Description: Partners in Decision Making

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>3201</td>
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<td>ONC</td>
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Academic Group: FOEDU  
Academic Org: FOE002  
HECS Band: 1  
ASCED Code: 070103

STAFFING
Examiner: Richard Churchill  
Moderator: John McMaster

PRE-REQUISITES
Pre-requisite: TEA 2201

RATIONALE
At this stage of their development, pre-service teachers need to begin familiarising themselves with the various curriculum documents currently in use in Queensland schools. As well they need to know about curriculum models and theories which contribute to the development of long term planning and the integration of content areas. Students need to begin extending their current philosophies of teaching and learning to incorporate advanced teaching and planning skills that focus on the individual needs of students. In achieving this, preservice need to be aware of various educational contexts and they should begin to develop and analyse their own theories regarding curriculum decision making.

SYNOPSIS
This course will focus on the integration of curriculum decision making and philosophy of curriculum design and how this relates to classroom practice. Through critical reflection on the related theories, models and processes of curriculum, students will begin to develop their own theories that will influence their curriculum development and implementation. Students will examine how advanced teaching and assessment strategies evolving from curriculum decision-making match the various grouping arrangements that can be found in a variety of educational settings. The integration of different ‘content’ areas will be explored and students will be encouraged to critically evaluate the use of topics or themes. Fifteen days practicum in schools provides students opportunities to apply the principles developed in this course and to further develop their skills and understandings of what it is to be a teacher.
OBJECTIVES

On successful completion of this course students will have

- acquired knowledge and understanding of; developed the skills
- of and developed an awareness of: The philosophies and sources of curriculum;
  The major theories, philosophies and models influence curriculum design and
decision making; The development and defence of personal theories of curriculum
development. Analysing current curriculum documents in terms of its sources and
elements; Evaluating the considerations in the implementation of curriculum and
management plans; Evaluating personal philosophies of curriculum development
and classroom management; Developing planning instruments at a course level.
The importance of curriculum development to the classroom teacher; The
significance of the various influences which impact upon school based curriculum
development; Curriculum decision-making as a result of matching effective planning
and teaching to the educational context.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Defining the role of curriculum development</td>
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<tr>
<td>2. Exploration of curriculum models and approaches</td>
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<tr>
<td>3. Influences on curriculum decision making in the classroom</td>
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<td>4. Advanced teaching and assessment strategies</td>
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<td>5. Designing curriculum and management plans</td>
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<td>6. Matching curriculum and management approaches to contextual factors</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search'
facility at http://bookshop.usq.edu.au by entering the author or title of the text.


Australia, Frenchs Fore.

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.

Barry, K. & King, L. 1998 *Beginning Teaching and Beyond*, 3rd edn, Social Science Press,
Katoomba.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<tr>
<td>Tutorial</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<tr>
<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>50.00</td>
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<td>04 Mar 2002</td>
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<tr>
<td>ASSIGNMENT 2</td>
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<tr>
<td>PRACTICUM</td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. All students must successfully pass the In-Schools Experience as well as the academic component to successfully complete the course.
2. If a student is unable to complete either component because of extenuating circumstances, consideration for continuing may be given by the program coordinator.
3. Each Assessment item must be submitted and successfully passed to gain a pass in the course.
4. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
5. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.

Course Grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

If assignments are submitted after the due date without an approved extension of time, a penalty of 5% of the mark awarded by the examiner for the assessment item will apply for each working day late.