



The University of Southern Queensland

Course specification

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: Pedagogy and Curriculum 2

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDP	2222	91387	2, 2009	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070103

STAFFING

Examiner: Rick Churchill
Moderator: Romina Jamieson-Proctor

REQUISITES

Co-requisite: EDC1400 or EDU1010

OTHER REQUISITES

Students must have successfully completed the entire previous year's professional experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. 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

The link between theory and practice is the critical nexus in pre-service teacher education. All programs should provide opportunities to learn from putting theory into practice and from drawing new theories of action out of such practice. Within a coherent sequence of planned coursework and professional experience placements, pre-service teachers are able to progressively develop their knowledge, skills, understanding and values in supported environments. Development in these categories of knowledge, skills, understanding and values should be connected to an appropriate professional accreditation framework, such as the Queensland College of Teachers' "Professional Standards for Queensland Teachers" and should be recorded in a portfolio representing the pre-service teacher's progressive demonstration of the required standards across all areas of contemporary teachers' work.

SYNOPSIS

In the standard enrolment pattern this is the third "professional experience" course in the Bachelor of Education (Primary) specialisation. The course provides for students to have experience in

theory and practice of pedagogy and curriculum across all areas of the P-7 curriculum, but has a particular focus on Mathematics/Numeracy. The course has three main strands: Teaching and Learning; Relationships; and Reflective Practice. In the Teaching and Learning strand, the focus is on planning and evaluating learning experiences; in the Relationships strand, the focus is on planning for the establishment of secure learning environments that value learning; and in the Reflective Practice strand, the focus is on using evaluation of student learning to inform ongoing planning for teaching and learning. The course provides for a 15-day professional experience placement. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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. take responsibility for the implementation of sequences of teaching and learning experiences (Item 3)
2. plan for teaching and learning sequences, in conjunction with the mentor teacher (Items 1 and 3)
3. develop and maintain positive relationships with students at Primary School (Item 3)
4. plan, establish and maintain a secure classroom learning environment in conjunction with the mentor teacher and in line with the host school's policies (Items 2 and 3)
5. reflect on and evaluate their own teaching episodes informed by assessment of student learning (Item 3)
6. demonstrate a growing understanding of the key areas of the P-7 curriculum, particularly Mathematics and Numeracy (Item 1)
7. demonstrate knowledge, understanding and application of appropriate personal, professional and academic literacies (Items 1 and 2)
8. demonstrate knowledge, understanding and application of appropriate ICT uses in education (Item 3)
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

TOPICS

	Description	Weighting (%)
1.	Mathematics and Numeracy curriculum and pedagogy	30.00
2.	Planning for teaching and learning in a sequence of lessons	20.00
3.	Evaluating student learning as a guide to planning	20.00
4.	Classroom management planning	20.00
5.	Applying theory to practice and drawing theory from practice	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).

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.

Whether you are on, or off campus, the USQ Library is an excellent source of information

<http://www.usq.edu.au/library>. The gateway to education resources is here ...

<http://www.usq.edu.au/library/faculties/education/default.htm>

Brady, L & Kennedy K 2007, *Curriculum construction*, 3rd edn, Prentice Hall, Frenchs Forest.

Frangenheim, E 2007, *Reflections on classroom thinking strategies*, 9th edn, Rodin Educational Publishing, Springwood, QLD.

Marsh, CJ 2007, *Curriculum: alternative approaches, ongoing issues*, 4th edn, Merrill, Upper Saddle River.

Pirola-Merlo, S 2003, *Relationship management in the primary school classroom: strategies in the legal and social context*, Prentice Hall, Frenchs Forest.

Queensland Studies Authority ' ' (Available: www.qsa.qld.edu.au) [Accessed 17 10 2008]

Wiggins,G & McTighe,J2005 2005, *Understanding by Design*, 2nd edn, Association for Supervision and Curriculum Develop, Alexandria, VA.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ITEM 1 - PROF EXPERIENCE	1.00	1.00	22 Jul 2009 (see note 1)
ITEM 2 - PLAN MATH/NUM EPISODE	50.00	50.00	25 Sep 2009 (see note 2)
ITEM 3 PLAN SUPP LEARN ENVIRON	50.00	50.00	16 Oct 2009 (see note 3)

NOTES

1. A mark of one (1) indicates you have passed the Professional Experience component. A mark of zero (0) indicates you have not passed the Professional Experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Professional Experience dates as per the Professional Experience Timetable.

2. Full assessment title: Plan for a Mathematics / Numeracy teaching episode.
3. Full assessment title: Plan for the establishment and maintenance of a supportive learning environment.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
 ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities 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.
 EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora 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 may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
 To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course and satisfactorily complete the sector-based Professional Experience.
- 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>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
- 2 **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.
