

## UNIT INFORMATION

<b>UNIT CODE</b>	CR415
<b>UNIT NAME</b>	Curriculum and Pedagogy 2: Teaching Area 1
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>DURATION</b>	One semester
<b>LEVEL</b>	AQF 7
<b>CORE / ELECTIVE</b>	Core
<b>WEIGHTING</b>	Unit credit points            10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Secondary) 320 - Bachelor of Arts/Bachelor of Education (Secondary)

### LEARNING DELIVERY

#### Internal/On Campus

- Weekly on-campus workshop

Plus, Learning Portal

#### External/Online

- Weekly virtual workshop

Plus, Learning Portal

#### Learning Portal (Moodle™)

- Workshop materials and recordings
- Weekly readings and directed online learning activities
- Online collaborative forums, including teaching-area discussion with TAS mentors
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

<b>STUDENT WORKLOAD</b>	Workshops, directed online study, and Teaching-Area Specialist (TAS) mentoring	30 hours
	Self-directed reading, study, and preparation	50 hours
	Assignment preparation	70 hours
	<b>Total</b>	<b>150 hours</b>

Students requiring additional English language support are expected to undertake an additional one hour per week.

### PREREQUISITES / COREQUISITES / RESTRICTIONS

Completion of both CR315 and CR316

## RATIONALE

### ***Enduring Understanding:***

Quality teaching is built upon a foundation of comprehensive knowledge delivered with superior communication and contemporary teaching practices. Building upon your prior studies in curriculum, pedagogy and assessment, and your professional experience placements, in this unit you will be guided to investigate a series of topics related to teaching and learning in senior secondary school, including the structure and substance of the Queensland Senior Secondary syllabi, the design and use of contemporary learning experiences, and principles of neuropsychology and how they can be applied to create engaging classrooms. You will apply these topics to teaching and learning in senior secondary, with a particular emphasis on your first teaching area.

During this unit you will grow in your knowledge of the AITSL professional teaching standards, especially the Graduate Level Standard, and utilise the standards as a critical reflection tool for examining your own capability as an emerging teaching professional.

This unit is designed to be taken concurrently with CR416 Curriculum and Pedagogy 2: Teaching Area 2, which takes a similar approach to investigate senior-secondary related topics and their application regarding your second teaching area. The workshops of both units will be delivered together, during which time you will collaborate with peers to explore the content of the units. You will also complete directed online learning activities that will guide you to develop your understanding and apply the ideas developed in the workshops to your teaching areas.

### *Role of Teaching Areas Specialists (TAS)*

Teaching area specialists provide specific teaching area interpretation of studied material and contextual application of curriculum, pedagogy, assessment, teaching skills and contemporary issues within the PST's teaching area specialisation.

## CONTENT

You will develop your understanding of the senior syllabi in your two teaching areas, with a particular focus upon your first teaching area. This will include:

1. The structure and substance of the syllabi, including
  - Shared features of senior syllabi, such as underpinning factors and the perspectives of Aboriginal and Torres Strait Islander Peoples
  - Pedagogical and conceptual frameworks that are specific to the learning areas
  - Syllabus objectives
  - Subject matter scope and sequence
2. Assessment principles and practices in senior secondary learning areas, including:
  - Assessment modes and types
  - Instrument-specific Marking Guides
  - Internal School-based
  - External examination
  - Assessment design and approval processes
  - Moderation processes

You will investigate general and subject specific theories and practices and consider their relevance and application to teaching and learning in your two teaching areas, including:

3. Curriculum and pedagogical research and frameworks that inform curriculum design and enactment. Including:
  - Kendall and Marzano's New Taxonomy
  - QCAA subject specific pedagogical and conceptual frameworks
  - Visible Learning
4. Contemporary neuropsychology and its relationship to learning, motivation, engagement, participation and inclusion.

Throughout the unit, you will be encouraged and supported to:

5. Consider teaching and learning in senior-school contexts from a Christian worldview perspective
6. Communicate ideas professionally to various audiences

## LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. developed and demonstrated knowledge and understanding of the concepts, substance and structure of the content and teaching strategies and resources (including safe, responsible and ethical use of ICTs), which are relevant to the context of the Queensland senior syllabi in Teaching Area 1;

Graduate Teacher Standards: 2.1, 3.4, 4.5, 5.1, 5.2

Graduate Attributes: 1, 3, 6

2. applied knowledge of curriculum, assessment and reporting and of student learning, to design learning sequences and construct lesson plans for senior subjects in Teaching Area 1, including setting challenging and achievable learning goals, organising content, constructing teaching sequences, selecting teaching strategies, inclusive of formative assessment and feedback strategies ensuring effective communication and classroom directions (verbal and non-verbal), to support inclusive student participation and engagement in classroom activities;

