bree Kitt Unit Coordinator
b.kitt@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: The Australian Curriculum Context	Required: Scarino, A. (2019). The Australian Curriculum and its conceptual bases: A critical analysis. *Curriculum Perspectives*, 39(1), 59-65.	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: School Contexts and Planning the Curriculum	Required: Pendergast, D. (2016). Reforming the middle years of education: Reflecting on the Queensland context. *Literacy Learning: The Middle Years*, 24(3), pp.11–15.	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Unit Planning	Required: Robyn Ewing. (2014). Planning and Preparing for Teaching. In Ewing, R. Le Cornu, & S. Groundwater-Smith, *Teaching Challenges and Dilemmas*. Cengage Learning Australia.	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

| Topic 4: Middle Years Learners & Differentiation | Required: Nan Bahr. (2017). The adolescent learner. In Main, N. Bahr, & D. Pendergast, *Teaching Middle Years: Rethinking Curriculum, Pedagogy and Assessment*. Taylor & Francis Group, (pp.21-46)

Recommended: Gibbs, & McKay, L. (2021). Differentiated teaching practices of Australian mainstream classroom teachers: A systematic review and thematic analysis. *International Journal of Educational Research*, 109, 101799–. https://doi.org/10.1016/j.ijer.2021.101799

Recommended: Tomlinson. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. Association for Supervision & Curriculum Development. (selections from chapters 7 & 8 only). | Assessment Task 1 - Part A due: Wednesday 29/3/23, 11:45pm
Please note, it is a requirement of AT1 Part A to provide peer feedback. |

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Sequencing Teaching & Learning	Required: Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge, pp. 22-38.	

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
No Modules or classes this week.	No set readings	

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Lesson Planning	Required: Butt, G. (2008). *Lesson planning* 3rd edition. Bloomsbury Publishing Plc, pp. 60-68.	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 1 Finalisation/ Planning a unit idea (Minor teaching area)	No set readings.	**Written Assessment - Portfolio of teaching and learning materials for Junior Secondary (Years 7-9) - Major Teaching Area** Due: Week 7 Friday (28 Apr 2023) 11:45 pm AEST

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Assessment Design	Required: Hegazy, H & Barton, G. (2017). Formative assessment in the middle years : A review of literature and alignment with the Guiding Principles for Junior Secondary. *Australian Journal of Middle Schooling*, 17(2), 6–19.	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Pedagogical Approaches and Pedagogical Content Knowledge (PCK)	Required: Howell. (2014). Teaching & learning : building effective pedagogies . Oxford University Press, pp. 60-70.	Assessment Task 2 - Part A due: Wednesday 10/5/23, 11:45pm. *Please note, it is a requirement of AT2 Part A to provide peer feedback.*

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

| Topic 9: Teaching Strategies, Learning Experiences and Resources | Required: Hilton, A. & Hilton, G. (2017). Higher Order Thinking. In Donna Pendergast & Nan Bahr (ed), *Teaching Middle Years: Rethinking curriculum, pedagogy and assessment.* Taylor & Francis Group. | |

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: The Aus. Curriculum: General capabilities and cross curriculum priorities revisited.	Required: Gilbert. (2019). General capabilities in the Australian curriculum : promise, problems and prospects. *Curriculum Perspectives,* 39(2), 169–177. https://doi.org/10.1007/s41297-019-00079-z Recommended: Perso, T., & Hayward, C. (2015). Culturally responsive teaching and learning strategies. In T. Person & C. Hayward (ed), *Teaching indigenous students.* Sydney: Taylor and Francis Group, pp. 115-135	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Finalisation	No set readings this week.	**Written Assessment - Portfolio of teaching and learning materials for Junior Secondary (Years 7-9) - Minor Teaching Area** Due: Week 12 Friday (2 June 2023) 11:45 pm AEST

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment - Portfolio of teaching and learning materials for Junior Secondary (Years 7-9) - Major Teaching Area

Assessment Type
Written Assessment

Task Description
Task 1 must be completed for your major teaching area; this is a different teaching area to 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 Junior Secondary 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 **researched school context** and **a provided class profile** for a Junior Secondary class.

The unit requirements include a summative assessment divided into Part A and Part B tasks. The Part A task components will be used to build the skills and knowledge required for you to finalise the Part B task and to provide opportunities for you to get 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.

