

EDUC6202: Educative Curriculum for Instructional Leaders

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course introduces students to the research and development literature on Educative forms of curriculum. In particular, the course will outline major curricular practices that have been identified in recent research as contributing to greater and more equitable student learning outcomes. As part of this course, students will be introduced to recent developments in how curriculum is understood and practised and an analysis of the relationship between educative curriculum and current state-based curriculum developments. In addition, the course will engage students in direct experiences to build their capability as instructional leaders to plan and deliver professional curriculum development and practices using these concepts.

Contact Hours

Online
Online Activity
Online
2 hour(s) per Week for Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online Dr Helena Sit Helena.Sit@newcastle.edu.au Consultation: contact via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ul style="list-style-type: none">• A detailed analysis of Educative curriculum models and their relationship to improved student learning outcomes.• A focus on the role of instructional leaders in improving curriculum design to enhance student learning.• An introduction to and application of professional development plans to improve curricula in classrooms and schools.• The connection of educative curriculum, pedagogy, and assessment in promoting student learning.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Appraise theories and models of educative curriculum.2. Explain the role of instructional leaders in improving curriculum design to enhance student learning.3. Illustrate how teachers' professional development plans can be constructed to improve curricula in classrooms and schools.4. Show how teachers can integrate curriculum, pedagogy, and assessment to promote student learning.
Course Materials	<p>Recommended Reading:</p> <ul style="list-style-type: none">- Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2016). <i>Curriculum leadership: Strategies for development and implementation</i>. Sage.- NSW DET (2004). Quality teaching in NSW Public Schools: An assessment practice guide. Professional Support and Curriculum Directorate, NSW Department of Education and Training.- NSW DET (2004). Quality teaching in NSW Public Schools: Continuing the discussion about assessment practice. Professional Support and Curriculum Directorate, NSW Department of Education and Training.- Stabback, P. (2016). What Makes a Quality Curriculum? In Progress Reflection No. 2 on "Current and Critical Issues in Curriculum and Learning". <i>UNESCO International Bureau of Education</i>.- <u>K-10 Curriculum Framework - NSW Board of Studies</u> https://www.boardofstudies.nsw.edu.au/syllabuses/curriculum-development/k-10-curriculum-framework.html

Overview of the Curriculum Development process.

C:\Users\jja655\Desktop\Curriculum development Guide_ Population Education for non-Formal Education programs of Out-of-School Rural Youth.html.mhtml

Required Text:

