



The University of Southern Queensland

Course specification

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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: Planning and Teaching

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GDE	3003	63076	1, 2007	WEB	1.00	Toowoomba

Academic group:

FOEDU

Academic org:

FOEDUC

Student contribution band:

National Priority Teaching

ASCED code:

070199

STAFFING

Examiner: Michele McGill

Moderator: John McMaster

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

Teachers are grappling with significant changes in educational initiatives, curriculum, societal expectations and the concept of teaching in the 21st Century. Today's learners demand a curriculum which is relevant and learning activities that will enable them to gain skills which will be of use in the years beyond schooling. Teachers are working in increasingly complex contexts; they need to be sensitive to and skilled in responding to sociocultural diversity and students' unique skills and needs. They must be aware of the need for a permeable curriculum that bridges the social worlds of students with the culture of the education setting thus ensuring relevance of the curriculum for all students. Teachers must be skilled in observation and analysis of student behaviour to enable them to plan and implement learning experiences within an environment that equips all students for lifelong learning. Teachers must be able to articulate the key principles of their role in relation to enabling the learning of their students. Understanding learners and the ways in which they construct their understandings impacts directly on the teacher's behaviour, their planning, curriculum and authentic assessment practices. Beginning teachers require access to a framework for effective planning and teaching and to a suite of effective teaching strategies in order to be able to plan and implement meaningful educational experiences for and with their students. Teachers need an understanding of a variety of approaches to curriculum planning, including outcomes-based curriculum drawn from current syllabi, curriculum integrated and transdisciplinary approaches.

SYNOPSIS

This course views teaching as intellectual work and enables students to build their own repertoires of teaching practice drawn from a framework for effective teaching, such as Productive Pedagogies (in the Queensland context) or other appropriate frameworks.. Students will reflect on their in-school experiences in the light of the relevant literature in the areas of curriculum development, planning and effective teaching strategies. Students will be engaged in systematic reflection as a key to the improvement of practice. Students will explore a range of planning styles, ranging from single lessons to integrated units, with provisions made for diversity among learners. The course aims to provide opportunities for students to develop their general teaching skills and pedagogical content knowledge, which is seen as an integration of content, learning and teaching. The course provides for a nominal 7.5 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

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 completion of this course students will be able to:

1. plan short and long-term teaching episodes (Assignment 2)
2. implement plans for teaching and learning and reflect on these in a systematic fashion (Assignment 2)
3. apply a framework for effective teaching as a guideline for their own practice (Assignment 2 and Professional attachment)
4. select appropriate learning experiences from appropriate curriculum frameworks (Assignment 2)
5. communicate effectively with their students and their colleagues (Professional attachment)
6. demonstrate knowledge, understanding and application of appropriate ICT uses for teaching and learning (Assignments 1 and 2)
7. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies (Assignments 1 and 2)
8. apply an understanding of planning and teaching in the professional attachment (Professional attachment)
9. articulate an example of how the key concepts encountered in this course can be applied in an educational setting (Assignments 1 and 2)

TOPICS

	Description	Weighting (%)
1.	Productive Pedagogies (or alternative framework for effective teaching)	20.00
2.	Short and long-term planning for teaching and learning	20.00
3.	Curriculum decision-making	20.00
4.	Selecting teaching strategies and resources, including ICTs	20.00
5.	Introduction to alignment of assessment, pedagogy and curriculum	20.00

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).

Fetherston, T 2006, *Becoming an effective teacher*, Thomson, South Melbourne.

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.

Arthur, L, Beecher, B, Death, E, Dockett, S & Farmer, S 2005, *Programming and planning in early childhood setting*, Thomson Social Science Press, Southbank, Victoria.

Eggen, P & Kauchak, D 2006, *Strategies and models for teachers: teaching content and thinking skills*, 5th edn, Pearson Education, Boston.

Frangenheim, E 2004, *Reflections on classroom thinking strategies*, 5th edn, Rodin Educational Consultancy, Loganholme.

Kellough, R 2003, *A resource guide for teaching K-12*, 4th edn, Merrill, Upper Saddle River, NJ.

Killen, R 2003, *Effective teaching strategies: lessons from research and practice*, 3rd edn, Social Science Press, Katoomba.

Mintz, E & Yun, J 1999, *The complex world of teaching: perspectives from theory and practice*, *Harvard Educational Review, Reprint Series No. 31*, Harvard University, Cambridge.

Whitton, D, Sinclair, C, Barker, K, Nanlohy, P & Nosworthy, M 2004, *Learning for teaching: teaching for learning*, Thomson Social Science Press, Southbank, Vic.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Private Study	85.00
Residential Schools	20.00
Workshops	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSIONAL ATTACHMENT	50.00	50.00	05 Mar 2007 (see note 1)
ASSIGNMENT - PART 1	10.00	10.00	30 Mar 2007 (see note 2)
ASSIGNMENT - PART 2	40.00	40.00	15 Jun 2007 (see note 3)

NOTES

1. Due dates for Professional Attachment to be advised.
2. Assignment 1 - Part 1: Proposal.
3. Assignment 1 - Part 2: Problem-based Presentation

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the student's responsibility to attend and participate appropriately in the residential school and other scheduled learning activities (such as on-campus workshops and web-based activities) scheduled for them. Students must complete 7.5 days of professional attachment at an identified school site.
- 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 available for each assessment item, in particular assignments two (2) and three (3).
- 3 Penalties for late submission of required work:
Students who fail to submit assignments by the due date without prior approval must apply to the course examiner for deferred assessment. The course examiner will consider each such application on its individual merits.
- 4 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, achieve at least 50% for the Professional Attachment and achieve at least 50% of the total weighted marks for the academic assignments. Should a student fail to achieve 50% of the Professional Attachment and 50% of the total weighted marks for the academic assignments, they may be assigned additional work to allow them to demonstrate to the Examiner that they have achieved the objectives assessed by that assessment component. Where students are assigned additional work, the maximum grade they may receive for the course shall be C.
- 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 dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required 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 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.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet a limited number of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up).
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grade may be awarded: IDM (Incomplete 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 students must successfully pass the professional attachment as well as the academic component to successfully complete the course.
- 10 All assessment items will receive a mark.

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.