The assessment task requires you to develop a unit overview with a focus on literacy/numeracy and differentiated instruction from this unit of work, as well as the safe, responsible, and ethical use of ICTs to expand curriculum learning opportunities for students. Furthermore, the task requires you to design one

detailed lesson plan with a focus on literacy/numeracy from this unit overview, which includes safe, responsible, and ethical use of ICTs to expand curriculum learning opportunities for students. Additionally, the task requires you to provide a justification of your planning choices to demonstrate your understanding of curriculum and pedagogy in one of your teaching areas.

Task Details:

Task 1 is to be completed for your major teaching area (the junior secondary equivalent of your senior teaching area).

The teaching area chosen for Task 1 MUST BE DIFFERENT to that chosen for Task 2.

Task 1 contributes 50% to the overall grade for this unit.

Task 1 is graded using criteria and standards descriptors aligned to numerical scores out of 50.

Task 1 has TWO parts:

- Part A – Description of the unit context and the provision of feedback to peers (5 marks)
- Part B – Finalised unit overview, lesson plan and critical reflection (45 marks)

Description of Assessment Task

Part A: Description of the unit context and the provision of feedback to peers

The following task components are to be completed on the supplied Assessment 1 Template: Unit of Work Overview and Lesson Plan templates in the Task 1 Resources section of the Assessment Information and Resources folder. Part A of the assessment is to be uploaded to your teaching area forum. The teaching area discipline expert will provide you with feedback on your formative task components.

The Part A task **components** include:

- providing a description of the unit of work
- providing a school and curriculum context for the unit of work
- selecting the content descriptions and elaborations to be used in the unit
- highlighting the aspects of the achievement standard that will be the focus of the learning and summative assessment for the unit.
- A description of the type of summative assessment
- identifying the lesson topics and the learning goals for the unit of work

You are to provide targeted feedback to two peers in your major teaching area about the Part A components. Guidelines for this feedback are located in the Task 1 Resources section of the Assessment Information and Resources folder.

Further explanation of these components will be provided during Zoom sessions and on the Zoom PowerPoints.

Due Dates:

- Part A will be posted on the Moodle teaching area *Part A assessment forum* by Wednesday 29/3/23 (week 4).

- The provision of targeted feedback about the task components to two peers will be posted on the Moodle teaching area *Part A assessment forum* by Wednesday 5/4/23 (Week 5)

The evidence of the Part A forum entries will be recorded on a Part A Task Table – AT1 located in the Task 1 Resources section of the Assessment Information and Resources folder and submitted with your summative task.

Part B - Finalised unit overview, lesson plan and critical reflection

The Part B task components that are to be submitted will reflect the key understandings explored in online Moodle materials and the work you have already done in Part A of the assessment task.

These tasks are as follows:

Unit of Work Overview

A finalised unit of work overview using the template that you used for Part A of the assessment task. For the purposes of this assessment task**, a unit of work (designed for either Year 7, 8 or 9) will be between 4-6 weeks duration (it must be equivalent to 12-24 lessons in total).** Please note, this range in the number of lessons reflects the frequency of how different subject areas are timetabled in the Junior Secondary years. Seek guidance from the teaching area specialist. The unit encompasses the period of

learning before and leading up to a significant summative assessment. Please see the Moodle site for further information.

- The unit of work will demonstrate your understanding of sequencing teaching and learning, and your understanding of targeted and purposeful teaching strategies and resources suitable to the needs of **Junior Secondary learners** in this teaching area.
- This unit of work will demonstrate the development of relevant **subject-specific literacy and/or numeracy skills** specific to the unit and the teaching area.
- The unit of work will include **safe, responsible, and ethical use of ICTs** to **engage** students in their learning and to **expand curriculum** learning opportunities for students.
- The unit of work will demonstrate through considered selection of teaching strategies and resources, an understanding of **differentiation for diverse learners**.

Lesson Plan
A **detailed lesson plan**, including at least one original ICT resource, 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.

- This lesson plan must demonstrate the development of **subject-specific literacy or numeracy skills** specific to the unit of work and the teaching area. The outline of possible **ICTs** that could be embedded in the lesson to engage students in their learning. The lesson plan must also demonstrate an understanding of **differentiation for diverse learners** through teaching strategies and the use of resources.

- Create at least one original ICT **resource** to support engagement in this lesson with students (focused on literacy and/or numeracy). For the created resource (and any additional resources referred to in the lesson plan), demonstrate how the resources and/or processes for using these can be differentiated for different students' needs.