Graduate Teacher Standards: 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2

Graduate Attributes: 1, 3, 6

3. applied knowledge of assessment and reporting (including formative assessment strategies used to inform or modify teaching practice, feedback techniques, and the summative assessment instruments, marking guides, moderation and quality processes to assure consistent and comparable judgements used in Queensland senior syllabi of Teaching Area 1) to evaluate student learning and modify teaching practice;

Graduate Teacher Standards: 2.3, 5.1, 5.2, 5.3

Graduate Attributes: 3, 6

4. investigated contemporary curriculum and pedagogical frameworks and research and considered their implications for teaching and learning especially ICT strategies and resources in relation to the concepts of the Queensland senior syllabi in Teaching Area 1;

Graduate Teacher Standards: 2.1, 2.6, 3.4

Graduate Attributes: 1, 2, 3, 6

5. considered the physical, social and intellectual development and characteristics of students and their range of abilities and diverse linguistic, cultural, religious and socioeconomic backgrounds when investigating contemporary neuro-psychology research regarding how students learn, and applied this knowledge to identify implications for teaching and the design of learning experiences that include a range of strategies and resources that are inclusive, motivating and engaging for senior-secondary students in Teaching Area 1;

Graduate Teacher Standards: 1.1, 1.2, 1.3, 3.3, 4.1

Graduate Attributes: 3, 7

6. integrated a Christ-centred, Bible-based worldview with curriculum and pedagogical issues relating to secondary contexts; and

Graduate Attributes: 2, 3

7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.

## ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

### TASK 1: ASSESSMENT DESIGN

Design a senior assessment task and create examples of an anticipated student response for a senior general subject in your first teaching area. Use these and additional research to justify the task design according to determinants of quality assessment.

To complete this task you will produce a senior assessment instrument, examples of an anticipated response, and a 800 – 1000 word justification. These will demonstrate your knowledge and application of:

- QCAA assessment guidelines, principles and attributes of quality assessment.
- syllabus, assessment instrument and Instrument Specific Marking Guide (ISMG) alignment.
- grading using ISMG standards and student responses.
- relevant academic literature

Word Length/Duration: 2000 word (equivalent)

Weighting: 50%  
Assessed: Week 9

### TASK 2: TEACHING AND LEARNING PLAN

From the senior syllabus within your Teaching Area 1, construct a teaching and learning plan (3-5 hour duration) comprised of motivating and engaging learning experiences.

To complete this task you will produce a 100-150 cohort summary, 4-page teaching and learning plan including 800 - 1000 words of annotations. These will demonstrate your knowledge and application of:

- syllabus and curriculum alignment
- learner diversity
- differentiation to meet the range of learner learner abilities
- neuroscience
- relevant academic literature
- Christian perspectives

Word Length/Duration: 2000 word (equivalent)  
Weighting: 50%  
Assessed: Week 15

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 3, 7	1, 2, 6	2.1, 5.1, 5.2, 5.3	3, 5, 6

Task 2	1, 2, 4, 5, 6, 7	1, 3, 4, 5, 6	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1	1, 3, 5, 6
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## ASSESSMENT ELABORATION

### TASK 1: ASSESSMENT DESIGN

In this task you will demonstrate your knowledge and understanding of senior assessment tasks and your ability to design a valid and accessible assessment task in your first teaching area.

Firstly, choose a Queensland Senior Secondary general subject in your first teaching area.

For your chosen subject, design an assessment instrument and construct examples of anticipated student response. Justify the design of your task according to determinants of quality assessment.

The assessment task:

- Should be a non-exam assessment type
- Should correspond to subject matter from either Unit 1 or Unit 2 of the subject.
- Must be significantly different to any exemplar tasks provided by the QCAA.
- Should be provided to students according to QCAA guidance, including conditions and formatting.
- Should be significantly different from any exemplars provided by the QCAA.
- Should include an appropriate Instrument Specific Marking Guide (ISMG).

The examples of anticipated response:

- Should reflect an A-standard student response.
- May be a fully completed student response or may be excerpts/portions of what is anticipated in a student response.
- May include paragraphs of text, diagrams, video clips of physical performance, pictures of works created etc., depending upon the nature of the subject and task.
- Are to be placed in the appendix of your submission.
- Must not be similar to samples provided by the QCAA.

Whilst the example responses themselves will not be graded for accuracy or complexity, higher quality illustrations will enable you to write a high-quality justification.

The justification (800 - 1000 words) should:

- Reflect QCAA's determinants of quality assessment (selecting most relevant aspects of validity, accessibility, and reliability).
- Make explicit reference to the task description and to the anticipated response examples.
- Also use non-QCAA sources to support your argument for assessment quality.

