COURSE OUTLINE

EDU726 Teaching Junior Secondary Arts 2

Course Coordinator: Rachael Dwyer (rdwyer@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast	ON CAMPUS	Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course is only for students with two teaching areas in the Arts. Learning experiences in this course will extend knowledge and understanding of content in EDU725 Teaching Junior Secondary Arts 1 and enrich your repertoire of pedagogical approaches for this second Arts teaching area and for integration of the Arts. Your creativity and initiative are continuously applied to new learning opportunities, whilst collegial collaboration and feedback will contribute to your capacity to evaluate and apply best practice in teaching of the Junior Secondary Arts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – A weekly pre-recorded lecture is available through Blackboard.	2hrs	Week 1	10 times
Tutorial/Workshop – You are expected to attend and participate in weekly scheduled tutorials.	2hrs	Week 1	10 times

1.3. Course Topics

- Australian curriculum: The Arts, focusing on the Strand of the Arts relevant to your second teaching area – Dance, Drama, Media Arts, Music or Visual Arts
- Arts integration and creativity in Junior Secondary
- Differentiation for optimal learner engagement in the Arts
- Pedagogy, curriculum design and effective teaching strategies for the second teaching area
- Aboriginal and Torres Strait Islander histories, culture and languages
- Theories, philosophies and approaches to learning in The Arts
- Embedding literacy and numeracy learning within The Arts
- ICT applications in teaching and learning in The Arts
- Critical reflection on professional practice

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING Australian Institute for Teaching and School Leadership
1 Demonstrate knowledge of key curriculum and assessment frameworks linked to a specific Arts strand and to integrated Arts learning in Years 7 - 10.	Empowered	2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting
2 Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.	Ethical Engaged	2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 4.1 - Support student participation 4.5 - Use ICT safely, responsibly and ethically
3 Design and plan learning and assessment sequences that demonstrate an understanding of the learning needs of diverse students	Knowledgeable Ethical	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 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data
4 Critically reflect on, analyse and evaluate theories, philosophies and research about teaching and learning	Creative and critical thinker	1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 6.2 - Engage in professional learning and improve practice

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
5 Critically analyse and evaluate classroom practice, making connections with theory, research, and your own future practice.	Creative and critical thinker Engaged	6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.4 - Engage with professional teaching networks and broader communities

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED706 and two Arts Teaching areas

5.2. Co-requisites

EDU725

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Specialist knowledge of one of the strands of the Arts from previous undergraduate studies.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

The course coordinator and students will engage in regular dialogue about progress throughout the course. In Week 3, drafts of Task 1 will be reviewed by the course coordinator.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	2000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Report	Individual	30%	2000 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Plan	Individual	40%	2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Integrated Arts Feature Article

GOAL:	The goal of this task is to demonstrate your knowledge and understanding of your Arts discipline, and your capacity to research and evaluate theory and practical application.
PRODUCT:	Written Piece
FORMAT:	You are to write and format a feature article suitable for submission to a professional journal or magazine that demonstrates your knowledge of a specific aspect of your Arts discipline. Your audience for this article is teachers of Years 7-10, who may c may not be specialists in the subject. You may adopt an integrated approach, making connections between your second teaching area and another Arts subject. You should consider current curriculum frameworks and policy directives; as well as some or all of the following: • the relevance of literacy and numeracy learning activities in The Arts; • the importance of embedding Aboriginal and Torres Strait Islander perspectives in the classroom; • and how ICT can effectively enhance learning in The Arts. You will incorporate references appropriately for an article published in a professional journal utilising APA referencing style.

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate knowledge of your Arts discipline, Arts curriculum frameworks, relevant research and theory	1
2	Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.	2
3	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	

All - Assessment Task 2: Case Study Report

GOAL:	The goal of this task is to demonstrate your knowledge and understanding of how key Arts curriculum frameworks are enactec in a school classroom
PRODUCT:	Report
FORMAT:	This task requires you to undertake at least 10 hours of classroom observations in a Year 7-10 classroom in your Arts subject The observation site is to be arranged in discussion with the course coordinator. Based on your observations, you are to report on your observations, and critically question how the Arts curriculum and General Capabilities/Cross-Curriculum Priorities are enacted in the classroom, and how the subject is positioned in the school. A template is available on Blackboard.

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate knowledge of key Arts curriculum frameworks and your understanding of the philosophy of Arts learning in Years 7 – 10.	1
2	Critical reflection on your observations of classroom practice, making connections with your own future practice	5
3	Critical analysis of research and theory	4
4	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	

All - Assessment Task 3: Learning Sequence and Assessment Plan

GOAL:	The goal of this task is to design and justify a Learning and Assessment Sequence in your Arts subject, suitable for the school context from Task 2
PRODUCT:	Plan
FORMAT:	Using the report template provided on the course Blackboard site design a Learning and Assessment Sequence in your Arts for the school context from Task 1.You will need to submit the following: A justification of the decisions about pedagogy, resources and assessment, which is supported by evidence from the literatureStatements about how the cross-curriculum priorities and general capabilities are addressed, particularly Literacy, Numeracy, ICT and Aboriginal and Torres Strait Islander Perspectives.Succinct descriptions of sample learning experiences, connected to the content descriptions An assessment plan, including task sheets and GTMJs/marking tools, connected to the achievement standard

CRITERIA:

No.		Learning Outcome assessed
1	Designs learning experiences that demonstrate knowledge of key Arts curriculum frameworks and your understanding of the philosophy of Arts learning in Years 7 – 10.	1 3
2	Design assessment tasks that align with the learning experiences, with appropriate tools for measuring student achievement.	1 3
3	Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts	2
4	Justifies teaching and assessment decisions through the use of research and theory	4
5	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

Students will require a Blue Card to complete field observations.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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