



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: Curriculum Implementation in the Senior School

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	2506	87135	1, 2009	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070105

STAFFING

Examiner: Alison Mander
Moderator: Petrea Redmond

REQUISITES

Pre-requisite: SEC2505

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

With recent reform initiatives requiring teachers and schools to provide for changes to the traditional academic focus of senior schooling, pre-service teachers need to become competent in engaging with the diverse needs of these senior students. As well as understanding the curriculum and pedagogy of the traditional academic senior school, teachers must design and implement curricula for the multiple pathways required in the contemporary school sector. The provision of vocational and workplace educational experiences for students are current challenges for schools, and pre-service teachers should become familiar with these reform initiatives, understand the implications for their teaching, and be able to plan for sound learning outcomes and achievement of competencies both in school and in workplaces. The professional teacher for the 21st Century needs to be able to manage diverse clienteles and sectorial issues to deliver curricula appropriate to meeting the standards of the accrediting authorities, and encourage, through a sound knowledge of curriculum, opportunities for students to gain the attributes of lifelong learning.

SYNOPSIS

This course will explore a range of curriculum issues for pre-service teachers to gain competence to teach in the senior years of schooling. In particular, this course will focus on the curriculum requirements of senior subjects and vocational certificated courses. Pre-service teachers will discuss

the mandated elements of curriculum for certification, practice designing units of work linked to specific criteria, and to pre-specified learning outcomes in a competency-based framework. They will gain understanding and practice of curriculum design in their chosen disciplines for application to the diverse senior schooling cohort of students. This course aims to give secondary educators increased understanding and confidence to deal with issues for senior schooling, strategies for teaching in their chosen disciplines, and to be able to modify curriculum for explicit teaching in vocational sectors. Literacy, numeracy and ICT imperatives will be discussed and embedded in this approach to understanding curriculum. These emerging professionals will develop and design authentic curriculum units for students in the senior years and demonstrate beginning competence in designing work programs for senior subjects and for vocational competencies, to maximise engagement of students and facilitate certification purposes.

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 knowledge and understanding of the variety of authority and authority registered syllabi in their curriculum areas (Core curriculum)
2. critically examine available ICT and traditional resources to enhance teaching and learning (All assessment items)
3. develop skills in devising and understanding use of various methods of assessment, reporting and accountability (All assessment items)
4. develop an understanding of short and long term planning in line with syllabus and work program recommendations (Curriculum Areas 1 and 2)
5. develop an understanding of current curriculum initiatives (Core Curriculum)
6. demonstrate inclusive practices in planning and assessment techniques (All assessment items)
7. demonstrate an understanding of issues, risks and genres related to each of their curriculum areas (All assessment items)
8. demonstrate knowledge, understanding and application of appropriate personal, professional and academic literacies (All assessment items).
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assignments)

TOPICS

Description	Weighting (%)
1. Each subject area shall generally cover the following topics as relevant to individual needs:	100.00
1.1. current secondary curriculum - 50%	
1.2. assessment techniques and requirements - 10%	
1.3. course planning, reporting and accountability in secondary classrooms - 10%	
1.4. effective teaching in secondary classrooms - 20%	
1.5. enhancing learning in secondary classrooms - 10%	

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).

The relevant Queensland Studies Authority's Syllabus documents for the subject area the student undertakes must be purchased or downloaded. (Available: <http://www.qsa.qld.edu.au> [Accessed 13/12/2005])

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>

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	3.00
Lectures	24.00
Private Study	118.00
Workshops	20.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CURRICULUM AREA 1	30.00	30.00	08 May 2009 (see note 1)
CORE CURRICULUM	40.00	40.00	08 Jun 2009 (see note 2)
CURRICULUM AREA 2	30.00	30.00	12 Jun 2009

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
2. The examiner will advise the due dates for all assessment items.

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 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.
 - 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> or in the current USQ Handbook.

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.