### TASK 2: TEACHING AND LEARNING PLAN

In this task you will demonstrate your knowledge and understanding of teaching, learning and planning and your ability to design a sequence of learning experiences that are motivating and engaging for a wide range of students in your first teaching area.

Choose a body of subject matter from a syllabus in your Teaching Area 1. Create a teaching and learning plan consisting of 3-5 hours of consecutive learning experiences. The learning experiences should reflect the relevant pedagogical and conceptual frameworks (or their elements) in the syllabus. Additionally, the learning experiences should demonstrate your understanding of neuroscience and differentiation and how these can be applied to create motivating and engaging learning experiences for a wide range of students. Finally, the teaching and learning plan is to be consistent with a defensible Christian perspective.

Annotate the plan to explain how it reflects what you know about the syllabus objectives, neuroscience, differentiation and a defensible Christian perspective.

The teaching and learning plan:

- Should be restricted to a maximum of 4 pages.
- Can be modified from a QCAA exemplar TLAP. It is not necessary to include separate columns for the underpinning factors or resources.
- Provide an overview of the learners in the class (cultural diversity, academic achievement, medical or learning diagnosis, trauma background, behavioural issues etc.). A more diverse class will provide you with greater opportunity to demonstrate your understanding of motivating and engaging learning environments. The details of the class are to be placed in the appendix.

The annotations:

- Will highlight the significant elements of the teaching and learning plan that align with the syllabus requirements.
- Will demonstrate how the learning experiences will be motivating and engaging for all students by applying your knowledge about neuroscience and differentiation.
- Demonstrate a clear and consistent Christian perspective regarding education.
- Will have references to authoritative sources to enhance the validity of your justifications.
- Should be concise; typically, a single paragraph for each element of the plan that is highlighted.
- A variety of formatting approaches for the annotations will be advised through the course materials.

## SPECIALIST FACILITIES OR EQUIPMENT

Nil

## PRESCRIBED TEXTS

Selected readings will be available via the Moodle™ site for this unit.

## RECOMMENDED READINGS

### PRIMARY SOURCES

Pinto, LE., Spares, S. & Driscoll, L. (2012). *95 Strategies for Remodelling Instruction*. Thousand Oaks, CA: Corwin.

Hattie, J., & Yates, G. (2014). *Visible learning and the science of how we learn*. Abingdon, UK: Routledge.

### CURRICULUM READINGS

Brady, L., & Kennedy, K. (2019). *Curriculum construction*. (6th ed.). Frenchs Forest, NSW: Pearson Australia.

Gargiulo, R., & Metcalf, D. (2016). *Teaching in today's inclusive classroom: A universal design for learning approach*. (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth Cengage.

Hattie, J. (2012). *Visible learning for teachers: Maximising impact for learning*. Abingdon, UK: Routledge.

Howell, J. (2014). *Teaching & learning: building effective pedagogies*. South Melbourne, VIC: Oxford University Press.

Morris J., Sah P. (2016) Neuroscience and education: mind the gap. *Australian Journal of Education*. Vol 60 issue 2. Pp 146-156 <https://doi.org/10.1177%2F0004944116652913>

Shortt, J. (2014). *Bible-shaped teaching*. Eugene OR: Wipf and Stock

### WEBSITES

Australian Curriculum Assessment and Reporting Authority (Australian Curriculum):

<https://www.acara.edu.au/curriculum>

Australian Institute for Teaching and School Leadership (AITSL): <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

Differentiation Central <https://documentcentre.education.tas.gov.au/Documents/Good-Teaching-Differentiated-Classroom-Practice-Learning-for-All.pdf>

New Learning: Transformational Design for Pedagogy and Assessment

<http://newlearningonline.com/multiliteracies>

Queensland Curriculum and Assessment Authority (QCAA): <https://www.qcaa.qld.edu.au/senior>

Tasmanian Government: Good teaching: Differentiated practice

<https://documentcentre.education.tas.gov.au/Documents/Good-Teaching-Differentiated-Classroom-Practice-Learning-for-All.pdf>

Victoria State Government: High impact teaching strategies in action: Differentiated teaching

