Summative Task: Topic - Teaching Folio

Construct a Teaching Folio for the subtopics assigned (please refer to the table of subtopics that have been allocated during the first tutorial). This would typically represent a 3-4 week teaching sequence. Develop a context and setting for your school (you may be able to model this on schools nominated for your practicum or a school you have an association with). You will need to outline the number and length of lessons per week and the facilities and resources at your disposal. You will also need to consider and respond to the cohort in terms of the diversity of students and the extent of their prior learning.

The Teaching Folio should include the following:

- Context
- Unit plan/overview
- Lesson plans (you may adopt the *Learning Design* model outlined in the tutorials)
- A list of resources that will be directly utilised or referred to in the classroom
- Teaching notes and presentations (this may include flipped/blended learning opportunities)
- Formative exercises
- Formative investigations
- Summative practical investigations (assessed for the Investigations Folio if applicable to this sequence)
- Summative SAT/s (include the SAT submitted for prior assessment)

Assessment

The Teaching Folio is to be submitted electronically via MyUni for the plan and school context, and as electronic files. Please provide a logical file structure with components organised under folders or a directory. The digital resources will be shared with the group with your consent.

The folio should build from the tasks and skills developed in each of the Tutorials. The foundations of the folio will develop each week and only require final refinement if undertaken in this manner. An exemplar folio has been provided from a previous year and is available via MyUni.

Learning Outcomes

- Demonstrate deep knowledge and understanding of the complexity of the discipline and the teaching strategies of the learning area.
- Design and sequence unit and lesson plans based on essential content of the subject area, curriculum, including effective assessment principles.
- Assemble a range of subject-appropriate resources, including online, that engage a diversity of students in their learning.
- Integrate relevant research and theory to develop a broad repertoire of subject-appropriate teaching and learning strategies, including use of ICT.
- Assemble relevant and appropriate sources of professional learning for teachers including subject professional associations.

Assessment Rubric

Assessment Design Criteria	Fail 0 < F < 49%	Pass 50 < P < 64%	Credit 65 < C < 74%	Distinction 75 < D < 84%	High Distinction 85 < HD < 100%	Weighting
Outline of school context	Provides a limited outline of the school/student context	Provides a generally clear outline of school/student context	Provides a clear outline of the school/student context	Provides a clear and detailed outline of school/student context	Provides a clear, detailed and insightful outline of school/student context	5%
Overview of the unit	Constructs a limited overview of the unit	Constructs a generally clear overview of the unit	Constructs a clear and relevant overview of the unit	Constructs a clear, detailed and relevant overview of the unit	Constructs a clear detailed and highly relevant overview of the unit	15%
Construction of lesson plans	Constructs limited plans for some lessons	Constructs generally clear plans for most lessons	Constructs clear and relevant plans for lessons which convey links to curriculum and pedagogy	Constructs clear, detailed and relevant plans for lessons which convey strong links to curriculum and pedagogy	Constructs clear, detailed and highly relevant plans for lessons which convey highly effective links to curriculum and pedagogy	15%
Selection of resources	Selects resources of limited relevance	Selects and applies a range of mostly relevant resources	Selects and applies a range of relevant resources	Selects and applies an effective range of relevant resources	Perceptively selects and appropriately applies a range of highly relevant and effective resources	10%
Development of formative and summative assessment	Develops limited assessment tasks	Develops a range of generally appropriate assessment tasks	Develops a range of mostly effective formative and summative tasks which identify some assessment design criteria	Develops a range of effective formative and summative tasks which demonstrate the application of assessment design criteria	Develops a range of highly effective formative and summative tasks which demonstrate the highly effective application of assessment design criteria	10%
					Result:	55%

Comments:	