



The University of Southern Queensland

Course specification

Description: Variable Teaching Contexts

| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
|---------|---------|-------|---------|------|-------|-----------|
| TEA | 3202 | 44629 | 2, 2005 | ONC | 1.00 | Toowoomba |

| | |
|-----------------------------------|----------------------------|
| 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

Teachers entering the profession are required to exercise professional judgement on a range of professional issues including concepts of knowledge, curriculum structures and methodologies of teaching. Understanding of these allows teachers to work effectively in a variety of school environments characterised by open guideline syllabi, changing professional expectations, increasing involvement in curriculum processes, and a devolution of decision making responsibility to the local level. Professional expertise in, and awareness of, planning processes, decision making and evaluation are increasingly required of effective professionals in both metropolitan and rural contexts. There is a certain dynamic to any curriculum context that can only be known by participants. It is important then for prospective teachers to be involved in the process of curriculum decision-making and to develop those decisions into plans that are effectively implemented in a given context. As each context is different, students need to consider how their planning and implementation decisions are impacted upon by a variety of teaching situations.

SYNOPSIS

In this course students explore the variety of contexts in which primary education takes place. They are provided with the opportunity to analyse the various contexts and investigate the relationships that are involved in different school communities. Through a reflective approach to curriculum decision making, students continue to develop their theories that will influence their curriculum development and implementation. Longer term planning is emphasised. From this they become aware of the implications of planning, developing and implementing curricula in situations of single year level to multi-age, of classroom and school level, and of rural, provincial and urban settings. Pedagogical principles being investigated throughout the program are further considered, adding to the development of the student's personal philosophy of

teaching. Fifteen days practicum in schools provides students the opportunity 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 completion of this course students will be able to:

1. the role of "teachers as researchers"
2. the significance of critical and reflective practice
3. the role of informed decision making in planning and implementing effective and appropriate curricula
4. the variety of contexts in which planning takes place and the impact of the context on planning and implementation of curriculum
5. the purpose and structure of longer term curriculum planning
6. the relationships between schools and their communities in various contexts
7. the flexibility and adaptability required in planning for a range of education contexts
8. the organizational and management strategies that are appropriate to varying contexts
9. the role of record keeping and reporting to the educational community
10. constructing a current curriculum plan based on an observed context
11. recording student achievement and planning reporting strategies.

TOPICS

| | Description | Weighting (%) |
|----|---|---------------|
| 1. | Medium and long-term classroom planning | 25.00 |
| 2. | Varying education contexts | 30.00 |
| 3. | Assessment | 25.00 |
| 4. | Classroom management strategies | 10.00 |
| 5. | Record keeping and reporting | 10.00 |

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, French's Forest.; Brady, L & Kennedy, K, 2003, *Curriculum construction*, 2nd edn, Pearson Education, French's Forest.; and Pirola-Merlo, S, 2003, *Relationship management in the primary school classroom: strategies in the legal and social context*, Pearson Education, French's Forest.

Frangenheim, E 2002, *Reflections on classroom thinking strategies*, 4th edn, Rodin Educational Consultancy, Loganholme.

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, Wentworth Falls, NSW.

Brady, L 1999, *Teacher cases: a qualitative view of teachers' work*, Prentice Hall, Riverwood.

Brady, L 1995, *Curriculum development*, 5th edn, Prentice Hall, Sydney.

Marsh, C 2000, *Handbook for beginning teachers*, 2nd edn, Pearson Education Australia/Longman, Frenchs Forest.

Tomlinson, CA 2003, *Fulfilling the promise of the differential classroom*, ASCD, Alexandria, UA.

Tomlinson, CA 2001, *How to differentiate instruction in mixed ability classrooms*, 2nd edn, Pearson, Columbus, Ohio.

Wiggins, G & McTighe, J 1998, *Understanding by design*, ASCD, Alexandria.

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 |
|--------------|--------------|--------|-----------------------------|
| REPORT | 20.00 | 20.00 | 19 Jul 2005 (see note 1) |
| PRESENTATION | 30.00 | 30.00 | 19 Jul 2005 |
| ASSIGNMENT | 50.00 | 50.00 | 19 Jul 2005 |
| PRACTICUM | 1.00 | 0.00 | 19 Jul 2005 (see note 2) |

NOTES

1. The course examiner will advise the due dates for all assessment items.
2. Students must successfully undertake the Practicum component and the academic component to pass this course.

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.
- 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.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 5% 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 (i) submit all items of assessment; (ii) complete all professional experience requirements successfully; (iii) attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and (iv) 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. The Faculty will NOT accept submission of assignments by facsimile. 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.
- 5 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. (g) 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). (h) 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. (i) Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications. (j) All assessment items must be submitted with a pass overall gained. (k) Each assessment item must be submitted and passed. (l) Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 6 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).

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- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
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- 10 In order to gain a passing grade in the course, students must (i) submit all items of assessment; (ii) complete all professional experience requirements successfully; (iii) attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and (iv) 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.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 12 If a student is unable to complete either component because of extenuating circumstances, consideration for continuing may be given by the course coordinator.

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 course 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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