



# EDSE14002 Senior Years Learning and Teaching

## Term 1 - 2024

Profile information current as at 19/05/2024 01:52 am

All details in this unit profile for EDSE14002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The focus of this unit is teaching and learning in the senior secondary school (Years 11 and 12). There is a specific focus on pedagogical approaches and thinking skills applicable for senior teaching areas. The influences on senior secondary school curriculum frameworks from key stakeholders are critically examined. You will also analysis and interpret subject curriculum documents in order to plan and implement effective units of work that utilise pedagogical approaches that develop the thinking skills and processes required for discipline teaching areas. Other areas examined include curriculum development, teaching and learning resources, teaching strategies, pedagogical approaches, assessment and school work programs relevant to the pre-service teacher's discipline teaching areas. Critical use is made of information and communication technologies, curriculum and policy documents, higher order thinking strategies and appropriate content in order to design quality learning experiences that involve explicit teaching of the subject discipline area in the senior schooling context.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

### Pre-requisites or Co-requisites

Pre-requisites - CC10 EDSE12021 CC13 EDSE12021 and EDFE13033

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2024

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Presentation**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE

**Feedback**

Update of learning materials for Technologies subject area

**Recommendation**

Learning materials for the Technologies subject area suite of syllabuses be rewritten and resources updated to align with current secondary school curriculum.

#### Feedback from SUTE

**Feedback**

Availability of casual subject area tutors

**Recommendation**

Casual subject area tutors make explicit the communication time they are available each week of term to consult with, and respond to student.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling
2. Outline the content, assessment and discipline requirements for a senior subject area
3. Outline and justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for a senior subject area
4. Critically select and justify the use of teaching and learning resources for senior secondary subjects
5. Design and justify units of work and assessment instruments that promote learning, and match the needs of senior secondary school curriculum frameworks.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.6 Evaluate and improve teaching programs
- 4.5 Use ICT safely, responsibly and ethically
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•		
2 - Presentation - 50%	•	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Reyna Zipf** Unit Coordinator  
[r.zipf@cqu.edu.au](mailto:r.zipf@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to senior years learning and teaching	Brady, L. & Kennedy, K. (2019). <i>Curriculum Construction</i> (6th ed.). Pearson Australia. Chapter 1 - The school curriculum and its stakeholders: who owns the curriculum?, pp. 2-12.	

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
School contexts and the curriculum	Brady, L. & Kennedy, K. (2019). <i>Curriculum Construction</i> (6th ed.). Pearson Australia. Chapter 9 - Curriculum planning models - theory and practice, pp. 135-139.  Ritchhart, R. (2006). The seven R's of a quality curriculum. <i>Education Quarterly Australia</i> . Resnick, L. (1987). The 1987 Presidential Address: Learning in School and out. <i>Educational Researcher</i> , 16(9), 13-54. Retrieved from <a href="http://www.jstor.org/stable/1175725">http://www.jstor.org/stable/1175725</a>	

**Week 3 - 18 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Planning for learners in the senior years	Gardner, H. (2011). Five minds for the future introduction. <i>Journal of educational sciences and psychology</i> . 63/2.  Marzano, R. J. (2017). <i>The new art and science of teaching</i> . Bloomington, IN: Solution Tree Press.	

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Meeting senior syllabus (curriculum and assessment) requirements	QCAA <a href="#">General and Applied Syllabuses</a>	

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogical content knowledge	Enqvist, J. (not dated). <i>PCK: Pedagogical Content Knowledge</i> . Retrieved from <a href="http://staff.hamk.fi/~jenqvist/IntMater/PCK.pdf">http://staff.hamk.fi/~jenqvist/IntMater/PCK.pdf</a>  Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. <i>Harvard Educational Review</i> , 57(1), pp. 1-23.  See eReading list for subject specific PCK readings	

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies - classroom practices	Killen, R. (2009). <i>Effective teaching strategies: Lessons from research and practice</i> . 5th ed. South Melbourne, Vic: Centage.  Marzano, R. J. (2017). <i>The new art and science of teaching</i> . Bloomington, IN: Solution Tree Press.  See eReading list for subject specific teaching strategies readings	

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies - planning lessons	School Drug Education and Road Aware (SDERA). <i>Challenges and Choices: Teaching and learning strategies</i> . Retrieved from <a href="https://www.sdera.wa.edu.au">https://www.sdera.wa.edu.au</a> See eReading list for subject specific teaching strategies readings	<b>TASK 1: Short term planning for teaching and learning in the senior years</b> Due: Week 7 Monday (22 Apr 2024) 12:00 am AEST

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Designing teaching strategies - teaching and learning resources	See eReading list for subject specific teaching resources	

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Designing units of work - higher order thinking	Frangenheim, E. (2018). <i>Reflections on classroom thinking strategies</i> (11th ed.). Qld: Rodin Educational Consultancy. Queensland Curriculum & Assessment Authority (QCAA). (2018). <i>Glossary of cognitive verbs:General syllabuses</i> . Brisbane, Qld.: Author. Queensland Curriculum & Assessment Authority (QCAA). (2018). <i>Categories of objectives, Marzano processes and related cognitive verbs</i> . Brisbane, Qld.: Author.	