- Fraser, S. P., & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it?. *Studies in higher education*, 31(03), 269-284.
- Marsh, C. J. (2009). What is curriculum. In *Key concepts for understanding curriculum*. (pp. 3-11). Routledge.
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2016). The nature of the curriculum. In *Curriculum leadership: Strategies for development and Curriculum leadership: Strategies for development and implementation*. (pp. 3-33). Sage.
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2016). Curriculum History: The Perspective of the Past. In *Curriculum leadership: Strategies for development and implementation*. (pp. 34-66) Sage.
- Apple, M.W. Analyzing determinations: understanding and evaluating the production of social outcomes in schools. *Curriculum Inquiry*, 1980, 10, 55-75.
- Green, B. (2018). Knowledge, Pedagogy, Democracy: Reclaiming the Australian Curriculum. In A. Reid & D. Price [Eds.] (2018). *The Australian Curriculum: Promises, Problems and Possibilities*. (pp. 265-276). Australian Curriculum Studies Association.
- Green, B. (2003). Curriculum inquiry in Australia: Toward a local genealogy of the curriculum field. In. W. F. Pinar [Ed.]. *International handbook of curriculum research*. (123-141). Routledge.
- Yates, L., & Collins, C. (2010). The absence of knowledge in Australian curriculum reforms. *European Journal of Education*, 45(1), 89-102.
- Wiggins, G., Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development.
- Wiggins, G. P., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Association for Supervision and Curriculum Development.
- Ladwig, J. G. (2009). Working backwards towards curriculum: On the curricular implications of quality teaching. *The Curriculum Journal*, 20(3), 271-286.
- Charalambous, C. Y., & Hill, H. C. (2012). Teacher knowledge, curriculum materials, and quality of instruction: Unpacking a complex relationship. *Journal of Curriculum Studies*, 44(4), 443-466.
- Albright, J. (2016). Transdisciplinarity in Curricular Theory and Practice. In D. Wyse, L. Hayward, and J. Pandya (Eds.), In *The Sage Handbook of Curriculum, Pedagogy, and Assessment*, (pp. 525-543). Sage Publishers Ltd.
- Peacock, D., Lingard, R., & Sellar, S. (2015). Texturing space-times in the Australian curriculum: Cross-curriculum priorities. *Curriculum Inquiry*, 45(4), 367-388.
- Li, K. C., & Wong, B. T. M. (2019, July). How learning has been personalised: a review of literature from 2009 to 2018. In *International Conference on Blended Learning* (pp. 72-81). Springer.
- Beach, D. (2017). Personalisation and the education commodity: a meta-ethnographic analysis. *Ethnography and Education*, 12(2), 148-164.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Introductions; Module 1: Foundations of Curriculum: What is curriculum	Introductions Discussion Forum	Sharon P. Fraser & Agnes M. Bosanquet (2006) Marsh, C. J. (2009).
2	24 Jul	Module 1: Foundations of Curriculum History of Curriculum Theorising	Lecture and discussion Canvas Forum	Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2016). Chapters 1 and 2.
3	31 Jul	Module 1: Foundations of Curriculum The political nature of the curriculum	Lecture and discussion Canvas Forum	Apple, M. (1980). Green, B. (2018).
4	7 Aug	Module 1: Foundations of Curriculum The Australian Curriculum	Lecture and discussion Canvas Forum	Green, B. (2003) Yates, L. & Collins, C. (2010).
5	14 Aug	Module 2: Curriculum Processes	Lecture and discussion	Wiggins, G. & McTighe, J. (2005).
6	21 Aug	Module 2: Curriculum Processes	Lecture and discussion	Wiggins, G. & McTighe, J. (2005).
7	28 Aug	Module 2: Curriculum Processes	Lecture and discussion	Wiggins, G. & McTighe, J. (2005).
8	4 Sep	Module 3: Curriculum Management	Lecture and discussion	McTighe, J., & Wiggins, G. (2007).
9	11 Sep	Module 3: Curriculum Management	Lecture and discussion	McTighe, J., & Wiggins, G. (2007).
10	18 Sep	Module 3: Curriculum Management	Lecture and discussion	McTighe, J., & Wiggins, G. (2007).
Mid Term Break				
Mid Term Break				
11	9 Oct	Module 4: Current curricular trends: Quality and Teachers	Canvas Forum Lecture and discussion	Ladwig, J.G. (2009). Hill, H. C., & Charalambous, C. Y. (2012).
12	16 Oct	Module 4: Current curricular trends: Disciplinarity vs cross/inter/trans/multi-disciplinarity and curricular	Canvas Forum Lecture and discussion	Albright J. (2015). Peacock, D., Lingard, R., & Sellar, S. (2015)
13	23 Oct	Module 4: Current curricular trends: Personalisation of curriculum and teaching	Canvas Forum Lecture and discussion	Li K.C., & Wong B.TM. (2019). Dennis Beach (2017) .
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 - 50%	Part 1: Week 6, 25 Aug 2023, Part 2: Week 9, 15 Sep 2023	Individual	50%	1, 2, 3
2	Assignment 2 - 50%	Part 2: Week 13, 27 Oct 2023	Individual	50%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1 - 50%

Assessment Type

Written Assignment

Purpose

This assignment involves the development of a curriculum document and is to be submitted in two parts.

Description

Part 1 is a curriculum needs analysis of a school and an identified framed space available for the teacher as a curriculum developer. As it is an important part of the curriculum design process, you should first decide on the broad contours of the curriculum that you will develop—the learning area or areas, topic(s), year level(s), etc. This will provide the basis for an adequate understanding of factors in the school situation that need to be analysed and that are relevant to the curriculum design task. (1000 words, 20%)

Part 2 is to develop a curriculum unit for a specified school level, teaching period (no less than five hours in total class time and no more than three weeks in total length), and topic. This can be planned either within one subject area or across subject boundaries. (2000 words, 30%). Include in your unit plan a fully developed UbD template of the unit and an accompanying report describing its development in relation to the course readings to date.

Weighting

50%

Length

3000 words minimum

Due Date

Part 1: Week 6, 25 Aug
Part 2: Week 9, 15 Sep

Submission Method

Online
All assignments must be submitted via Turnitin in Canvas.
Assignments will not be marked until any and all submission requirements are met.
Please include a UoN cover page when submitting assignments.

Assessment Criteria

Part 1: Needs analysis

For the purposes of this course, a needs analysis involves four steps. Your analysis should describe your decisions for each of these four steps, with an introduction and conclusion.

1. Identify at least two external factors and at least three internal factors that you will need to consider in developing this curriculum. Be alert to biases that may influence your choice.
2. Identify the key stakeholders: staff, parents, students) and their relevant concerns related to the curriculum assessment exercise.
3. Identify key documents that may need to be referenced (policies, past years' reports, etc.).
3. Construct plausible data (regarding stakeholders and/or documents).
4. Provide an analysis of this data and come up with a summary statement of the context, needs, and factors that need to be considered as a result of your analysis.

Part 2: Curriculum unit plan and report.

Your submission should include:

1. A fully developed plan using the UbD template.
2. The report should:
 - a. Briefly summarise your situational analysis, explaining how the situational analysis has informed the curriculum design process.
 - b. Explain and justify your design decisions with reference to the UbD framework.
 - c. Relate your decisions to the ongoing reading in this course.

Assessment 1 criteria will focus on:

Quality of analysis;
Reference to course readings and discussion;
Ability to interpret and apply the Understanding by Design framework and theory;
Quality of argumentation; and
Quality of academic writing and accurate APA7 referencing that are essential criteria on all assignments in the School of Education.

Rubric will be provided.

Return Method

Online

Feedback Provided

Online - Two weeks from submission. Grade and remarks.

Assessment 2 - Assignment 2 - 50%

Assessment Type

Written Assignment

Purpose

The purpose of Assignment 2 is to assess your engagement with curriculum theory and practice from an instructional leadership perspective

Description

Description
Assignment 2 has two parts.

Part 1: Your participation on the courses Discussion Board. Regular prompts will be posted on Discussion Board related to course readings and tutorials. (20%). Participant marking guide will be provided in Canvas.

Part 2 Using the Schooling by Design template devise a plan outlining a scenario for revising curriculum in a school, outlining plans for its implement and ongoing evaluation. (30%)

Weighting

50%

Length

Part 2: 2000 word minimum

Due Date

Part 2: Week 13, 27 Oct

Submission Method

Online

All assignments must be submitted via Turnitin in Canvas.

Assignments will not be marked until any and all submission requirements are met.

Please include a UoN cover page when submitting assignments.

Assessment Criteria

Part 1: A marking guide will be provided in Canvas. 1 posting of a minimum 100 words for the 7 weeks in which a Discussion Board prompt is provided and 3 responses to a classmate's post (100 word minimum). Post must be dated within a 7 day period following the week of the prompt.

Part 2: Curriculum unit plan and report.

Your submission should include:

1. A fully developed plan using the SbD template.

2. The report should should:

- a. Describe the context of you scenario in terms of subject area and grade level or across subject and grade boundaries;
- b. Explain and justify your design decisions with reference to the SbD framework.
- c. Relate your decisions to the ongoing readings in this course.

Assessment 1 criteria will focus on:

Quality of analysis;

Reference to course readings and discussion;

Ability to interpret and apply the Schooling by Design framework and theory;

Quality of argumentation; and

Quality of academic writing and accurate APA7 referencing that are essential criteria on all assignments in the School of Education.

Rubric will be provided.

Online

Return Method

Feedback Provided

Online - Two weeks from submission. Grade and remark.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Integrated Learning Session (Method of recording: Record of Canvas activity.)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.</p>

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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Criterion 1: Factors in Needs Assessment				
<p>Your work demonstrates that you have limited description of at least two external factors and three internal factors that you will need to consider in developing this curriculum:</p> <p><input type="checkbox"/> below the minimum</p> <p><input type="checkbox"/> poorly defined or considered factors.</p> <p><input type="checkbox"/> no discussion of biases that may have influenced your choice.</p>	<p>Your work demonstrates that you have some description of at least two external factors and three internal factors that you will need to consider in developing this curriculum:</p> <p><input type="checkbox"/> minimum</p> <p><input type="checkbox"/> poorly defined or considered factors.</p> <p><input type="checkbox"/> no discussion of biases that may have influenced your choice.</p>	<p>Your work demonstrates that you have moderate description of at least two external factors and three internal factors that you will need to consider in developing this curriculum:</p> <p><input type="checkbox"/> more than minimum</p> <p><input type="checkbox"/> poorly defined or considered factors.</p> <p><input type="checkbox"/> no discussion of biases that may have influenced your choice.</p>	<p>Your work demonstrates that you have substantive description of at least two external factors and three internal factors that you will need to consider in developing this curriculum:</p> <p><input type="checkbox"/> much more than minimum</p> <p><input type="checkbox"/> poorly defined or considered factors.</p> <p><input type="checkbox"/> no discussion of biases that may have influenced your choice.</p>	<p>How well have you demonstrated excellence in identifying factors?</p>
				/ 5
Criterion 2: Identification of stakeholders, relevant questions, documents in Needs Assessment				
<p>You work demonstrates that you have limited identification of key stakeholders to interview or survey about these factors (staff, parents, students), limited development of a short list of relevant questions, and limited identification of key documents that may need to be read (policies, past years' reports, etc.):</p> <p><input type="checkbox"/> stakeholders.</p> <p><input type="checkbox"/> interview questions</p> <p><input type="checkbox"/> documents</p>	<p>You work demonstrates that you have some identification of key stakeholders to interview or survey about these factors (staff, parents, students), limited development of a short list of relevant questions, and limited identification of key documents that may need to be read (policies, past years' reports, etc.):</p> <p><input type="checkbox"/> stakeholders.</p> <p><input type="checkbox"/> interview questions</p> <p><input type="checkbox"/> documents</p>	<p>You work demonstrates that you have moderate identification of key stakeholders to interview or survey about these factors (staff, parents, students), limited development of a short list of relevant questions, and limited identification of key documents that may need to be read (policies, past years' reports, etc.):</p> <p><input type="checkbox"/> stakeholders.</p> <p><input type="checkbox"/> interview questions</p> <p><input type="checkbox"/> documents</p>	<p>You work demonstrates that you have substantive identification of key stakeholders to interview or survey about these factors (staff, parents, students), limited development of a short list of relevant questions, and limited identification of key documents that may need to be read (policies, past years' reports, etc.):</p> <p><input type="checkbox"/> stakeholders.</p> <p><input type="checkbox"/> interview questions</p> <p><input type="checkbox"/> documents</p>	<p>How well have you identified stakeholders, interview questions, relevant documents?</p>
				/ 5
3: Analysis				
<p>You have provided limited analysis of this data and have a summary statement of the context, needs, and factors that need to be considered in the development of your curriculum document:</p>	<p>You have provided some analysis of this data and have a summary statement of the context, needs, and factors that need to be considered in the development of your curriculum document:</p>	<p>You have provided moderate analysis of this data and have a summary statement of the context, needs, and factors that need to be considered in the development of your curriculum document:</p>	<p>You have provided substantive analysis of this data and have a summary statement of the context, needs, and factors that need to be considered in the development of your curriculum document:</p>	<p>How well have analysed data?</p>
				/ 5
Criterion 4: Written Communication Criterion				
<p><input type="checkbox"/> poor organisation (introduction and conclusion)</p> <p><input type="checkbox"/> poor attention and lack of control of writing conventions.</p> <p><input type="checkbox"/> poor use of APA referencing.</p>	<p><input type="checkbox"/> inconsistent organisation (introduction and conclusion)</p> <p><input type="checkbox"/> inconsistent attention and control of writing conventions.</p> <p><input type="checkbox"/> inconsistent use of APA referencing.</p>	<p><input type="checkbox"/> good organisation (introduction and conclusion)</p> <p><input type="checkbox"/> good attention and control of writing conventions.</p> <p><input type="checkbox"/> good use of APA referencing.</p>	<p><input type="checkbox"/> excellent organisation (introduction and conclusion)</p> <p><input type="checkbox"/> excellent attention and control of writing conventions.</p> <p><input type="checkbox"/> no errors in use of APA referencing.</p>	<p>How well have you communicated your analysis and discussion?</p>
				/ 5
<input type="checkbox"/> REFERENCING RESUBMISSION REQUIRED	<input type="checkbox"/> LITERACY RESUBMISSION REQUIRED	RESUBMISSION DUE: _____	FINAL MARK	/ 20

