



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: Middle Phase Curriculum and Pedagogy

| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
|---------|---------|-------|---------|------|-------|--------------|
| EDS | 2401 | 87352 | 1, 2009 | ONC | 1.00 | Fraser Coast |

| | |
|-----------------------------------|----------------------------|
| Academic group: | FOEDU |
| Academic org: | FOE002 |
| Student contribution band: | National Priority Teaching |
| ASCED code: | 070105 |

STAFFING

Examiner: Petrea Redmond
Moderator: Alison Mander

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

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 in the middle schooling cohort of students. This course aims to give educators increased understanding of 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. Students undertaking this course are required to successfully complete a 15 day professional experience placement in an approved educational setting. 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. demonstrate an understanding of contemporary issues in middle schooling and their implications for teaching and learning in the middle years of schooling (assignment 1)
2. explore a range of a curriculum document in terms of the role it plays in the development of school work programs and medium and short term planning (Assignment 2, 3, professional experience)
3. investigate, develop and/or customise teaching and learning strategies, traditional and ICT resources and assessment (Assignment 2, 3, professional experience)
4. plan, implement and review learning experiences that incorporate a variety of teaching, and behaviour management strategies (Professional experience)
5. plan to engage students in learning activities that involve higher-order thinking skills (Assignment 2, 3, professional experience)
6. review critically their personal language and literacy skills (all)
7. demonstrate effective team skills through contributing to a professional team for collaboration, communication, and presentation. (assignment 1)
8. demonstrate knowledge, understanding and application of appropriate communication skills including literacy, presentation and accurate referencing protocols (All assessment items).

TOPICS

| | Description | Weighting (%) |
|----|---|---------------|
| 1. | Issues for students in the middle years and factors impacting on middle years teaching and learning | 20.00 |
| 2. | Secondary school curriculum documents | 20.00 |
| 3. | Introduction to planning, teaching and reflection | 50.00 |
| 4. | Professional Experience | 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 syllabus documents which can be downloaded from: <http://www.qsa.qld.edu.au> or purchased for between \$10-\$15 from the Queensland Studies Authority or USQ Bookshop. Order forms are available from: <http://www.qsa.qld.edu.au/publications/frms/pubs-order.pdf>

Kellough, R 2007, *A resource guide for teaching K-12*, 5th edn, Pearson/Merrill, Upper Saddle River, NJ.

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>

Australian Curriculum Studies Association and National Schools Network (Australia) 1988, *Integrated curriculum classroom materials for the middle years*, Australian Curriculum Studies Association, Canberra.

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

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

Frangeheim, E 2006, *Reflections on classroom thinking strategies*, 78th edn, ITC PublicationsRodin Educational Consulting, Australia.

Knipe, S 2007, *Middle years schooling: reframing adolescence*, Pearson, Frenchs Forest, N.S.W.

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

STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY | HOURS |
|----------------|-------|
| Assessments | 40.00 |
| Directed Study | 40.00 |
| Private Study | 30.00 |
| Workshops | 30.00 |

ASSESSMENT DETAILS

| Description | Marks out of | Wtg (%) | Due date |
|-------------------------|--------------|---------|-----------------------------|
| PROFESSIONAL EXPERIENCE | 1.00 | 1.00 | 04 Mar 2009 (see note 1) |
| ASSIGNMENT 1 | 20.00 | 20.00 | 03 Apr 2009 |
| ASSIGNMENT 2 | 30.00 | 30.00 | 15 May 2009 |
| NUMERACY TEST | 1.00 | 1.00 | 12 Jun 2009 |
| ASSIGNMENT 3 | 50.00 | 50.00 | 19 Jun 2009 (see note 2) |

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. Ongoing final item due 19th June, 2009.

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:
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 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.
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