

EDUC2200: The Future of Teaching and Learning

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course will overview the current research in the learning sciences and its implications for equity, learning and teaching. It will provide opportunities for students to explore new learning platforms, educational innovations, and alternative models of education in a variety of contexts, communities and settings, from the early years through to adulthood.

Requisites For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

Contact Hours

Online

Field Study
Online
6 hour(s) per Term Full Term
Two half-day visits to two different sites preferred

Lecture
Online
1 hour(s) per Week for Full Term

Tutorial
Online
1 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

CONTACTS

Course Coordinator	Online Prof John Fischetti John.Fischetti@newcastle.edu.au 02 4921 5979 Consultation: via email or canvas
Teaching Staff	Other teaching staff will be advised on the course canvas site.
School Office	School of Education VG30, V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ul style="list-style-type: none">• Exploration of insights from the new learning sciences;• Current and future roles and function of schools in society;• The specific role of education in promoting well-being, critical thinking, adaptive reasoning, and creativity;• Cross-cultural and global differences in learning and teaching approaches;• Alternative models of education (Including: Montessori, Big Picture, Project-Based Learning, Arts-Based Inquiry, International Baccalaureate, Phenomena Learning, Primary Ethics, Philosophy in Schools, etc.).
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Critically evaluate current research in the learning sciences and its implications for equity, learning and teaching.2. Describe alternative models of education from a variety of contexts, communities and settings.3. Design innovative equity-based solutions for contemporary educational problems.4. Present an alternative future-focused vision of education.
Course Materials	<p>Recommended Reading:</p> <ul style="list-style-type: none">- Recommended readings will be provided on the canvas site.

SCHEDULE

Week	<ul style="list-style-type: none"> Weekly Key Question Readings/Videos/Other Content 	<ul style="list-style-type: none"> Weekly Course Content Assignments Assessment 	Maximum Marks
<p>Week One</p> <p>26 February – 1 March</p> <p>Assignment Due: 5 March</p>	<p>Key Questions:</p> <p>What is EDUC2200?</p> <p>What is the future of teaching, learning and schooling?</p> <p>Readings/Video/Content:</p> <p>Watch these three videos:</p> <ol style="list-style-type: none"> John's Course Intro Video: https://youtu.be/miCuw-heJhg Intro video for Week One: https://youtu.be/IEkmvuMlqi4 Advice for students in an online class: https://www.youtube.com/watch?v=z59r1J4hzOw 	<p>There are three parts to watch, read and do for this week's first assignment.</p> <p>PART 1:</p> <ol style="list-style-type: none"> Watch the three course intro videos (links on the left) to get background about the course. ☺ <p>PART 2:</p> <ol style="list-style-type: none"> Watch these videos and read the summary sections of these reports <i>This links to question two of this week's assessment.</i> <ol style="list-style-type: none"> VIDEO ONE https://www.youtube.com/watch?v=QNfwNSHlalg VIDEO TWO https://www.youtube.com/watch?v=zDZFcdGpL4U VIDEO THREE Watch this video from Lucille Ball as a metaphor for the assembly line schooling. Connect this to the Ken Robinson video above https://www.youtube.com/watch?v=NkQ58I53mjk VIDEO FOUR: Redesigning Learning and Teaching: A Case for Change https://www.youtube.com/watch?v=VyT3aJoMf0o&t=1s VIDEO FIVE: Watch this video on student disengagement. https://www.youtube.com/watch?v=M6tRJK8U8&index=63&list=PL0vaQhaoAQCReQjskQ9cxJRnIR23odiu&t=0s <p>Read the following</p> <ol style="list-style-type: none"> GONSKI REPORT (read the executive summary of this report about equity in Australia and skim the rest.) https://tinyurl.com/yddvfruz Read this one. Australia's education is headed backwards. We can change that. https://www.openforum.com.au/australias-education-system-is-stagnating-at-best-heading-backwards-at-worst/ Read these articles on curriculum change: The potential obsolescence of the HSC from John: https://www.smh.com.au/national/naplan-attendance-and-aspiration-best-indicators-of-hsc-results-20200728-p55gbi.html <p>Read this story from the Sydney Morning Herald. https://www.smh.com.au/education/australian-students-spend-more-time-in-class-are-still-outperformed-in-tests-20180727-p4zu34.html</p> <p><i>See the next page for more information for Week One</i></p> 	<p>3</p>

