Description: Key Issues for School Communities in the Middle Years

<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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</tr>
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<tbody>
<tr>
<td>EDU</td>
<td>3493</td>
<td>67390</td>
<td>2, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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**Academic group:** FOEDU

**Academic org:** FOE002

**Student contribution band:** National Priority Teaching

**ASCED code:** 070101

**STAFFING**

Examiner: Stephen Smith

**REQUISITES**

Pre-requisite: EDU2491

**OTHER REQUISITES**

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.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

**RATIONALE**

"Education and Training Reforms for the Future" (State of Queensland, 2002) identified the middle years of schooling as a key priority for change in Queensland Education in the first decade of the 21st Century. The middle years (understood as the provisions for students in the age range of 10-15) initiative is seen as addressing a number of issues pertaining to productive pedagogy for this cohort, such as student engagement, supportive classroom/school environments, connectedness and intellectual challenge in learning. In this context teachers need a thorough awareness of the "life worlds” of students in the Middle Years of Schooling and of how to acknowledge these life worlds in their work with these students. Pre-service teachers with an interest in teaching in middle years contexts will need a comprehensive understanding of practice and theory related to providing educational success for individuals and groups of Middle Years students.

**SYNOPSIS**

The course assists pre-service teachers to understand whole-school and school community approaches to teaching and learning with colleagues and students in the Middle Years of Schooling. The course has a focus on issues and areas directly related to challenges to, and opportunities for, educational success of students aged 10-15 in diverse Queensland communities. The course adopts a problem-based learning approach to the identification of issues faced by teachers and others in
whole school communities and encourages pre-service teachers to adopt a holistic "big picture" perspective to the search for constructive whole school solutions to the challenges involved in providing educational success for students in the Middle Years.

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. demonstrate a capacity to identify educational, social and youth culture issues in school communities and how these relate to educational success for students in the Middle Years and in transition (Assignments 1 and 2)
2. demonstrate a range of appropriate collaborative approaches to the development of supportive school and classroom learning environments (Assignment 1)
3. demonstrate a capacity to contribute to team teaching and inter-agency collaboration (Assignment 2)
4. articulate the implications of the issues related to meeting the educational and social needs of students in the Middle years (Assignment 1)
5. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Assignment 2)

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Identification of educational, social and youth culture issues in school communities</td>
<td>30.00</td>
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<tr>
<td>2. Identifying and evaluating ways of responding to issues related to the educational success of students in the Middle Years at a whole-school level, including issues of &quot;transition&quot;, &quot;collaborative planning&quot;, &quot;engaging pedagogy&quot;, &quot;connected relevant curriculum&quot;, and &quot;identity and relationships&quot;.</td>
<td>40.00</td>
</tr>
<tr>
<td>3. Collaborative approaches to developing supportive school environments.</td>
<td>10.00</td>
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<tr>
<td>4. Inter-agency collaboration.</td>
<td>20.00</td>
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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).
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.

'MYSA (Middle Years Schooling Association)' (Available: www.mysa.org.au).


Australian Curriculum Studies Association 1996, From alienation to engagement: Opportunities for reform in the middle years of schooling (Vol. 1,2&3), National Advisory Committee for the Student Alienation During the Middle Years of Schooling Project, Canberra.


Cumming, J 1998, Extending reform in the middle years of schooling: challenges and responses, Australian Curriculum Studies Association, Deakin West, ACT.

Henson, K 2004, Constructivist teaching strategies for diverse middle-level classrooms, Pearson, Boston.

Hill, P, & Russell, J 1999, Systematic, whole-school reform of the middle years of schooling, National Middle Years of Schooling Conference (Paper presented), Melbourne.

Lawton, D 1999, Middle schooling: the battle to overcome the obstacles of structure, Practising Administrator, Vol 21, pp22-26.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>Lectures</td>
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<td>Tutorials or Workshops</td>
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ASSESSMENT DETAILS

<table>
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<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
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</tr>
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<tbody>
<tr>
<td>TUTORIAL PRESENTATION</td>
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<td>40.00</td>
<td>13 Aug 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
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<tr>
<td>PROJECT REPORT</td>
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<td>29 Oct 2007</td>
</tr>
<tr>
<td></td>
<td></td>
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NOTES

1. Assignment 1: 20 minute oral presentation and handout. Due weeks 4-6.

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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks available for each assessment item.

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 10% of the total marks available 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 complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.

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:
   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/corporateservices/calendar/part5.html or in 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 twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University's assignment extension policy (Regulation 5.6.1), 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. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

5 In the event that a due date for an assignment falls on a local public holiday in their area, such as 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.

6 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).

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 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.

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

10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

1 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: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

2 Students will require access to e-mail and Internet access to USQ-Connect for this course.

3 Students are to use a recognised referencing system as specified by the examiner.