EDSE20021 *Senior Secondary Curriculum, Pedagogy and Assessment*

Term 2 - 2022

Profile information current as at 12/10/2024 06:08 pm

All details in this unit profile for EDSE20021 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 on learning, teaching and assessing in the senior secondary school (Years 11 and 12). Key stakeholder influences on the senior secondary curriculum will be critically examined and the nature of senior secondary learners explored. In this unit, you will explore pedagogical approaches applicable to your senior discipline teaching area. In order to plan and implement effective learning and teaching practice, analysis and interpretation of senior secondary school curriculum frameworks and syllabus documents will be undertaken. This examination will focus on contemporary pedagogical approaches that develop discipline-specific thinking skills. In order to develop and design contemporary learning experiences, information and communication technologies will be explored to allow for the further development of higher-order thinking.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-Requisite EDSE20018 Junior Secondary Curriculum, Pedagogy and Assessment
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2022

- 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 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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: 40%
2. **Written Assessment**
Weighting: 60%

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 feedback

Feedback
Assessment tasks were relevant

Recommendation
Maintain relevance of the assessment tasks.

Feedback from Moodle feedback

Feedback
Resources

Recommendation
More resources on how to teach the content within units especially for English.

Feedback from Moodle feedback

Feedback
Subject specific tutor zoom sessions

Recommendation
Allocation of more than one zoom session with senior subject tutor.

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. Critically examine and outline the content, assessment and discipline requirements (including literacy and numeracy and ICTs) for subject areas in senior secondary schooling
3. Justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for subject areas in senior secondary schooling
4. Critically select and justify the use of teaching and learning resources for subject areas in senior secondary schooling for varying abilities and characteristics
5. Design and justify learning and teaching activities and assessment instruments that promote learning and match the needs of senior secondary school curriculum frameworks.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:
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
3.3 Use teaching strategies
3.4 Select and use resources
3.6 Evaluate and improve teaching programs
4.5 Use ICT safely, responsibly and ethically
5.1 Assess student learning

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•	•	•	•
2 - Written Assessment - 60%	•	•	•	•	•

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					

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

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

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to senior secondary curriculum, learning, teaching, and assessment		

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Learners in senior secondary schools		

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Meeting syllabus requirements in Years 11 and 12		

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogical content knowledge (PCK)		

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies		

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Overview and critique of senior subject curriculum, pedagogy and assessment knowledge and skills Due: Vacation Week Monday (15 Aug 2022) 12:00 am AEST

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Developing lesson plans in Years 11 and 12		

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Teaching and learning resources for Years 11 and 12		

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic

Designing units of work for higher order thinking		

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Assessment in Years 11 and 12 Designing assessment tasks		

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Putting it all together - Professional responsibilities for teaching Year 11 and 12.		

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Planning for teaching and learning in senior secondary subjects Due: Week 11 Monday (26 Sept 2022) 12:00 am AEST

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Overview and critique of senior subject curriculum, pedagogy and assessment knowledge and skills

Assessment Type
Written Assessment

Task Description
Task Description
Teachers require expert knowledge of the nature of the discipline subject and the pedagogical content knowledge to teach it. The nature of a discipline refers to the content of a subject area and the way knowledge is created, verified and communicated. Pedagogical Content Knowledge (PCK) is knowledge about how to teach specific subject content to students, what might be referred to as the teachers' toolkit of teaching ideas.
Task specific details: To complete the task, you need to respond to the scenario below for your Year 11 & 12 subject teaching area using the 2019 QCAA General or Applied syllabus documents (or current relevant curriculum document for your state or territory)
Scenario – You are a teacher at a secondary school. You are presenting an overview and critique of your Yr 11 and 12 subject syllabus at an international conference. The audience comprises secondary school teachers, curriculum writers, education bodies, and experts in your subject area. You need to develop an informative presentation on your senior subject for the conference. The presentation should aim to be 10 minutes, with a maximum time of 15 minutes.
The presentation must include:
a) An overview of the curriculum document framing the senior subject.
b) Nature of the discipline the senior subject belongs to
c) Subject organisation and curriculum requirements
d) Specific examples of engaging/exciting learning activities students will engage in (PCK)
e) Specific subject examples of how literacy, numeracy and ICT will be included in lessons

f) Assessment requirements for the senior subject
g) Subject specific critique of the curriculum document
You need to:
a) Research your senior subject area using the Education Authority website for your State or Territory (e.g. Queensland Curriculum and Assessment Authority), professional associations for your subject area (e.g. Royal Society of Chemistry) and other relevant texts.
b) Gather information about the nature of your discipline area. For example, what content, processes and ways of thinking are critical to your teaching area. What makes it unique and distinct from other subject areas? What knowledge and skills are essential for students to learn?
c) Design a PowerPoint or other visual media and script for your presentation.
d) Check that your presentation is 10 -15 minutes and contains explicit information for your senior subject area and not generic information
e) Record your presentation as a media file and upload as per instructions on the Moodle Assessment block.

Assessment Due Date
Vacation Week Monday (15 Aug 2022) 12:00 am AEST

This task is to be uploaded as a single media file to Moodle saved in the following format: SUBJECT AREA_Last name_First name_Task 1

Return Date to Students
Week 7 Friday (2 Sept 2022)

Weighting
40%

Assessment Criteria
The full Assessment Criteria and Standards grading sheet is available on the Unit Moodle site.