		<p>PART THREE Weekly Assessment: Now in the Discussion Forum for Week One answer each of these questions:</p> <ol style="list-style-type: none"> 1) Introduce yourself to me and to your tutor. Tell us one or two things about yourself that you would like us to know. 2) What is one big “takeaway” you have from this initial scan of the future of teaching and learning? A <i>takeaway</i> is the big idea you got from your investigation of the videos and text material this week. 3) “What do you see needs to change in teaching and learning in schooling?” - (250 words or less). This is not an academic paper; it is a well written, but conversational response that addresses each of the items in your own words <u>(Please cite these items throughout your response using APA referencing).</u> <p>Submit your response in the text box or attach to the last item in Canvas Week 1.</p> <p>Weekly Assessment is due by 11:59 on Tuesday 5 March. Each week’s assignments are due on Tuesday night of the following week.</p>	
<p>Week Two 4 March – 8 March Assignment Due: 12 March</p>	<p>Key Question: <i><u>Why are the first three years of life so vital for future development, health and wellbeing?</u></i></p>	<p>Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week. For example, this content will be shared on March 3rd and the assignment is due the Tuesday 12 March (a 9-day week to complete)</p>	3
<p>Week Three 11 March – 15 March Assignment Due: 19 March</p>	<p>Key Question: <i><u>What is occurring in the brains of adolescents?</u></i></p>	<p>Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.</p>	3
<p>Week Four 18 March – 22 March Assignment Due: 26 March</p>	<p>Key Question: <i><u>What is the reality of toxic stress and trauma on children?</u></i></p>	<p>Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.</p>	3
<p>Week Five 25 March – 29 March Assignment Due: 2 April</p>	<p>Key Question: <i>Why is it important as classroom teachers to prioritise student mental health and wellbeing?</i></p>	<p>Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.</p>	3
<p>Week Six 1 April – 5 April Assignment Due: 9 April</p>	<p>Key Question: <i>What is the “big” Assessment Task One?</i></p>	<p>Assessment Task One due 9 April by 11:59 pm. https://www.dropbox.com/scl/fi/ayma47aybxg3lc95eltnv/EDUC-2200-Assessment-Task-Two-2024-06-02-24.pdf?rlkey=3m1bafjh6fznro1enrvkajtzf&dl=0</p>	25

Week Seven 8 April – 12 April Assignment Due: 16 April	Key Question: <i>What is the Big Picture school model?</i>	Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.	3
Recess – 15 April to 26 April			
Week Eight 29 April – 3 May Assignment Due: 7 May	Key Question: <i>What are the implications of Big Picture for the future of teaching and learning?</i>	Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.	3
Week Nine 6 May – 10 May Assignment Due: 14 May	Key Question: <i>What are other national and international examples that are aiming to transform teaching, learning and schooling?</i>	Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.	3
Week Ten 13 May – 17 May Assignment Due: 21 May	Key Question: <i>What school example do you want to investigate and what makes it transformative?</i>	Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.	3
Week Eleven 20 May – 24 May Assignment Due: 28 May	Key Question: <i>What are your reflections on the content you have studied for EDUC2200?</i>	Course Content to be shared on CANVAS Module the Sunday Prior to start of the University Week.	3
Week Twelve 27 May– 31 May Assignment Due: 11 June	Key Question: <i>What are the opportunities of your example for the future of teaching, learning and schooling?</i>	Assessment Task Three due 11 June (Large Task Two) https://www.dropbox.com/scl/fi/3eil91jk9lngdafyn0v22/EDUC200-Assessment-3-5-2-24.pdf?rlkey=zd2j82h1qs4mqtd1kelvncv3v&dl=0	45
Week Thirteen 3 June – 7 June Assignment Due: 11 June	Key Question: <i>What do your colleagues need to know about your example?</i>	Assessment Task Two due 11 June Assessment Task Three (Large Task Two) https://www.dropbox.com/scl/fi/3eil91jk9lngdafyn0v22/EDUC200-Assessment-3-5-2-24.pdf?rlkey=zd2j82h1qs4mqtd1kelvncv3v&dl=0	☺

