



## COURSE OUTLINE

EDU793

# Teaching Senior Secondary Curriculum

**Course Coordinator:** Emily Ross (eross@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

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

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary curriculum in your second teaching area. You will learn how to design lesson plans and learning sequences that will engage diverse learners based on critical reflection on current trends in your teaching area. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within your second teaching area.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
<b>Independent Study/Research</b> – In addition to the lecture/tutorial/workshop hours and completion of assessment tasks, you are required to engage in self-directed learning using the course Blackboard materials and engage with current research/readings via USC library databases, required/recommended textbooks and resources.	2hrs	Week 1	10 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>Lecture</b> – You are required to engage with online lecture materials accessed through Blackboard prior to the scheduled online lecture.	1hr	Week 1	10 times

### 1.3. Course Topics

- History of senior secondary curriculum schooling in Queensland
- Senior secondary syllabus structure and components
- Curriculum design and alignment
- Discipline-specific pedagogical and content knowledge for senior secondary classroom practice
- Teaching and learning strategies that engage senior students
- Diagnostic, formative, summative assessment and reporting
- Literacy, numeracy, ICT and 21st-century skills
- Marking, feedback and moderation
- Interpreting student assessment data to modify teaching

## 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	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
<p>1 Apply and explain content and pedagogy for Senior Secondary curriculum in Queensland.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs</p>
<p>2 Apply and explain a range of teaching and learning strategies, including ICT, that provide achievable challenges and engage the diversity of students in senior secondary.</p>	<p>Creative and critical thinker Empowered Engaged</p>	<p>2.2 - Content selection and organisation 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 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically</p>
<p>3 Explain, evaluate and justify teaching and learning strategies, that incorporate ICT, literacy, numeracy and 21st-century skill for senior secondary students.</p>	<p>Creative and critical thinker Ethical Engaged</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 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 4.5 - Use ICT safely, responsibly and ethically</p>
<p>4 Plan, create, evaluate and justify the principles of assessment, moderation, feedback and reporting that measure senior students' progress towards achievement standards in senior secondary.</p>	<p>Creative and critical thinker Empowered Engaged</p>	<p>2.3 - Curriculum, assessment and reporting 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 5.5 - Report on student achievement</p>

## 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

available to students enrolled in ED706 Master of Teaching (Secondary)

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

It is expected that you will engage in this course when you have undertaken tertiary content courses in the teaching area allocated upon acceptance to the program of study. You will be required to draw upon that content knowledge to complete this course.

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

Task 1 will provide feedback on progress during the class.

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	Oral and Written Piece	Individual	15%	5-minute presentation and questions 700-word reflection	Refer to Format	Online Assignment Submission with plagiarism check
All	2a	Examination	Individual	20%	25 minutes	Week 6	Online Test (Quiz)
All	2b	Examination	Individual	15%	20 minutes	Week 7	Online Test (Quiz)
All	3	Portfolio	Individual	50%	3000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Subject selection presentation and reflection

<b>GOAL:</b>	The goal of this task is to identify and apply senior secondary curriculum and assessment processes and reflect on your performance to identify future professional development goals and plans.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>Submit: Presentation: Tutorial Week 4 Written: Three days following presentation</p> <p>You have been selected by the Head of Department to attend the senior subject evening to talk to parents and students about the value of your second teaching area subject at an allocated school. In this 5-minute presentation, you will identify and apply the content, underlying philosophy, and pedagogy of the subject, including how it engages senior secondary students. You will answer questions about how the senior secondary subject contributes to the Queensland Certificate of Education and/or ATAR. After the presentation, you will respond to questions from students and parents/ carers.</p> <p>Three days following the presentation, you will prepare a reflection that explores one key area for development related to your ability to organise and engage participants. A reflection framework should be selected and referenced. Include your presentation slides or notes.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Apply and explain senior secondary content and curriculum. <span style="float: right;">1</span>
	2	Apply and explain senior secondary teaching and learning strategies to engage students in achievable challenges in senior secondary development. <span style="float: right;">2</span>
	3	Creates communication using credible sources. <span style="float: right;">1 2</span>
	4	Apply oral communication skills that demonstrate the capacity to organise activity and provide clear directions. <span style="float: right;">1 2</span>

