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>
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<td>24762</td>
<td>2, 2003</td>
<td>ONC</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Michele McGill
Moderator: John McMaster

PRE-REQUISITES
Pre-requisite: TEA2201

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>
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<td>2. Varying education contexts</td>
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<td>3. Assessment</td>
<td>25.00</td>
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<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.

*TEA3202 Variable Teaching Contexts/Course Compass (Custombook), 2002, 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

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<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Directed Study</td>
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<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

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
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<td></td>
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<td>PRACTICUM</td>
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NOTES:

- Students will be advised by the Course Leader about assignment due dates.
- 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.

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 complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks gained by the student for the assignment will apply for each working day late.

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 available weighted marks for the summative assessment items and obtain a rating of "successful" for the Practicum.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) 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:
There will be no Deferred or Supplementary examinations in this course.

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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day.
Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

7 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

8 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

9 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

10 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

11 All assessment items must be attempted/submitted and passed.

12 All students must successfully pass the Practicum as well as the academic component to successfully complete the course.

13 If a student is unable to complete either component because of extenuating circumstances, consideration for continuing may be given by the course coordinator.