Knowledge and understanding of subject curriculum document and nature of the discipline the senior subject belongs to
2.1 Content and teaching strategies of the teaching area
Curriculum organisation and requirements
2.3 Curriculum, assessment and reporting
Knowledge, understanding and application of Pedagogical Content Knowledge
2.1 Content and teaching strategies of the teaching area
Knowledge, understanding and application of literacy, numeracy and ICT strategies
2.5 Literacy and numeracy strategies
2.6 Information and communication technology (ICT)
Assessment requirements for the senior subject
2.3 Curriculum, assessment and reporting
Subject specific information for parents to assist their child's' learning
3.7 Engage parents/carers in the educative process
Language conventions and research

Referencing Style

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

Submission
Online

assessmentOutcome

- Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling
- Critically examine and outline the content, assessment and discipline requirements (including literacy and numeracy and ICTs) for subject areas in senior secondary schooling
- Justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for subject areas in senior secondary schooling
- Critically select and justify the use of teaching and learning resources for subject areas in senior secondary schooling for varying abilities and characteristics
- Design and justify learning and teaching activities and assessment instruments that promote learning and match the needs of senior secondary school curriculum frameworks.

assessmentGradAttribute

2 Planning for teaching and learning in senior secondary subjects

Assessment Type
Written Assessment

Task Description
Task Description
Teachers plan units of work and assessment to align with senior syllabus subject requirements .The curriculum framework (syllabus) informs the development of senior subject programs. This task requires you to utilise the 2019 QCAA Year 11 and 12 General syllabus for your major teaching area (or other curriculum framework applicable to your Year 11 and 12 subject area) to develop a unit of work for a full school term (taken to be 8 weeks or 25-27hrs) using an appropriate teaching and learning plan template (TLAP) for the syllabus/curriculum framework. In addition, you are required to develop a lesson plan for three sequential lessons from the planned term that demonstrate how key knowledge and skills for the term of work will be taught. The final component of the task is to provide a justification for the decisions you made in the construction of the planning documents (i.e.term plan andlesson plans) using scholarly and authoritative sources.

To complete the task you will need to:

1. Select a 2019 QCAA General syllabus (or similar curriculum document for your state or territory) for your major Year 11 and 12 teaching area. Identify the unit objectives and subject matter organisation .
2. Identify the assessment requirements - techniques, marking criteria/standards that will be used to assess student achievement.
3. Select a term in either Year 11 or Year 12 that you will plan and prepare to teach.
4. Develop a plan for the school term (8 weeks or 25-27hrs, excluding public holidays, exam blocks and other interruptions to school routines).
5. Create lesson plans for three sequential lessons from the term plan.
6. Justify the decisions made in preparing the term of work, and lesson plans using appropriate and scholarly references. The justification should also explain how the learning experiences outlined in the unit will engage and meet the learning needs of students you would expect in your senior class, how you will address literacy and numeracy requirements, and use ICTs in a safe, responsible and ethical way.
7. Invite your tutor and a peer to provide feedback on your unit plan, and report how you addressed the feedback they provided.

Your response should include:

Introduction: (250 words) A brief statement identifying the subject organization and key elements that inform the unit plan and assessment.

Unit Planning: (no word limit) One school term from either Year 11 or Year 12. Your unit plan should indicate where you plan to develop literacy and numeracy and incorporate ICTs.

Each lesson in the unit plan should BRIEFLY indicate:

· Learning goal using language from the relevant syllabus objectives
· Subject matter using subject specific vocabulary
· Teacher strategy/s and/or student activity
· Main resources, including ICTs
· Assessment for improving learning and link to summative assessment

Lesson Planning: (no word count) Three sequential lessons from the unit plan

Justification: (600 words) Justify the decisions made in preparing the unit of work using appropriate scholarly references.

Evaluation and improvement (250 words) - Outline the process you used to critically evaluate your unit of work, and how you responded to feedback from your tutor and peer to improve your planned teaching program.

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

Appendix: (Optional)

Assessment Due Date
Week 11 Monday (26 Sept 2022) 12:00 am AEST

Submit as ONE file saved in the following format: SUBJECT AREA_Last name_First name_Task 2

Return Date to Students
Review/Exam Week Monday (10 Oct 2022)

Weighting
60%

Assessment Criteria
The full criteria and standards descriptors rubric is available on the Unit Moodle site.
Knowledge & understanding of curriculum, pedagogy and assessment planning requirements
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
Knowledge, understanding and application of curriculum objectives
2.2 Content selection and organisation
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
Knowledge, understanding and application of pedagogy and resources
3.3 Use teaching strategies
3.4 Select and use resources
Knowledge, understanding and application of literacy, numeracy & ICTs
2.5 Literacy and numeracy strategies
2.6 Information and Communication Technology (ICT)
4.5 Use ICT safely, responsibly and ethically
Knowledge, understanding and application of formative & summative assessment
5.1 Assess student learning
Evaluation and improvement in response to feedback
3.6 evaluate and improve teaching programs
Language conventions and research

Referencing Style

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

Submission
Online

Submission Instructions
Submit as ONE file saved in the following format: SUBJECT AREA_Last name_First name_Task 2

assessmentOutcome

- Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling
- Critically examine and outline the content, assessment and discipline requirements (including literacy and numeracy and ICTs) for subject areas in senior secondary schooling
- Justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for subject areas in senior secondary schooling
- Critically select and justify the use of teaching and learning resources for subject areas in senior secondary schooling for varying abilities and characteristics
- Design and justify learning and teaching activities and assessment instruments that promote learning and match the needs of senior secondary school curriculum frameworks.

assessmentGradAttribute

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