



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: The Middle Years

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDP	3111	87348	1, 2009	ONC	1.00	Springfield

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

STAFFING

Examiner: Stephen Smith
Moderator: Karen Spence

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

Middle Phase (or early adolescent) learners are unique. This is a period when physical, emotional, intellectual and social changes increasingly influence their behaviour, beliefs, concerns and motivations. Most Middle Phase students crave support and a sense of belonging and identity during this period of developing and redefining power within relationships. Peer influence usually reaches a peak during this phase and for many students this is a period for 'testing the boundaries' and increased risk taking. Early adolescents become more prone to emotional distress potentially manifesting itself in self harming behaviour. Recent studies suggest that this is also the stage when many students lose their enthusiasm for learning and disengage from traditional learning activities, resulting in lowering progression in learning and a widening gap between low and high achievers. Conversely, many middle year learners possess positive qualities of enthusiasm creativity, and skills in IT, valuing justification, substantiation and keenness to bond with adults. Teachers need an appreciation and understanding of the early adolescent and the Middle Phase of schooling in order to provide supportive and challenging learning environments that contribute to the health and success of learners in the middle years of schooling.

SYNOPSIS

This course aims to assist pre-service teachers to develop an appreciation and understanding of the uniqueness of the Middle Phase learner. Pre-service educators will explore the concept of middle schooling and develop an understanding of how adolescent physical and emotional development impacts on student learning and wellbeing. Pre-service educators will develop learner-centred and active teaching methods aimed at enhancing student engagement and quality learning outcomes. Students will explore and develop strategies that enhance Middle years' student engagement, success, resilience, partnerships, tolerance and emotional wellbeing. This understanding will provide a basis for the creation of supportive and challenging learning environments that contribute to the health and success of middle years' learners. A 15-day professional experience placement is attached to this course. Intending students should be aware that they require regular access to electronic resources including email and the Internet. 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. identify physical and emotional aspects of early adolescent development (Exam)
2. identify aspects of adolescent development which impact on Middle Year student wellbeing and engagement (Exam)
3. demonstrate supportive and engaging classroom pedagogies to assist students to achieve success (Teaching Episode)
4. develop strategies to assist students to develop resilience and tolerance (Exam & Teaching Episode)
5. demonstrate effective communication skills (Exam & Teaching Episode)
6. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Exam & Teaching Episode).
7. articulate contemporary justification for the Middle Phase of learning focus (Exam)
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

TOPICS

	Description	Weighting (%)
1.	What is Middle Schooling?	20.00
2.	Student-centred teaching and learning	20.00
3.	Early adolescent physical and emotional development and implications for teachers	15.00
4.	Developing environments and strategies that promote resilience, success and emotional wellbeing	15.00
5.	Pedagogies that motivate and enhance student engagement	20.00
6.	Identifying social and academic barriers to success	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).

Frangenheim, E 2007, *Reflections on classroom thinking strategies*, 8th edn, Rodin Educational Publishing, Springwood, QLD.

(If students have previously purchased the earlier edition of this text, they will not be required to purchase the later edition.)

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.

Australian Curriculum Studies Association 1996, *From alienation to engagement: Opportunities for reform in the middle years of schooling* (Vol. 1,2&3), National Advisory Committee for the Student Alienation During the Middle Years of Schooling Project, Canberra.
(Australian Curriculum Studies Association 1996, *From alienation to engagement: Opportunities for reform in the middle years of schooling* (Vol. 1,2&3), National Advisory Committee for the Student Alienation During the Middle Years of Schooling Project, Canberra.)

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>

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

Henson, K 2004, *Constructivist teaching strategies for diverse middle-level classrooms*, Pearson, Boston.

Lee Manning, M & Bucher, K 2005, *Teaching in the middle school*, 2nd edn, Pearson Prentice Hall, Upper Saddle River, NJ.

MYSA (Middle Years Schooling Association) '' (Available: www.mysa.org.au) [Accessed 18 08 2008]

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	45.00
Lectures	11.00
Private Study	62.00
Tutorials	22.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	02 Mar 2009 (see note 1)
TEACHING EPISODE	50.00	50.00	15 May 2009 (see note 2)
1.5 HR END SEM CLOSED EXAM	50.00	50.00	END S1 (see note 3)

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm 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 available on the web.
2. Examiner will advise details via StudyDesk.
3. Examination date will be available during the semester. Please refer to the examination timetable when published. Examiner to confirm due date via StudyDesk.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
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.
- 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 must satisfactorily complete the sector-based professional experience and the combined academic component/s.
- 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:

This is a CLOSED EXAMINATION. Candidates are allowed to bring only writing and drawing instruments into the Closed examination. Students whose first language is not English, may, take an appropriate unmarked non-electronic translation dictionary (but not technical dictionary) into the examination. Dictionaries with any handwritten notes will not be permitted. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage.

- 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of 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>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to USQConnect 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.
-