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Weekly online Discussion Board (or equivalent) - 30%	As shown in the course schedule	Individual	30%	1, 2, 3, 4
2	Written Assignment - 25%	Tuesday, 9 April	Individual	25%	1, 2, 3, 4
3	Critical Reflection - 45%	Tuesday, June 11 (one week extension already built in)	Individual	45%	2, 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 – Weekly online Discussion Board (or equivalent) – 30%

Assessment Type Online Learning Activity

Description Each week for ten of the semester weeks there are assessments worth 3 marks each. These are discussion board postings or equivalent.

Weighting 30%

Due Date As shown in the course schedule.

All work for EDUC2200 is due on the **Tuesday following by 11:59 PM** AEST or AEDT. For example, Week One assignment is due in Canvas the Tuesday of Week 2 by 11:59 PM AEST or AEDT as appropriate.

Submission Method Online

Assessment Criteria

Return Method Online

Feedback Provided Online

Assessment 2 – Written Assignment – 25%

Assessment Type Written Assignment

Description This is an essay described in the course description for Week Three and due in Week Six.

Weighting 25%

Length Approximately 600 words

Due Date Tuesday, Week 6

Submission Method Online

Assessment Criteria

Return Method Online

Feedback Provided Online

Assessment 3 – Critical Reflection – 45%

Assessment Type	Presentation
Description	This is a presentation related to a transformative school model. It is a 20-slide maximum PowerPoint (or equivalent) with written description or oral voiceover. More information about this task is available on the Canvas site.
Weighting	45%
Length	20 slides maximum
Due Date	Tuesday, Week 13
Submission Method	Online
Assessment Criteria	Online
Return Method	Online. Approximately 3 weeks after submission.
Feedback Provided	Online. Approximately 3 weeks after submission.

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).

Communication Methods

Communication methods used in this course include:
- canvas announcements

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](#).

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- 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. Please see the [Student Academic Integrity Policy](#) for more information.
- Adverse Circumstances** 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:
1. the assessment item is a major assessment item; or
 2. 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; or
 4. the course has a compulsory attendance requirement.
- Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).
- Important Policy Information** The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, [policies and procedures](#).

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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EDUC2200 Semester One 2024 Week 6:
Assessment Task Two (first larger task) –
related to Week 2-5 content, 25 marks, approximately 600 words

Imagine that your principal or EC centre director invites you to prepare a presentation about the topics of Weeks 2-5 of our EDUC2200 course (the first three years of life, the transition through adolescence, the impact of toxic stress on children and the importance of wellbeing). The principal/director heard you are a strong new teacher and know great things about children and the learning process. In preparing for this short presentation, you want to inform your fellow teachers at the school about what you have learned and how they could apply this content of their teaching practices.

You can either choose to give your fellow teachers an overview of all Week 2-5 content **or** focus on one of the following specific questions:

1. What are the implications of the first three years of life for the program you are hoping to teach in (either early childhood, primary or secondary)?
2. How can early childhood, primary and/or secondary educators respond to the knowledge of what occurs in the brain during puberty/adolescence?
3. With an increase in students who are exposed to toxic stress, what do early childhood, primary and/or secondary teachers need to know about learner's needs who have or who are experiencing toxic stress?
4. Why is supporting positive mental health so vital for a school?
5. What are the biggest takeaways (learnings) from Weeks 2-5 from our course?

Whichever option you choose, please reference specifically the learning from our course materials. You may use any or all the course readings and videos, but you should add at least one more academic source relevant to your question that you find to add to your knowledge. In this context, "academic source" means an article published in a reputable peer-reviewed journal.

The **format** of this written assessment could be a:

- summary of talking points for a presentation,
- PowerPoint presentation,
- brochure,
- teacher handout or a
- letter to your fellow teachers.

