



The University of Southern Queensland

## Course specification

<b>Description: Curriculum Implementation in the Senior School</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	2506	54579	2, 2006	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070105

### STAFFING

Examiner: Alison Mander  
Moderator: Lesley McAuley-Jones

### REQUISITES

Pre-requisite: SEC2505

### RATIONALE

With recent reform initiatives requiring teachers and schools to provide for changes to the traditional academic focus of senior schooling, pre-service teachers need to become competent in engaging with the diverse needs of these senior students. As well as understanding the curriculum and pedagogy of the traditional academic senior school, teachers must design and implement curricula for the multiple pathways required in the contemporary school sector. The provision of vocational and workplace educational experiences for students are current challenges for schools, and pre-service teachers should become familiar with these reform initiatives, understand the implications for their teaching, and be able to plan for sound learning outcomes and achievement of competencies both in school and in workplaces. The professional teacher for the 21st Century needs to be able to manage diverse clientele and sectorial issues to deliver curricula appropriate to meeting the standards of the accrediting authorities, and encourage, through a sound knowledge of curriculum, opportunities for students to gain the attributes of lifelong learning.

### SYNOPSIS

This course will explore a range of curriculum issues for pre-service teachers to gain competence to teach in the senior years of schooling. In particular, this course will focus on the curriculum requirements of senior subjects and vocational certificated courses. Pre-service teachers will discuss the mandated elements of curriculum for certification, practice designing units of work linked to specific criteria, and to pre-specified learning outcomes in a competency-based framework. They will gain understanding and practice of curriculum design in their chosen disciplines for application to the diverse senior schooling cohort of students. This course aims to give secondary educators increased understanding and confidence to deal with issues for senior schooling, strategies for teaching in their chosen disciplines, and to be able to modify

curriculum for explicit teaching in vocational sectors. Literacy, numeracy and ICT imperatives will be discussed and embedded in this approach to understanding curriculum. These emerging professionals will develop and design authentic curriculum units for students in the senior years and demonstrate beginning competence in designing work programs for senior subjects and for vocational competencies, to maximise engagement of students and facilitate certification purposes. **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. demonstrate knowledge and understanding of the variety of authority and authority registered syllabi in their curriculum areas
2. critically examine available ICT and traditional resources to enhance teaching and learning
3. develop skills in devising and understanding use of various methods of assessment, reporting and accountability
4. develop an understanding of short and long term planning in line with syllabus recommendations
5. develop an understanding of current curriculum initiatives
6. demonstrate inclusive practices in planning and assessment techniques
7. demonstrate an understanding of issues, risks and genres related to each of their curriculum areas
8. demonstrate knowledge, understanding and application of appropriate personal, professional and academic literacies.

## **TOPICS**

Description	Weighting (%)
1. Each subject area shall generally cover the following topics as relevant to individual needs:	100.00
1.1. current secondary curriculum - 50%	
1.2. assessment techniques and requirements - 10%	
1.3. course planning, reporting and accountability in secondary classrooms - 10%	
1.4. effective teaching in secondary classrooms - 20%	
1.5. enhancing learning in secondary classrooms - 10%	

## **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).

The relevant Queensland Studies Authority's Syllabus documents for the subject area the student undertakes must be purchased or downloaded. (Available: <http://www.qsa.qld.edu.au> [Accessed 13/12/2005])

## **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.

MATHEMATICS: To be supplied

## **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Assessment	3.00
Lectures	24.00
Private Study	118.00
Workshops	20.00

## **ASSESSMENT DETAILS**

Description	Marks out of	Wtg(%)	Due date
CORE CURRICULUM	40.00	40.00	25 Jul 2006 (see note 1)
CURRICULUM AREA 1	30.00	30.00	25 Jul 2006
CURRICULUM AREA 2	30.00	30.00	25 Jul 2006

### **NOTES**

1. The examiner will advise the due dates for all assessment items.

## **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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.

- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval of the examiner 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:  
To be assured of receiving a passing grade a student must submit all of the assessment items and must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted 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:  
As there are no examinations in this course, there will be no Deferred or Supplementary examinations.
- 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 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.
- 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).

- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All assessment items must be submitted with a pass overall gained.
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **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:**  
<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.
-