



The University of Southern Queensland

Course specification

Description: Partners in Decision Making

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	3201	40590	1, 2005	ONC	1.00	Wide Bay

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070103

STAFFING

Examiner: Michele McGill

Moderator: Rick Churchill

REQUISITES

Pre-requisite: TEA2201

RATIONALE

At this stage of their development, pre-service teachers need to begin familiarising themselves with the various curriculum documents currently in use in Queensland schools. As well they need to know about curriculum models and theories which contribute to the development of long term planning and the integration of content areas. Students need to begin extending their current philosophies of teaching and learning to incorporate advanced teaching and planning skills that focus on the individual needs of students. In achieving this, preservice need to be aware of various educational contexts and they should begin to develop and analyse their own theories regarding curriculum decision making.

SYNOPSIS

This course will focus on the integration of curriculum decision making and philosophy of curriculum design and how this relates to classroom practice. Through critical reflection on the related theories, models and processes of curriculum, students will begin to develop their own theories that will influence their curriculum development and implementation. Students will examine how advanced teaching and assessment strategies evolving from curriculum decision-making match the various grouping arrangements that can be found in a variety of educational settings. The integration of different 'content' areas will be explored and students will be encouraged to critically evaluate the use of topics or themes. Fifteen days practicum in schools provides students opportunities to apply the principles developed in this course and to further develop their skills and understandings of what it is to be a teacher. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional

experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

On successful completion of this course students will have acquired knowledge and understanding of, developed the skills of, and developed an awareness of:

1. the philosophies and sources of curriculum
2. the major theories, philosophies and models influence curriculum design and decision making
3. the development and defence of personal theories of curriculum development
4. analysing current curriculum documents in terms of its sources and elements
5. evaluating the considerations in the implementation of curriculum and management plans
6. evaluating personal philosophies of curriculum development and classroom management
7. developing planning instruments at a course level
8. the importance of curriculum development to the classroom teacher
9. the significance of the various influences which impact upon school based curriculum development
10. curriculum decision-making as a result of matching effective planning and teaching to the educational context.

TOPICS

	Description	Weighting (%)
1.	Exploration of curriculum models and approaches	10.00
2.	Influences on curriculum decision making in the classroom	10.00
3.	Curriculum innovations	20.00
4.	Designing curriculum and management plans	30.00
5.	Matching curriculum and management approaches to contextual factors	30.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

A shrinkwrap package consisting of: Brady, L, 2003, Teacher voices: the school experience, Pearson Education, Frenchs Forest; Brady, L & Kennedy, K, 2003, Curriculum construction, 2nd edn, Prentice Hall, Frenchs Forest & Pirola-Merlo, S, 2003, Relationship management in

the primary school classroom: strategies in the legal and social context, Prentice Hall, Frenchs Forest.hs Forest.

Frangenheim, E 2002, *Reflections on classroom thinking strategies: practical strategies to encourage thinking in your classroom*, 4th edn, Rodin Educational Consultancy, Springwood.

Purdie, N & Smith, D 2002, *Variable teaching contexts: (compiled from case studies in teaching and learning: Australian perspectives)*, Pearson Custom Publishing, Sydney.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Barry, K & King, L 1998, *Beginning teaching and beyond*, 3rd edn, Social Science Press, Katoomba.

Bennett, B & Smilanich, P 1994, *Classroom management: a thinking and caring approach*, Bookation, Toronto.

Brady, L 2003, *Curriculum construction*, 2nd edn, Prentice Hall, Sydney.

Marzano, RJ 2003, *Classroom management that works*, ASCD, Alexandria.

Rogers, B 1998, *Behaviour management: a whole school approach*, Scholastic, Sydney.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	60.00
Lectures	22.00
Private Study	72.00
Tutorials	11.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
TUTORIAL PRESENTATION	20.00	20.00	02 Mar 2005 (see note 1)
ASSIGNMENT 1	40.00	40.00	22 Apr 2005 (see note 2)
ASSIGNMENT 2	40.00	40.00	17 Jun 2005 (see note 3)
PROFESSIONAL PRACTICE	1.00	0.00	17 Jun 2005 (see note 4)

NOTES

1. Tutorial presentation will be conducted during weeks 8-10.
2. Behaviour management analysis and plan
3. Curriculum innovation analysis and implementation plan
4. Students must successfully complete the professional experience component and the academic component to pass this course. A value of one (1) indicates you have passed

the professional component. A value of zero (0) indicates you have not passed the professional experience component.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must complete 15 days of scheduled professional experience as partial fulfillment of Board of Teacher Registration requirements.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item. To complete the professional experience satisfactorily the student's performance must be deemed successful by the mentor and examiner.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
In order to gain a passing grade in the course, students must submit all items of assessment; complete all professional experience requirements successfully; attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and achieve a minimum of 50% of the total marks available for assessment in the course. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment. Students who do not achieve a passing grade in the course, may be eligible for supplementary assessment in the following circumstances: where the professional experience requirements constitute the only assessment item not completed satisfactorily; or where the professional experience requirements were completed satisfactorily, and (i) at least two of the other three Pass Rules were satisfied, and (ii) a minimum of 40% of the available marks were attained for the failed item.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 5 The Faculty will NOT accept submission of assignments by facsimile.
- 6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 7 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 8 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 9 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 10 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 11 Each item of assessment must be submitted, all professional experience requirements must be successfully completed, a passing grade or equivalent mark in at least two of the three coursework assessment items must be attained and a minimum of 50% of the total marks available for assessment in the course must be achieved.
- 12 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 13 Students must successfully complete the professional experience component and the academic component to pass this course. In order to be eligible to commence the professional experience component, students must demonstrate satisfactory progress in all coursework assessment items prior to the professional experience.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.

- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:
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