Additionally, please use APA referencing throughout and submit one document only. Your written assessment should be approximately 600 words long. Before submission, please also check your similarity score in Turnitin and reword any content that is highlighted – except for references and direct quotes. Have fun with this and focus on the learning from the first weeks of the course you are most passionate about. This written assessment will be marked according to the provided rubric.

Criterion	Fail	Pass	Credit	Distinction	High Distinction
% criterion	0-49%	50%-64%	65-74%	75-84%	85-100%
Summarise (10 marks, 40%)	Overview/discussion is irrelevant and insufficiently answers the question; insufficiently reviews literature and does not link to course material. (0.00-4.99 marks)	Overview/discussion is relevant and answers the question but digresses significantly, is sometimes factually incorrect; sufficiently reviews the literature and provides Basic summaries and links to course material. (5.00-6.4 marks)	Overview/discussion is relevant and answers the question with only minor digressions; factually correct; sufficiently reviews the literature and provides good summaries and links to course material. (6.5-7.4 marks)	Overview/discussion is relevant and successfully answers the question; factually correct; successfully reviews the literature; provides good summaries and links to course material. (7.5-8.4 marks)	Overview/discussion is relevant and successfully answers the question; factually correct; thoroughly reviews the literature; provides excellent and thorough summaries and links to course material. (8.50-10.00 marks)
Apply (10 marks, 40%)	Structure and organization are ineffective; introduction and conclusion are superficial, incorrect or doesn't build on the literature. (0.00-4.99 marks)	Structure and organization are basic; introduction & conclusion are basic; sometimes refers to specific areas of teaching and teaching contexts and is mainly linked to the literature. (5.00-6.4 marks)	Structure and organization are sound; introduction & conclusion are good; refers to specific areas of teaching and teaching contexts and provides generally good links to the literature. (6.5-7.4 marks)	Structure and organization are proficient; introduction & conclusion are great; refers to specific areas of teaching and teaching contexts and provides good links to the literature. (7.5-8.4 marks)	Structure and organisation are excellent; introduction and conclusions are excellent; refer to specific areas of teaching and teaching contexts and are explicitly linked to the literature. (8.50-10.00 marks)
Format (5 marks, 20%)	Some of the following: referencing mistakes, no additional academic source, spelling / grammar mistakes, writing incomprehensible for laypeople. (0-2.49 marks)	Adequate APA referencing, at least one additional Academic source included, writing with minor spelling / grammar mistakes and passably adapted to communicate with fellow teachers (laypeople). (2.5-3.20 marks)	Correct APA referencing, at least one additional academic source included, writing without spelling / grammar mistakes and adequately adapted to communicate with fellow teachers (laypeople). (3.25-3.70 marks)	Correct APA referencing, more than one additional academic source included, writing without spelling / grammar mistakes and competently adapted to communicate with fellow teachers (laypeople). (3.75-4.20 marks)	Excellent APA referencing, more than one additional academic source included, writing without spelling / grammar mistakes and expertly adapted to communicate with fellow teachers (laypeople). (4.25-5.0 marks)

This semester we have been studying key concepts around future-focused learning, key skills for the 21st century and school designs that offer transformative approaches to learning, teaching and assessment.

Based on the key concepts from your learning in the course, we are asking you for Assessment 2 to choose one of the following two options:

- 1) Arrange a visit to a school that you know of, or we have introduced you to in the course that is implementing transformational change (changing the role of the learner, the teacher and assessment all at the same time). This might be a place where you have completed a practicum placement or a place where a family member/friend works. During the visit or visits, you will interview the principal/director (or equivalent) and find out more about the innovations they are implementing, the philosophy/research behind the innovations and some examples how it is changing learning, teaching and assessment. This face-to-face visit will help stretch your network and allow you to dig deeper into a change this is happening in “your back yard.” This is the preferred option.
- 2) Complete a ‘desktop’ research project on a school design in Australia or around the world that fits the criteria of changing the role of the learner, the teacher and assessment all at the same time. You will use that school’s/EC centre’s web page, research on the philosophy behind the design looking for evidence related to implementation of this idea, reports or documents you can locate about the design and related videos on YouTube or other sources. If you choose this option, you should be passionate about the school design and be passionate to find out more about how they are changing schooling. John has a list of videos he will share in Week 9 related to two popular transformative school designs, but you can go beyond this list and find more.¹

1) ¹ Please keep in mind the Big Picture Schools are too busy to host other visitors except for the visits that John has arranged, and that the Steiner/Waldorf and Nature School have allowed us to use videos with their leaders that you can use as part of Option 2 if you choose.

