The University of Southern Queensland

Course Specification

Description: Variable Teaching Contexts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>TEA</td>
<td>3202</td>
<td>14762</td>
<td>2, 2002</td>
<td>ONC</td>
<td>1.00</td>
<td>WIBAY</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING

Examiner: John McMaster
Moderator: Richard Churchill

PRE-REQUISITES

Pre-requisite: TEA 3201

OTHER-REQUISITES

Pre-requisite: Consideration for undertaking TEA3202 may be given by the course coordinator if a student has been unable to complete part of TEA3201 because of extenuating circumstances.

RATIONALE

Teachers entering the profession are required to exercise professional judgement on a range of professional issues including concepts of knowledge, curriculum structures and methodologies of teaching. Understanding of these allows teachers to work effectively in a variety of school environments characterised by open guideline syllabi, changing professional expectations, increasing involvement in curriculum processes, and a devolution of decision making responsibility to the local level. Professional expertise in, and awareness of, planning processes, decision making and evaluation are increasingly required of effective professionals in both metropolitan and rural contexts. There is a certain dynamic to any curriculum context that can only be known by participants. It is important then for prospective teachers to be involved in the process of curriculum decision-making and to develop those decisions into plans that are effectively implemented in a given context. As each context is different, students need to consider how their planning and implementation decisions are impacted upon by a variety of teaching situations.
SYNOPSIS
In this course students explore the variety of contexts in which primary education takes place. They are provided with the opportunity to analyse the various contexts and investigate the relationships that are involved in different school communities. Through a reflective approach to curriculum decision making, students continue to develop their theories that will influence their curriculum development and implementation. Longer term planning is emphasised. From this they become aware of the implications of planning, developing and implementing curricula in situations of single year level to multi-age, of classroom and school level, and of rural, provincial and urban settings. Pedagogical principles being investigated throughout the program are further considered, adding to the development of the student's personal philosophy of teaching. Fifteen days practicum in schools provides students the opportunity 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's and understandings of; developed the skills associated with; and enhanced their awareness of:

- The role of "teachers as researchers".
- The significance of critical and reflective practice.
- The role of informed decision making in planning and implementing effective and appropriate curricula.
- The variety of contexts in which planning takes place and the impact of the context on planning and implementation of curriculum.
- The purpose and structure of longer term curriculum planning.
- The relationships between schools and their communities in various contexts.
- The flexibility and adaptability required in planning for a range of education contexts.
- The organizational and management strategies that are appropriate to varying contexts.
- The role of record keeping and reporting to the educational community.
- Constructing a current curriculum plan based on an observed context.
- Recording student achievement and planning reporting strategies.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Medium and long-term classroom planning</td>
<td>25.00</td>
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<tr>
<td>2. Varying education contexts</td>
<td>30.00</td>
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<tr>
<td>3. Multi-age classrooms</td>
<td>25.00</td>
</tr>
<tr>
<td>4. Classroom management strategies</td>
<td>10.00</td>
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<tr>
<td>5. Record keeping and reporting</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.

2002, TEA3202 Variable Teaching Contexts/Course Compass (Custombook), Pearson Education Australia,

Book of Readings for course EDU3202 to be purchased from the USQ Bookshop.

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.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>60</td>
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<tr>
<td>Lectures</td>
<td>12</td>
</tr>
<tr>
<td>Private Study</td>
<td>48</td>
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<tr>
<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>CASE STUDY</td>
<td>40.00</td>
<td>40.00</td>
<td>Y</td>
<td>02 Sep 2002</td>
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<tr>
<td>POSTER PRESENTATION</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>22 Jul 2002</td>
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<tr>
<td>COMPARATIVE STUDY</td>
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<td>40.00</td>
<td>Y</td>
<td>08 Nov 2002</td>
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<td>PRACTICUM</td>
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<td>0.00</td>
<td>Y</td>
<td>22 Jul 2002</td>
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NOTES:

2. Students will be advised by the Course Leader about assignment due dates.
4. A value of 1 indicates you have passed the Practicum component. Zero indicates you have not passed the Practicum component. Students will be advised by the Course Leader about assignment due dates.

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 course 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.
6. Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.
7. 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.
8. 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.