<https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx>

## OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

## UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

# RUBRIC

## TASK 1: ASSESSMENT DESIGN

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 3	Task Accessibility  Accessibility of task according to QCAA guidelines.	The task's instructions use clear and unambiguous language.  Layout and visual design are clear and logical and without unnecessary distractions.  Language is without bias and is equitable for all students.	The task's instructions use clear and unambiguous language.  Layout and visual design are clear but may have minor distractions.  Task is mostly without bias and is equitable for all students.	The task's instructions typically use clear and unambiguous language.  Layout and visual design are typically clear with minor distractions.  Some minor issues concerning bias and equity.	The task language and layout communicate the general expectations of the task, but with distractions and minor issues concerning bias and equity.	The task language and layout are unclear and distracting and/or multiple issues concerning bias and equity.
1, 3	Task Validity  Justification of task validity by demonstrating alignment.	Justification comprehensively demonstrates alignment between all elements of the syllabus and the instrument and anticipated response.	Justification comprehensively demonstrates alignment between most elements of the syllabus and the instrument and anticipated response.	Justification adequately demonstrates alignment between most elements of the syllabus and the instrument and anticipated response.	Justification adequately demonstrates alignment between a few elements of the syllabus and the instrument and anticipated response.	Justification partially demonstrates alignment between a few elements of the syllabus and the instrument and anticipated response.
1, 3	Academic Argument  Academic argument based on authoritative sources.	Justification demonstrates sophisticated and comprehensive reference to the syllabus document, other QCAA sources and a wide range of scholarly sources	Justification demonstrates sophisticated and explicit reference to the syllabus document, other QCAA sources and some scholarly sources	Justification demonstrates accurate and explicit reference to the syllabus document and other QCAA sources.	Justification demonstrates accurate reference to the syllabus document.	Justification demonstrates limited or inaccurate reference to the syllabus document.
7	Communication  Application of language conventions, APA7 and presentation guidelines (style, word count).	Applies conventions with no errors and conveys sophisticated meaning.  Highly accurate use of APA 7.  Presentation guidelines adhered to.	Applies conventions with very few errors and conveys complex meaning.  Highly accurate use of APA 7.  Presentation guidelines adhered to.	Applies conventions with few errors and conveys simple meaning.  Accurate use of the APA 7.  Presentation guidelines adhered to.	Applies conventions with several errors and conveys simple meaning.  Mostly accurate use of APA7.  Presentation guidelines mostly adhered to.	Communicates with frequent or recurring errors and/or incoherently conveys meaning, inaccurate accurate use of APA7 &/or presentation guidelines not adhered to.

## COMMENT





# RUBRIC

## TASK 2: TEACHING AND LEARNING PLAN

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2	Design of a teaching and learning plan	Annotated plan demonstrates clear and comprehensive alignment of subject matter, assessment objectives, learning experiences and resources.	Annotated plan demonstrates consistent alignment of subject matter, assessment objectives, learning experiences and resources.	Annotated plan demonstrates alignment of subject matter, assessment objectives, learning experiences and resources with some omissions.	Plan demonstrates general alignment of subject matter, assessment objectives, learning experiences and resources with some errors and omissions.	Annotated plan demonstrates insufficient alignment of subject matter, assessment objectives, learning experiences and resources.
2, 4, 5	Curation of motivating and engaging learning experiences	A wide range of motivating and engaging learning experiences, convincingly & comprehensively justified with a wide range of scholarly sources concerning neuroscience & differentiation.	A wide range of motivating and engaging learning experiences, comprehensively justified with a range of scholarly sources concerning neuroscience and differentiation.	A range of suitably motivating and engaging learning experiences are justified by a range of sources concerning neuroscience and differentiation.	Learning experiences consist of some elements that are motivating and engaging. Justifications reflect a sound understanding of neuroscience and differentiation.	Learning experiences typically are not motivating or engaging for a range of students and/or are provided with inadequate justification.
6	Integrating a Christian perspective of education into planning	Comprehensively described and academically substantiated Christian perspective that is strong the learning experiences and resources.	Academically substantiated Christian perspective that is strongly supported by most learning experiences and resources.	A Christian perspective that is integrated into most learning experiences and resources.	An adequately described Christian perspective that is integrated into some learning experiences and resources.	A poorly defended Christian perspective with little alignment with the learning experiences and/or resources.
7	Communication  Application of language conventions, APA7 and presentation guidelines (style, word count).	Applies conventions with no errors and conveys sophisticated meaning. Highly accurate use of APA 7. Presentation guidelines adhered to.	Applies conventions with very few errors and conveys complex meaning. Highly accurate use of APA 7. Presentation guidelines adhered to.	Applies conventions with few errors and conveys simple meaning. Accurate use of the APA 7. Presentation guidelines adhered to.	Applies conventions with several errors and conveys simple meaning. Mostly accurate use of APA7. Presentation guidelines mostly adhered to.	Communicates with frequent or recurring errors and/or incoherently conveys meaning, inaccurate accurate use of APA7 &/or presentation guidelines not adhered to.

## COMMENT