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment in the senior years	Brady, L. & Kennedy, K. (2018). <i>Assessment and reporting: Celebrating student achievement</i> (5th ed.). Pearson Australia. Assessment in General subjects <a href="https://www.qcaa.qld.edu.au/">https://www.qcaa.qld.edu.au/</a>	

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Design of assessment tasks in the senior years	Readman, K. (2013). <i>Practical planning and assessment</i> (1st ed.). South Melbourne: VIC. Oxford University Press.	

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Unit conclusion - putting it all together		<b>TASK 2: Long term planning for teaching and learning in the senior years</b> Due: Week 12 Friday (31 May 2024) 12:00 am AEST

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 10 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 TASK 1: Short term planning for teaching and learning in the senior years

**Assessment Type**

Presentation

**Task Description**

Teachers use units of work, corresponding assessment task/s and pedagogical content knowledge to plan lessons that align with curriculum and assessment requirements in the senior years. This task enables you to demonstrate your ability to select relevant content, learning activities and resources to plan lessons for ONE of your senior teaching

areas.

### Requirements:

- Task 1 must be completed using a **different senior teaching area** to that used to complete Task 2.
- QCAA **General** syllabus must be used unless you are a Trade Entry student with one discipline area.
- For this task, a lesson is taken to be **70 minutes** in length. Lesson plans should reflect this time frame.
- Suggested presentation mode is a voice over ppt; however, other media presentation modes are acceptable.

### Task Details:

This task requires you to develop a presentation demonstrating your skills and knowledge about planning, implementing, and evaluating and improving teaching. You will use the relevant Year 11/12 curriculum document to plan **four** exemplar lessons and record yourself teaching a 5 -10 minute segment of one of the lessons. The lesson plans can focus on any curriculum topics from your Year 11 and 12 subject area, and **do not** need to be sequential or from the same topic, unit, or year level. The lesson plans must address curriculum imperatives as outlined:

Lesson 1 - Numeracy and/or literacy strategies

Lesson 2 - Pedagogical Content Knowledge

Lesson 3 - Higher order thinking questioning strategies

Lesson 4 - ICTs to enhance learning opportunities and strategies available to support the safe, responsible, and ethical use of ICTs

### This assessment task comprises four steps:

**Step 1** - Use the lesson plan template provided on the Moodle site to develop a lesson plan that could be used to teach a concept in your senior subject area. Ensure the lesson plan template contains specific detailed information and addresses one of the four curriculum imperatives. The lesson plan must focus on the subject content and pedagogy and **should not** include details concerned with classroom management and routines.

Post the draft lesson plan, **one** only, for feedback from your subject tutor on the subject area discussion forum. You will receive feedback on your draft lesson plan from your tutor.

Timeline - **Week 3**

**Step 2** - Make a 5 -10 minute video recording of you teaching a segment of one of your lesson plans. Send the link to a peer and ask them to provide feedback on your teaching demonstration video.

Timeline - **Week 4**

**Step 3** - Now review and make changes to your four lesson plans with respect to the tutor feedback and your own critical reflection. Likewise, use the peer feedback to revise and redo your teaching demonstration video. Document how you enhanced your lesson plans and teaching demonstration in response to feedback and reflection to evidence your ability to reflect, evaluate, and improve lesson planning and implementation.

Timeline - **Week 5**

**Step 4** - Use your four exemplar lesson plans, revised teaching demonstration video, and documented evidence of response to feedback to develop a presentation showcasing your ability to plan, implement, respond to feedback. The presentation should explain and justify the pedagogical choices you made in the lesson plans by:

- referring to the four exemplar lesson plans to demonstrate your ability to **plan** exemplar lessons that address numeracy and literacy, ICTs, differentiation for diverse learners and higher order questioning strategies
- showing the demonstration lesson segment to demonstrate your ability to **enact** planning documents
- explaining how you addressed feedback to demonstrate your ability to **respond critically to feedback and improve teaching**
- justifying the pedagogy and resource decisions you made in the construction of the exemplar lesson plans using scholarly sources to demonstrate your **pedagogical content knowledge** and **knowledge of curriculum planning requirements**.

Timeline - **Week 7 Monday**

### Assessment Due Date

Week 7 Monday (22 Apr 2024) 12:00 am AEST

### Return Date to Students

Week 9 Monday (6 May 2024)

Feedback will be provided on formative tasks throughout the term. Feedback on the final assessment response will be provided following moderation.

