Description: Partners in Decision Making

Subject          Cat-Nbr  Class   Term     Mode  Units  Campus
TEA             3201   20719    1, 2003  ONC    1.00    WIBAY

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Rick Churchill
Moderator: John McMaster

PRE-REQUISITES
Pre-requisite: TEA2201

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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<tbody>
<tr>
<td>1. Exploration of curriculum models and approaches</td>
<td>10.00</td>
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<tr>
<td>2. Influences on curriculum decision making in the classroom</td>
<td>10.00</td>
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<td>3. Curriculum Innovations</td>
<td>20.00</td>
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<td>4. Designing curriculum and management plans</td>
<td>30.00</td>
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<tr>
<td>5. Matching curriculum and management approaches to contextual factors</td>
<td>30.00</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.


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>24</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
<td>12</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>ASSIGNMENT 1</td>
<td>999.00</td>
<td>49.00</td>
<td>Y</td>
<td>17 Apr 2003</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
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<tr>
<td>PRACTICUM</td>
<td>999.00</td>
<td>1.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
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### OTHER REQUIREMENTS

1. All students must successfully pass the In-Schools Experience as well as the academic component to successfully complete the course.
2. Each Assessment item must be submitted and successfully passed to gain a pass in the course.
3. 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.
4. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
5. Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.
6. 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.
7. 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.