Criterion 1: Summary				
Your work demonstrates that you have no summary of the needs assessment (Assignment 1, Part1).	Your work demonstrates that you have a minimal summary of the needs assessment (Assignment 1, Part1).	Your work demonstrates that you have a partial summary of the needs assessment (Assignment 1, Part1).	Your work demonstrates that you have a complete summary of the needs assessment (Assignment 1, Part1).	How well have you demonstrated excellence in summarising needs analysis?
				/ 5
Criterion 2: Unit Plan				
You work demonstrates that you have little evidence of <input type="checkbox"/> Use of UbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	You work demonstrates that you have some evidence of <input type="checkbox"/> Use of UbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	You work demonstrates that you have moderate evidence of <input type="checkbox"/> Use of UbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	You work demonstrates that you have detailed evidence of <input type="checkbox"/> Use of UbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	How well have you elaborated your unit plan?
				/ 15
3: Engagement with literature				
You have provided little evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	You have provided partial evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	You have provided moderate evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	You have provided substantive evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	How well have you engaged with the literature?
				/ 5
Criterion 4: Written Communication Criterion				
<input type="checkbox"/> poor organisation (introduction and conclusion) <input type="checkbox"/> poor attention and lack of control of writing conventions. <input type="checkbox"/> poor use of APA referencing.	<input type="checkbox"/> inconsistent organisation (introduction and conclusion) <input type="checkbox"/> inconsistent attention and control of writing conventions. <input type="checkbox"/> inconsistent use of APA referencing.	<input type="checkbox"/> good organisation (introduction and conclusion) <input type="checkbox"/> good attention and control of writing conventions. <input type="checkbox"/> good use of APA referencing.	<input type="checkbox"/> excellent organisation (introduction and conclusion) <input type="checkbox"/> excellent attention and control of writing conventions. <input type="checkbox"/> no errors in use of APA referencing.	How well have you communicated your summary, explanation, and document?
				/ 5
<input type="checkbox"/> REFERENCING RESUBMISSION REQUIRED	<input type="checkbox"/> LITERACY RESUBMISSION REQUIRED	RESUBMISSION DUE: _____	FINAL MARK	/ 30

Criterion 2: School Change Plan				
You work demonstrates that you have little evidence of <input type="checkbox"/> Use of SbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	You work demonstrates that you have some evidence of <input type="checkbox"/> Use of SbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	You work demonstrates that you have moderate evidence of <input type="checkbox"/> Use of SbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	You work demonstrates that you have detailed evidence of <input type="checkbox"/> Use of SbD framework; and <input type="checkbox"/> Elaboration and justification of your design decisions	How well have you elaborated your school change plan?
				/ 15
3: Engagement with literature				
You have provided little evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	You have provided partial evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	You have provided moderate evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	You have provided substantive evidence of <input type="checkbox"/> That you have interacted critically with the material presented in the tutorials, text, and readings <input type="checkbox"/> Further reading and reflection beyond the required and supplementary course material	How well have you engaged with the literature?
				/ 10
Criterion 4: Written Communication Criterion				
<input type="checkbox"/> poor organisation (introduction and conclusion) <input type="checkbox"/> poor attention and lack of control of writing conventions. <input type="checkbox"/> poor use of APA referencing.	<input type="checkbox"/> inconsistent organisation (introduction and conclusion) <input type="checkbox"/> inconsistent attention and control of writing conventions. <input type="checkbox"/> inconsistent use of APA referencing.	<input type="checkbox"/> good organisation (introduction and conclusion) <input type="checkbox"/> good attention and control of writing conventions. <input type="checkbox"/> good use of APA referencing.	<input type="checkbox"/> excellent organisation (introduction and conclusion) <input type="checkbox"/> excellent attention and control of writing conventions. <input type="checkbox"/> no errors in use of APA referencing.	How well have you communicated your summary, explanation, and document?
				/ 5
<input type="checkbox"/> REFERENCING RESUBMISSION REQUIRED	<input type="checkbox"/> LITERACY RESUBMISSION REQUIRED	RESUBMISSION DUE: _____	FINAL MARK	/ 30