### Weighting

50%

### Assessment Criteria



- Evidence of improvement in response to feedback
- Knowledge and application of curriculum, pedagogy and assessment
- Knowledge and application of literacy and numeracy strategies
- Knowledge and application of ICTs
- Knowledge and application of higher order thinking questioning strategies
- Enactment of teaching plans
- Justification of the pedagogy and resources selected for the four planned lessons
- Language conventions and research

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit as ONE file saved in the following format: SUBJECT AREA\_Last name\_First name\_Task 1

### Learning Outcomes Assessed

- Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling
- Outline the content, assessment and discipline requirements for a senior subject area
- Critically select and justify the use of teaching and learning resources for senior secondary subjects
- Design and justify units of work and assessment instruments that promote learning, and match the needs of senior secondary school curriculum frameworks.

## 2 TASK 2: Long term planning for teaching and learning in the senior years

### Assessment Type

Written Assessment

### Task Description

Teachers require expert knowledge of their subject curriculum, discipline content and pedagogical content knowledge (PCK) in order to plan, teach and assess senior years subjects. Completion of this task will enable you to demonstrate your knowledge and understanding of the curriculum, pedagogy, and assessment requirements for the senior teaching area. This task requires you to develop a unit of work for one school term in Year 11 for one of your senior teaching areas, and provide a justification of the key elements of the planning document.

### Requirements:

- This task is to be completed for **ONE** of your senior teaching areas and you must use a **different senior teaching area** to that used to complete Task 1.
- QCAA **General** syllabus must be used unless you are a Trade Entry student with one discipline area.
- The unit plan must focus on Year 11, **not** Year 12.
- Plan to teach 8 weeks with 3 lessons per week, i.e., 24 lessons of 70-80 minutes duration.
- Use the QCAA General (or Applied, if applicable) TLAP template provided on Moodle.

### This assessment task comprises four steps:

**Step 1** - Use the Teaching, Learning and Assessment Plan (TLAP) template provided on the Moodle site to develop a unit plan that could be used by you or other teachers in your senior subject area. The plan must include:

- unit description
- unit objectives
- assessment plan
- notional hours, unit objectives and relevant subject matter for each objective 'chunked' over the 24 lessons.

Build the detail in your unit of work by including for each lesson:

- learning goal/s
- key learning experience/s
- main teaching resource/s
- Consider what key question/s will drive learning for each lesson and add in where applicable.

Post your draft unit plan for feedback from your subject tutor on the subject area discussion forum.

### Timeline - Week 6

**Step 2** - Continue working on the unit plan by including:

- backward mapping the knowledge and skills (cognitions) required for the unit assessment into lessons
- identifying 'assessment for learning' milestone points across the unit
- identifying the literacy and numeracy skills required for the unit and including strategies to develop these skills throughout the unit where relevant.

Post your draft unit plan for feedback from your subject tutor on the subject area discussion forum.

Timeline - **Week 9.**

**Step 3** - Develop a table to evidence how tutor feedback and self-reflection on your draft unit plan was used to evaluate and enhance the unit of work. A template titled 'Evidence of feedback application' is available on the Moodle site for you to populate. The completed table can be added as an appendix in your final submission.

Timeline - **Week 10.**

**Step 4** - Your final submission will include: title page; introduction; unit of work for the term; scholarly justification of the planned unit, teaching strategies, student activities, resources, formative assessment strategies, strategies used to support the safe, responsible and ethical use of ICTs, and literacy and numeracy skills addressed that makes links to theory/research; reference list; Appendix 1 - Evidence of feedback application. Further explanation of how to write an introduction and a justification are provided on the Moodle site.

Timeline - **Week 12.**

### **Assessment Due Date**

Week 12 Friday (31 May 2024) 12:00 am AEST

### **Return Date to Students**

Exam Week Friday (14 June 2024)

Feedback will be provided on formative tasks throughout the term. Feedback on the final assessment response will be provided following moderation and prior to the date for Certification of Grades for Term 1.

### **Weighting**

50%

### **Assessment Criteria**

- Content selection and organisation
- Knowledge and understanding of curriculum, pedagogy and assessment planning requirements
- Knowledge and understanding of curriculum objectives
- Knowledge and understanding of pedagogy and resources
- Knowledge and understanding of literary and numeracy strategies
- Knowledge and understanding of ICTs
- Knowledge and understanding of formative and summative assessment
- Justification of curriculum and assessment
- Justification of pedagogy and resources
- Language conventions and research

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Upload as ONE document in the following format: SUBJECT AREA\_Last name\_First name\_Task 2

### **Learning Outcomes Assessed**

- Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling
- Outline the content, assessment and discipline requirements for a senior subject area
- Outline and justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for a senior subject area

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem