



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: Curriculum Implementation in the Middle Years

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	2505	67101	2, 2007	ONC	1.00	Fraser Coast

<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: Petrea Redmond

Moderator: Alison Mander

### 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

Currently there is a range of responses by educational communities to deal with issues identified for students in the pre-teen and adolescent years. Many of these students feel alienated and have become disengaged from formal education. Often students moving from primary to secondary or secondary to further education have a far from seamless transition. Exploration of curriculum frameworks and the design and delivery of curriculum for the middle years is essential to ensure these students are given opportunities to gain the attributes of lifelong learning.

### SYNOPSIS

This course will explore a range of issues for students in the middle years of schooling. Emerging professionals should have increased awareness of the different responses educational facilities have made to these issues. In particular, this course will focus on the curriculum design and delivery under an outcomes-based education framework and its application to the middle schooling cohort of students. This course aims to give primary and secondary educators increased understanding and confidence to deal with issues for middle schooling, strategies for teaching in this area, a broadened perspective of education and to improve cross-sectoral communication. Emerging professionals will develop and design authentic learning experiences for students in the middle years.

## 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. demonstrate an understanding of the significance of a syllabus document in terms of the role it plays in the development of school work programs and medium and short term planning (All assessment items)
2. analyse curriculum documents (All assessment items)
3. explore learning experiences in line with syllabus (All assessment items)
4. explore a range of curriculum related ICT resources (Assignments 2 and 3)
5. demonstrate an understanding of contemporary issues in middle schooling and their implications for teaching and learning in the middle years of schooling (Assignment 1)
6. demonstrate an understanding of the role of productive pedagogies (All assessment items)
7. demonstrate the attributes of lifelong learning and promote lifelong learning to middle years students (All assessment items)
8. participate in online discussion to explore curriculum related resources, strategies and issues (Assignment 3)
9. demonstrate knowledge, understanding and application of appropriate communication skills including literacy, presentation and accurate referencing protocols (All assessment items).

## TOPICS

	Description	Weighting (%)
1.	What is curriculum?	10.00
2.	Students in the middle years	20.00
3.	Outcomes-based education and syllabus familiarity	20.00
4.	Introduction to planning and assessment	10.00
5.	Teaching, learning and higher-order thinking	30.00
6.	Factors impacting on middle years curriculum	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).

STUDENTS WILL BE REQUIRED TO ACCESS RELEVANT QSA SYLLABUS DOCUMENTS AND THE PRODUCTIVE PEDAGOGIES MANUAL. Syllabus documents can be downloaded from: <http://www.qsa.qld.edu.au/yrs1to10/index.html> or purchased for between \$10-\$15 from the Queensland Studies Authority. Order forms are available from:

<http://www.qsa.qld.edu.au/publications/frms/pubs-order.pdf> The Productive Pedagogies Classroom Reflection Manual can be downloaded from:

[http://education.qld.gov.au/public\\_media/reports/curriculum-framework/productive-pedagogies/pdfs/prodped.pdf](http://education.qld.gov.au/public_media/reports/curriculum-framework/productive-pedagogies/pdfs/prodped.pdf)

## 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.

' (Available: <http://www.k12.hi.us/~dtisdell/integration/resource.html>).

Australian Curriculum Studies Association and National Schools Network (Australia) 1998, *Integrated curriculum classroom materials for the middle years*, Australian Curriculum Studies Association, Canberra.

(in association with the National Schools Network)

Beamon, GW 2001, *Teaching with adolescent learning in mind*, Skylight Professional Development, Illinois.

Cormack, PJ, Cumming, J et al 1996, *From alienation to engagement: opportunities for reform in the middle years of schooling*, Australian Curriculum Studies Association, Belconnen, ACT.

Cumming, J & Australian Curriculum Studies Association 1998, *Extending reform in the middle years of schooling: challenges and responses*, Australian Curriculum Studies Association, Canberra.

Eggen, PD & Kauchak, DP 2006, *Strategies and models for teachers: teaching content and thinking skills*, 5th edn, Allyn & Bacon, Boston.

Pendegast, D & Bahr, N (eds) 2005, *Teaching middle years*, Allen & Unwin, Crows Nest, NSW.

Smith, DL & Lovat, TJ 2003, *Curriculum: action on reflection*, 4th edn, Social Science Press, Tuggerah, NSW.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	50.00
Directed Study	20.00
Online Discussion Groups	30.00
Private Study	32.00
Workshops	33.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PEDAGOGICAL PRACTICES	1.00	1.00	23 Jul 2007 (see note 1)
ASSIGNMENT 1	20.00	20.00	10 Aug 2007
ASSIGNMENT 2	30.00	30.00	12 Oct 2007
ASSIGNMENT 3	50.00	50.00	09 Nov 2007

### NOTES

1. The Examiner will advise the due date for this assessment item. A mark of one (1) indicates you have passed the pedagogical practices component. A mark of zero (0) indicates you

have not passed the pedagogical practices component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for 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 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 10% of the total marks available 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 complete and submit all of the summative assessment items and must achieve at least 50% of the total weighted marks available for the course. Students must also attain a satisfactory performance in their micro teaching to pass this 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:  
Any Deferred or Supplementary examinations for this course will be held during the next examination period. There will be no assignment resubmissions offered 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.
- 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 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.
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