



CHRISTIAN HERITAGE COLLEGE

CR404 – Curriculum, Philosophy and Pedagogy for the Middle Years

UNIT OUTLINE

Credit Points: 10

Lecturer: Dr Paul Rumble

Semester: Semester 2, 2016


Unit code	CR404						
Unit name	Curriculum, Philosophy and Pedagogy for the Middle Years						
Associated higher education awards	Graduate Diploma in Education (Secondary)						
Duration	One semester						
Level	Postgraduate						
Unit coordinator	Dr Paul Rumble						
Core/elective	Core						
Weighting	Unit credit points: 10 Course credit points: Graduate Diploma in Education (Secondary) 100						
Delivery mode	Face-to-face on site						
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>39 hours</td></tr> <tr> <td>Reading, study and assignment preparation</td><td>111 hours</td></tr> <tr> <td>TOTAL</td><td>150 hours</td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study and assignment preparation	111 hours	TOTAL	150 hours
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Reading, study and assignment preparation	111 hours						
TOTAL	150 hours						
Prerequisites/ co-requisites/ restrictions	Nil						
Rationale	<p><u>Enduring Understanding:</u> Young adolescent learners have particular needs and require a particular type of teacher to work with them.</p> <p>The curriculum work of teachers in designing, developing and implementing quality teaching and learning is fundamental to success in the classroom. Consequently, this unit will maintain a focus on the process-driven and critically-reflective nature of curriculum work applying this to the specific needs of middle years' contexts and learners. As such, the unit will provide opportunities for pre-service teachers to build their knowledge and understandings of curriculum design, pedagogy and assessment that engage middle years' learners in authentic learning experiences. In addition, pre-service teachers will develop an awareness and working knowledge of the other various dimensions, orientations, and elements of middle schooling perspectives within the Queensland and Australian Curriculum.</p> <p>Importantly, this unit will provide the pre-service teacher with the opportunity to analyse and evaluate the specific needs of middle years' learners. Particular attention will be given to the contexts and the conditions within those contexts that will likely influence young people in the future and the implications of these for schools.</p>						

Prescribed text(s)	<p>Rumble, P. (2014). <i>In search of the middle school teacher: What differentiates the middle school teacher from primary and secondary school teachers?</i> Saarbrücken, GER: LAP LAMBERT Academic Publishing.</p> <p>Pendergast, D., & Bahr, N.M. (2010). <i>Teaching middle years: Rethinking curriculum, pedagogy and assessment</i> (2nd ed.). Crows Nest, NSW: Allen & Unwin.</p>
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<p>Recommended readings</p>	<p>Books</p> <p>Brady, L., & Kennedy, K. (2014). <i>Curriculum construction</i> (5th ed.). Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Goodlet, K., & Collier, J. (Eds). (2014). <i>Teaching well: Insights for educators in Christian schools</i>. Canberra, ACT: Barton Books.</p> <p>Hattie, J., & Yates, G. (2014). <i>Visible learning and the science of how we learn</i>. New York, NY: Routledge.</p> <p>Killen, R. (2015). <i>Effective teaching strategies: Lessons from research and practice</i> (6th ed.). Melbourne, VIC: Cengage Learning.</p> <p>Nagel, M. (2014). <i>In the middle: The adolescent brain, behaviour and learning</i>. Camberwell, VIC: ACER Press.</p> <p>Pendergast, D. (2013). <i>MYSA position paper: Middle schooling: People, practices and places</i>. Toowong, QLD: Adolescent Success.</p> <p>Journals</p> <p><i>Australian Journal of Middle Schooling</i></p> <p><i>Curriculum Perspectives</i></p> <p><i>Australian Educational Leader</i></p> <p><i>Literacy and Computers: The Complications of Teaching and Learning with Technology</i></p> <p>Website</p> <p>Adolescent Success: http://www.adolescentsuccess.org.au/</p> <p>The Australian Curriculum (ACARA): http://www.australiancurriculum.edu.au</p> <p>Getting ready for High School: http://flyingstart.qld.gov.au/getting-ready-high-school/Pages/introducing-junior-secondary.aspx</p> <p>Australian Institute for Teaching and School Leadership (AITSL): http://www.aitsl.edu.au/</p> <p>Queensland Curriculum & Assessment Authority (QCAA): https://www.qcaa.qld.edu.au/</p> <p>Education Queensland: http://education.qld.gov.au/teach/</p> <p>Learning Place: http://education.qld.gov.au/learningplace/</p> <p>Queensland College of Teachers (QCT): http://www.qct.edu.au/</p> <p>Students First: https://www.studentsfirst.gov.au/</p> <p>The Adelaide Declaration (1999). National Goals for Schooling in the 21st Century: http://www.scseec.edu.au/archive/Publications/Publications-archive/The-Adelaide-Declaration.aspx</p> <p>The Melbourne Declaration (2008). Educational Goals for Young Australians: http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf</p> <p>American Middle Level Education (AMLE): http://www.amle.org/</p> <p>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).</p> <p>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.</p>
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Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Nature of young adolescence 2. Adolescence and the developing brain 3. Philosophy of the middle years of schooling: Achievement, engagement and well being 4. Nature and types of assessment, philosophy and strategies 5. Utilising student data to structure assessment practices, including interpreting NAPLAN data 6. Designing curriculum, pedagogy and assessment in the middle years 7. Assessment practices and feedback for the middle years contexts 8. Pedagogical practices for the middle years, including the use of ICTs 9. Guiding principles to engage the adolescent learner: National and State Curriculum 10. Digital literacy pedagogies and practices for the middle years
Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. understood a range of curriculum models, orientations and elements as applied to middle years' contexts, including relevant assessment orientations, tools and strategies; 2. demonstrated the ability to link issues relevant to the middle years to the practices of curriculum and curriculum work, including assessment; 3. demonstrated proficiency in planning for authentic, meaningful and integrated learning in middle years' contexts, including the preparation of assessment tools and strategies; 4. prepared and presented assessment plans and materials that are coherent, logical, useful and motivating; 5. critically reflected on curriculum issues from a Christian worldview perspective; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Planning</p> <p>Design and construct an integrated learning sequence including concept map and provide a justification for the curriculum design</p> <p>Word Length/Duration: 3,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 6</p> <p>Task 2: Planning</p> <p>Design a summative assessment task and rubric and justification</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 8</p>

Australian Professional Standards for Teachers (APST):	Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> :		
	<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>
			<i>Assessment tasks</i>
	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1-4
			1, 2
	1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1-4
			1, 2
	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1-4
			1, 2
	2.2	Organise content into an effective learning and teaching sequence	2-4
			1
	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1-4
			1, 2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1-3
			2
	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1-4
			1, 2
	5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	3
			1, 2
	5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 3
			2
	5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1, 3
			2

	5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	 1-4	1, 2
Unit summary	This unit is designed to assist pre-service teachers with preparing for participating in curriculum work for middle years students – young adolescents. The unit particularly models the development of meaningful, authentic and integrated learning tasks and contexts, including the design and implementation of authentic assessment tools for middle years students that link assessment with learning.			