Critical Reflection
Write a critical reflection of your planning process that **will include references to readings/literature as well as to the appropriate curriculum** (1200-1500 words). This section will address the following areas:

Junior Secondary context: a critical statement about the **contextual elements** that influenced your planning for teaching. (approx. 200-300)

o Justify why this unit of work is relevant to 21st century Junior Secondary learners and how it acknowledges their diverse identities.

o Explain how your knowledge of the particular cohort of learners (include the detailed profile you chose as an appendix) and the demographic and ethos of a chosen school context (the one you researched) influenced the design of the unit.

Curriculum & Pedagogy – Unit Planning: a critical reflection of the planning elements that inform the unit design. (approx. 450-500 words)

o Explain how this unit is informed by the intent of the curriculum in your major teaching area

o Discuss how the structure of this unit and the approach to teaching impacts student learning. Provide examples.

o Justify how this unit contributes to the development of students' subject-specific literacy and/or numeracy skills; safe, responsible, and ethical use of ICTs to expand curriculum learning opportunities; and other General Capabilities and/or Cross-Curriculum priorities.

o Explain how resources have been selected and applied to support differentiated teaching and learning in the unit.

Curriculum & Pedagogy – Lesson Planning: demonstrate how your **lesson plan** represents subject-specific literacy or numeracy curriculum planning in your teaching area. (approx. 450-500 words)

o 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 and/or numeracy skills.

o Discuss how the focus on literacy/numeracy assists students to prepare for the summative assessment task they will eventually complete and identify how the teacher will check for learning and understanding in the lesson.

o Using examples from the lesson plan and the associated resources, demonstrate how you have responsibly embedded the use of ICTs to support engagement, and considered the diverse and differentiated needs of learners in your cohort profile.

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:

- A 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. Select one of the compiled student data sets - Class Profiles – that have been provided in the Task 1 Resources section of the Assessment Information and Resources.

- Part A Task Table – AT1: The evidence of the forum entries will be recorded on this table.

- The completed assessment task for this unit 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 28/4/23 (Week 7).

- Brief Unit of Work Overview

- Detailed Lesson Plan – Literacy or Numeracy focus

- Detailed Lesson Plan Resources (must include at least one original ICT resource)

- Critical Reflection

- References (APA)

- Appendix A: Detailed Class Profile

- Appendix B: Part A Task Table

Assessment Due Date
Week 7 Friday (28 Apr 2023) 11:45 pm AEST
Part A 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 Assessment Task 1 prior to the required submission of Assessment Task 2.

Weighting
50%

Minimum mark or grade
25

Assessment Criteria
Assessment will be marked against the following 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 specific learning needs of students through design of literacy or numeracy, ICTs and differentiation to promote learning.
4. Critical reflection of planning decisions informed by theory, research, context and curriculum knowledge
5. Written language communication skills

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Part A due: 29/3/23 to Part A Assessment forum. Part B Assessment due 28/4/23 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 for Junior Secondary (Years 7-9) - Minor Teaching Area

Assessment Type
Written Assessment

Task Description
Task 2 must be completed for your minor teaching area; this is a different teaching area to that used to complete Task 1.

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 Junior Secondary class (this must be Year 7, 8 or 9)**. In particular, the Portfolio will demonstrate your ability to apply curriculum subject knowledge, knowledge of a pedagogical approach and pedagogy skills, and understanding of assessment design in the selected teaching area, using a researched school context and a provided class profile for a Junior Secondary class.

The unit requirements include a summative assessment divided into Part A and Part B tasks. The Part A task components will be used to build the skills and knowledge required for you to finalise the Part B task and to provide opportunities for you to get 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.

The assessment task requires you to develop a detailed unit overview and to annotate this unit of work to demonstrate your understanding of curriculum, pedagogy (including a pedagogical approach and PCK) and assessment in one of your teaching areas. The task also requires you to design a summative assessment for this unit and the associated resources.

Task Details:
Task 2 is to be completed for your **minor** teaching area.
The teaching area chosen for Task 2 MUST BE DIFFERENT to that chosen for Task 1.
Task 2 contributes 50% to the overall grade for this unit.
Task 2 is graded using criteria and standards descriptors aligned to numerical scores out of 50.
Task 2 has TWO parts.