For your assessment task, please imagine that you are a new Teacher Leader/Principal/Director of a school/Early Childcare Centre and you are synthesising the learning from our course for your new school that you will present to staff and parents at a community forum. You were hired to help the school grow to a future-focused place where young people go to be inspired and to learn with master teachers.

Your ideas for transforming teaching, learning and assessment will take the form a 20-21 slide power-point presentation.

It should include the following sections:

1. Name of your chosen school and school design (1 slide)
2. School vision, purpose and values – what makes it unique? (1 slide)
3. Contextual information of the background/summary of the school design (2 slides)
4. School design features and strategies:
 - Overall school goal(s)
 - Transformative approach to learning
 - Transformative approach to teaching
 - Transformative approach to assessment(4 slides max)
5. Key research that supports the innovative approaches to learning, teaching and assessment. Where systematic research is lacking, please cite key reports and other evidence that supports this innovation (3 slides max)
6. People that you consulted and/or web links/videos which have informed the school design (Names, roles, key points of the discussion that informed the school design – look at FAQs to assist you) (4 slides max)
7. Reflection – In your opinion, what are the educational, social and emotional benefits of the school design model? How do you believe the school design approach affects/will affect pedagogical practices for the teachers in your school? What will teachers and parents need to know to support this kind of learning, teaching and assessment? What makes this school transformational? How will students feel belonging and engaged in the learning process? (4 slides max)
8. References (2 slides max)

You should use research-based academic literature to support your discussions and use APA 7th edition referencing format. You can use the course materials but you will also need to find your own additional academic sources.

EDUC2200 Assessment Task Three Rubric – Strategic Plan of Transformational Learning Design – Semester One 2024 – John Fischetti (Course Coordinator)

Criterion (1-2)	0 marks	1 mark			
Name of school design & School vision, purpose and values (1 mark)	Name of school design is missing	Name of school design is provided and accurate			
	School vision, purpose and values are missing	School vision, purpose and values are accurate			
% criterion (3-8)	Fail 0-49%	Pass 50%-64%	Credit 65-74%	Distinction 75-84%	High Distinction 85-100%
Contextual information of the background/summary of your school design (5 marks)	Limited summary of the chosen school design features. No contextual information provided. No academic literature to support discussion. (0 - 2.45 marks)	Sound summary of the chosen school design features. No contextual information provided. No academic literature to support discussion. (2.5 - 3.2 marks)	Good summary of the chosen school design features. Sound contextual information provided. Academic literature supports discussion. (3.25 - 3.7 marks)	Excellent summary of the chosen school design features. Sound contextual information provided. Academic literature supports discussion. (3.75 - 4.2 marks)	Excellent summary of the chosen school design features. Excellent contextual information provided. Academic literature supports discussion. (4.25 - 5 marks)
School outcomes and strategies (Key design features) (4 marks)	Limited discussion <u>on most of the school's key design features</u> and how they are changing learning, teaching and assessment. No practical classroom strategies provided. No academic literature supports discussion. (0 – 1.45 marks)	Sound discussion <u>on most of the school's key design features</u> and how they are changing learning, teaching and assessment. No practical classroom strategies provided. No academic literature supports discussion. (1.5 - 2.2 marks)	Good discussion <u>on most of the school's key design features</u> and how they are changing learning, teaching and assessment. Sound practical classroom strategies provided. Academic literature supports discussion. (2.25 - 2.7 marks)	Excellent discussion <u>on all of the school's key design features</u> and how they are changing learning, teaching and assessment. Sound practical classroom strategies provided. Academic literature supports discussion. (2.75 - 3.2 marks)	Excellent discussion <u>on all of the school's key design features</u> and how they are changing learning, teaching and assessment. Excellent practical classroom strategies provided. Academic literature supports discussion. (3.25 - 4 marks)
Key research on the innovation (6 marks)	Limited discussion on the research behind <u>most of the innovative approaches used for this school design model</u> (learning, teaching and assessment) and how they support student learning. No academic literature supports discussion. (0 – 2.45 marks)	Sound discussion on the research behind <u>most of the innovative approaches used for this school design model</u> (learning, teaching and assessment) and how they support student learning. No academic literature supports discussion. (2.5 - 3.2 marks)	Good discussion on the research behind <u>most of the innovative approaches used for this school design model</u> (learning, teaching and assessment) and how they support student learning. Academic literature supports discussion. (3.25- 3.7 marks)	Excellent discussion on the research behind <u>most of the innovative approaches used for this school design model</u> (learning, teaching and assessment) and how they support student learning. Academic literature supports discussion. (3.75 - 5.2 marks)	Excellent discussion on the research behind <u>all of the innovative approaches used for this school design model</u> (learning, teaching and assessment) and how they support student learning. Academic literature supports discussion. (5.25 - 6 marks)

Key contacts/sources and communications around the school design (12 marks)	No contextual and demographic information of contact/s or sources used. Limited summary of the communication obtained. No reflection provided. (0 - 5.9 marks)	Sound contextual and demographic information of contact/s or sources used. Sound summary of the communication obtained. No reflection provided. (6.0 - 7.7 marks)	Good contextual and demographic information of contact/s or sources used. Good summary of the communication obtained. No reflection provided. (7.8 - 8.9 marks)	Excellent contextual and demographic information of contact/s or sources used. Good summary of the communication obtained. Good reflection provided. (9.0 -10.1 marks)	Excellent contextual and demographic information of contact/s or sources used. Excellent summary of the communication obtained. Excellent reflection provided. (10.2 -12 marks)
Reflection of the school design model (14 marks)	Limited reflection on the benefits of the school design model. Limited/No reflection on how the design model affects pedagogical practices. No discussion on future goals/ideas/challenges of the school design model. No academic literature supports discussion. (0 - 6.9 marks)	Sound reflection on the benefits of the school design model. Sound reflection on how the design model affects pedagogical practices. Sound/No discussion on future goals/ideas/challenges of the school design model. No academic literature supports discussion. (7.0 -9.0 marks)	Good reflection on the benefits of the school design model. Good reflection on how the design model affects pedagogical practices. Good discussion on future goals/ideas/challenges of the school design model. Academic literature supports discussion. (9.1 -10.4 marks)	Excellent reflection on the benefits of the school design model. Good reflection on how the design model affects pedagogical practices. Good discussion on future goals/ideas/challenges of the school design model. Academic literature supports discussion. (10.5 -11.8 marks)	Excellent reflection on the benefits of the school design model. Excellent reflection on how the design model affects pedagogical practices. Excellent discussion on future goals/ideas/challenges of the school design model. Academic literature supports discussion. (11.9 -14 marks)
References (3 marks)	Incorrect APA referencing mistakes. No additional academic sources included. Spelling/grammar mistakes. Writing is incomprehensible to communicate with fellow teachers and laypeople. Does not adhere to slide/word limit. (0-1 marks)	Adequate APA referencing. At least one additional academic source included. Minor spelling/grammar mistakes. Writing is passably adapted to communicate with fellow teachers and laypeople. Adheres to slide/word limit. (1.5 marks)	Correct APA referencing. At least one additional academic source included. No spelling/grammar mistakes. Writing is adequately adapted to communicate with fellow teachers and laypeople. Adheres to slide/word limit. (2 marks)	Correct APA referencing. More than one additional academic source included. No spelling/grammar mistakes. Writing is competently adapted to communicate with fellow teachers and laypeople. Adheres to slide/word limit. (2.5 marks)	Excellent APA referencing. More than one additional academic source included. No spelling/grammar mistakes. Writing is expertly adapted to communicate with fellow teachers and laypeople. Adheres to word and slide limits. (3 marks)
TOTAL /45					