### All - Assessment Task 2a: Examination

<b>GOAL:</b>	The goal of this task is to demonstrate your knowledge of the senior secondary lecture topics.							
<b>PRODUCT:</b>	Examination							
<b>FORMAT:</b>	<p>The Senior Secondary Quiz</p> <p>You will participate in a 25 -minute online Quiz during your lecture in week 6 to demonstrate your understanding of senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series including:</p> <ul style="list-style-type: none"> <li>• History of senior schooling in Queensland</li> <li>• Types of senior secondary syllabuses</li> <li>• Role of cognitive verbs in senior secondary syllabuses and assessment</li> <li>• Curriculum design and alignment</li> <li>• ATAR and QCE processes for senior secondary</li> <li>• Access and reasonable adjustment for senior secondary assessment</li> <li>• Diagnostic, formative, summative assessment and reporting in senior secondary</li> <li>• Summative assessment feedback and moderation practices in senior secondary</li> <li>• The role of literacy and numeracy and 21st century skills in senior secondary</li> </ul> <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>							
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge and understanding senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	1	
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### All - Assessment Task 2b: Examination

<b>GOAL:</b>	The goal of this task is to demonstrate your applied and synthesised knowledge of the senior secondary lecture topics and discipline-specific pedagogical and curriculum knowledge.										
<b>PRODUCT:</b>	Examination										
<b>FORMAT:</b>	<p>You will participate in a 20 -minute short answer exam during your lecture in week 7 to demonstrate your knowledge and understanding of course topics including:</p> <ul style="list-style-type: none"> <li>• Discipline-specific pedagogical and content knowledge for senior secondary classroom practice</li> <li>• Range of teaching strategies including literacy and numeracy</li> <li>• Curriculum, planning and teaching strategies that engage senior students and their application in the senior syllabus with a focus on ICT</li> <li>• Ethical and responsible selection and use of resources including ICT</li> <li>• Value of senior secondary subject for the development of 21st-century skills</li> </ul> <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>										
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2	Create communication using credible sources.	1 2									

### All - Assessment Task 3: Portfolio Teaching, learning and assessment

<b>GOAL:</b>	The goal of this task is to plan, create, explain and justify the application of curriculum, pedagogy and assessment in your senior curriculum area.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>Select one summative internal or school-based (teacher-designed) sample assessment task from the QCAA. You will critically analyse the task to demonstrate your ability to apply your understanding of curriculum, pedagogy and assessment in your Senior Secondary Curriculum area for an allocated school site.</p> <p>Your portfolio needs to critically analyse the application of this task in the school context based on the syllabus and contemporary literature. Your portfolio needs to include:</p> <ul style="list-style-type: none"> <li>• Identify how the selected summative assessment task connects to the final grade awarded for this subject.</li> <li>• Analyse of the school profile and justify implications for engaging senior secondary students at this school.</li> <li>• Identify the specific classroom level data that you would have available to you as a senior secondary teacher before the commencement of the teaching and assessment related to this task? Explain how you might use this data in your practice?</li> <li>• Critically analyse the sample task identify the strengths and weaknesses of the task for the students at the allocated school based on the syllabus and contemporary literature.</li> <li>• Identify and justify two modifications you would make to this task.</li> <li>• Explain and justify a sequence of four lessons that relate to the module/unit of study and illustrate your knowledge of:             <ol style="list-style-type: none"> <li>a. syllabus content knowledge</li> <li>b. discipline-specific pedagogy</li> <li>c. learning goals that create achievable challenges</li> <li>d. range of teaching strategies and resources</li> <li>e. student feedback</li> </ol> </li> <li>• Explain and justify the process quality assurance that relates to the design, development, marking and moderation of this task.</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Apply and explain senior secondary curriculum and assessment knowledge. <b>1</b>
	2	Explain, evaluate and justify data use, assessment, planning, feedback, moderation and pedagogical decision making that engage the diversity of senior secondary students. <b>3 4</b>
	3	Create communication using credible sources. <b>1 3 4</b>

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Gobby, B and Walker, R	2017	Powers of Curriculum: Sociological perspectives on education	Oxford

### 8.2. Specific requirements

It is expected that all students have access to electronic devices and suitable internet access to engage with the course materials. Bring Your Own Device (BYOD) is required for each lecture and tutorial session. Exams will be undertaken using a BYOD.

## 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](mailto: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](mailto: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](mailto: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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)