



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: Planning for Learning and Teaching

Subject	Cat-nbr	Term	Mode	Units	Campus
EDS	2402	2, 2010	WEB	1	Toowoomba

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: EDU1010 or EDC1400 or EDS2401

OTHER REQUISITES

It is recommended that students have completed EDS2401. 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.usq.edu.au/education/profexp/bluecard> Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.

RATIONALE

Teachers are grappling with significant changes in educational initiatives, curriculum, societal expectations and the concept of teaching in the 21st Century. What does it mean to teach in a world of multiliteracies where lifelong learning is promoted more highly than the traditional content; where the knowledge of information is surpassed by the process of locating and synthesizing information for a purpose; where ICTs pervade, and where the traditional 3Rs sit beside by the 3Ts (thinking, teamwork and technology). Adolescent learners demand a curriculum which is relevant and learning activities that will enable them to gain skills which can be used beyond their schooling. This course provides beginning educators opportunities to continue to build their own

personal pedagogical practice, to redefine these in light of their professional experiences, and provides familiarity with the literature and practice in effective teaching and learning. Students will investigate what it means to be an educator in the 21st century, examine current curriculum, assessment and pedagogy.

SYNOPSIS

This course seeks to provide learning opportunities that will require pre-service teachers to play an active role in the construction of their own pedagogical practice and the development of professional expertise in planning and delivering effective teaching and learning. Effective teachers question, criticise and reformulate their assumptions about the nature of their work. Reflective practice promotes continued analysis, critique and interpretation of curriculum and pedagogical initiatives that impact on the work of educators. Through a range of activities, the course aims to provide opportunities for students to develop their general pedagogical knowledge, curriculum knowledge and pedagogical content knowledge. Students undertaking this course are required to complete a 15 day professional experience placement in an approved educational setting.

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. plan, implement and review learning experiences that incorporate a variety of teaching, and behaviour management strategies which meet the needs of students and the educational context (Professional Experience, Analysis of Teaching Event)
2. demonstrate knowledge, understanding and implementation of classroom observation and reflect critically on their teaching practices (Professional Experience, Analysis of Teaching Plan)
3. identify, present and utilize a range of models and strategies of effective teaching in secondary classrooms (All assessment items)
4. design and develop unit planning, and lesson planning (Unit plan)
5. demonstrate knowledge and understanding of the purposes, techniques and principles of student assessment (Unit plan, Professional Experience)
6. demonstrate the ability to integrate ICT into curriculum planning (Unit plan)
7. review critically their personal numeracy, language and literacy skills (all assessment items)
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessment items)

TOPICS

	Description	Weighting (%)
1.	Professional Experience	10.00
2.	Teaching and learning strategies	20.00
3.	Unit Planning	40.00
4.	Reflective practice	30.00

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).

Kellough, R2007, *A resource guide for teaching K-12*, 5th edn, Merrill, Upper Saddle River, NJ. (Students will require syllabi documents for both teaching areas from years 8-12.)

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/help/facultyguides/education/default.htm>)

Groundwater-Smith, S, Ewing, R & Le Cornu, R2007, *Teaching: challenges & dilemmas*, 3rd edn, Thomson, Southbank, Vic.

Little, E2003, *Kids behaving badly, teacher strategies for classroom behaviour*, Pearson Education Australia, Frenchs Forest, NSW.

Manning, M & Bucher, K2005, *Teaching in the middle school*, 2nd edn, Pearson/Prentice-Hall, Upper Saddle River, NJ.

Marsh, C2008, *Becoming a teacher: knowledge, skills and issues*, 4th edn, Pearson, French Forest, NSW.

Ryan, K & Cooper, J2004, *Those who can, teach*, 10th edn, Houghton Mifflin, Boston.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CASE INQUIRY	20	20	19 Jul 2010 (see note 1)
PROFESSIONAL EXPERIENCE	1	1	19 Jul 2010 (see note 2)
ANALYSIS OF TEACHING EVENT	30	30	13 Sep 2010
UNIT PLAN	50	50	29 Oct 2010

NOTES

1. Assessment will be on-going from Week 2.
2. 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.

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 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 Student Policies:

Students should read the USQ policies Definitions, Assessment and Student Academic Misconduct to avoid actions which might contravene University policies and practices. These policies can be found at the URL http://policy.usq.edu.au/portal/custom/search/category/usq_document_policy_type/Student.1.html.

ASSESSMENT NOTES

- 1 Students may be required to provide a copy of assignments submitted for assessment purposes. Such copies should be dispatched to the USQ within 24 hours of receipt of a request to do so.
- 2 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 APA style to be used is defined by the USQ Library's referencing guide. <http://www.usq.edu.au/library/help/referencing/default.htm>
- 3 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.

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: (See "Other Requirements" for further information.) Also see: <http://www.usq.edu.au/education/profexp/bluecard> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
 - 3 Students are unable to enrol in more than one (1) Professional Experience course in any semester without prior approval from the Program Co-ordinator.
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