- Part A – Description of a unit of work and of the assessment task(s), and the provision of feedback to peers (5 marks)

- Part B – Finalised detailed unit of work, assessment task(s) with resources, and critical annotations of the unit overview (45 marks)

Description of Assessment Task

Part A: Description of a unit of work and of the assessment task(s), and the provision of feedback to peers

The following Part A task components are to be completed on the supplied Unit Plan template under Task 2 Resources section of the Assessment Information and Resources tile and uploaded to your Part A assessment forum. Please note, this template is different to the unit plan template you used for Task 1. The teaching area discipline expert will provide you with feedback on your formative task components.

The Part A components include:

- providing a description of the unit of work
- selecting the content descriptions and elaborations to be used in the unit
- highlighting the aspects of the achievement standard that will be the focus of the unit and summative assessment.
- A description of the type of summative assessment

You are to provide targeted feedback to two peers in your teaching area about the Part A task components. Guidelines for this feedback are located in the Task 2 Resources section of the Assessment Information and Resources.

Further explanation of these components will be provided during Zoom sessions and on the Zoom PowerPoints.

Due Dates:

- Part A will be posted on the Moodle teaching area Part A Assessment forum by Wednesday 10/5/23 (Week 9)
- The provision of targeted feedback about the task components to two peers will be posted on the Moodle teaching area Part A assessment forum by Wednesday 17/5/23 (Week 10)

The evidence of the forum entries will be recorded on a Part A Task Table– AT2 located in the Task 2 Resources section of the Assessment Information and Resources folder.

Part B: Description of a detailed unit of work, assessment task(s), and the provision of feedback to peers

This summative assessment task will reflect the key understandings explored in online Moodle materials and the work you have already done in the Part A task components.

The tasks are as follows:

Detailed Unit of Work Overview & Annotations

- A detailed unit of work overview that demonstrates your understanding of curriculum frameworks, planning processes, a range of teaching strategies, differentiation for a range of learners and the use of resources (including ICTs) suitable for this teaching area. This unit plan must include demonstrated application of a pedagogical approach, pedagogical content knowledge and identified pedagogical strategies that impact learning. For the purposes of this assessment task**, a unit of work (designed for either Year 7, 8 or 9) will be between 4-6 weeks duration (must be equivalent to 12-24 lessons in total).** The unit encompasses the period of learning before and leading up to a significant summative piece of work. Please see the Moodle site for further information.
- Annotations on the unit of work (equivalent to 800-1200 words) that indicate and explain the unit design. The annotations must include appropriate references to theory and the appropriate curriculum framework. Annotations will:

o Identify your choice of a range of targeted and purposeful teaching strategies, and clear application of a pedagogical approach and pedagogical content knowledge.
o identify examples of where teaching resources, including ICTs, suitable for the needs of junior secondary learners have been utilised to enhance instruction or learning.
o indicate examples of differentiation and explain where you have deliberately developed literacy or numeracy skills specific to the unit of work and the teaching area.
o Identify 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.

Design of a Summative Assessment

- A summative assessment task for the unit of work (this is the one described in detail on the unit template). This will include:

o Copy of the task including student handouts

o Any resources that accompany the assessment
Appendices:

- A detailed class profile: Assessment Task 2 requires you to include a detailed class profile and must show evidence that you meet the needs of a particular group of identified learners. Select one of the compiled student data sets - Class Profiles – that have been provided in the Task 2 Resources section of the Assessment Information and Resources. Please note, you can choose to work with a different year level and class profile for Assessment Task 2.

- Part A Task Table – AT2: The evidence of the forum entries will be recorded on this table. Please note – of you do not submit this evidence document, you will not receive the available marks.

The completed summative assessment task includes the following and is to be submitted as a word document:

- Detailed Unit of Work Overview with Annotations
- Design of a Summative Assessment, including associated resources and materials
- References (APA)
- Appendix A: Detailed Class Profile
- Appendix B: Formative Task Table

Assessment Due Date
Week 12 Friday (2 June 2023) 11:45 pm AEST
Part A 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 on the final assessment 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
Assessment will be marked against the following 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 specific learning needs of students through design of literacy or numeracy and differentiation to promote learning.
4. Critical reflection of planning decisions informed by theory, research, context and curriculum knowledge
5. Written language communication skills

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Part A due 10/5/23 to Part A Assessment forum. Part B Assessment due 2/6/23 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