



The University of Southern Queensland

Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Changing Boundaries in Secondary Schools: Implications for Teaching and Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FET	4320	66710	2, 2007	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070109

STAFFING

Examiner: Trevor Black

Moderator: Catherine Arden

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Today, as always, there is an expectation that secondary schools will prepare students for the full range of post-school options. Schools are facing the difficult task of preparing diverse students for an increasingly pluralistic society in an uncertain world, in rapidly changing times. Schools are expected to prepare students for the future, whatever that future may be. To do so, they are expected to work with a variety of organisations, including other educational institutions, community, industry, business and voluntary organisations.

SYNOPSIS

Schools are now recognising that they are no longer the sole repositories of knowledge, and that, to enhance the learning opportunities for students, they must work with outside organisations in collaborative and innovative ways. Many secondary schools are adopting workplace learning programs. As well, school-based apprenticeships and Enterprise Education initiatives link school programs with universities, industry and registered training organisations. Flexible learning approaches and networked learning communities are becoming common in many schools. In this course students will explore and analyse the implications of such initiatives for school organisation and the work of teachers and students.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. demonstrate understanding of the impact of societal change on the purposes of education (Assignment 1)
2. demonstrate understanding of flexibility in schools as a mechanism for improving student outcomes (Assignment 1)
3. discuss possible justification for why schools should operate as networked learning communities (Assignments 1 and 2)
4. analyse the impact of school flexibility on schools as organisations, and in particular the work of teachers (Assignments 1 and 2)
5. demonstrate an understanding of career planning and career education and their significance in preparing students for their futures (Assignments 1 and 2)
6. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing (Assignments 1 and 2)

TOPICS

Description	Weighting (%)
1. The changing world and schooling	15.00
2. Breaking down to boundaries- learning in the community	15.00
3. Building community partnerships for learning	20.00
4. Leading the school in a world of change	15.00
5. The importance of career guidance and education in schools	35.00

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).

There are no prescribed texts in this course.

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.

Any recommended reference materials are referred to in the course introductory book.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	125.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	50.00	50.00	21 Sep 2007
ASSIGNMENT 2	50.00	50.00	02 Nov 2007

IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**

There are no attendance requirements for this course. However, it is the students' responsibility 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.
- Requirements for students to complete each assessment item satisfactorily:**

To complete each of the assessment items satisfactorily, students must obtain at least 50% for each assessment item.
- Penalties for late submission of required work:**

In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
- Requirements for student to be awarded a passing grade in the course:**

To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.
- 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 grades obtained for each of the summative assessment items in the course.
- Examination information:**

There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**

There will be no Deferred or Supplementary examinations in this course.
- 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. In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
- 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 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 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.
- 7 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).
- 8 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.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Summative assessment items will receive one of the following letter grades: HD+,HD,HD-, A+,A,A-,B+,B,B-,C+,C,C-,F or IDM (Incomplete Deferred Make-up). 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.
