School of Education

EDUC6775: Curriculum, Pedagogy and Assessment in Secondary Schools

Online

Trimester 1 - 2024

OVERVIEW

Course Description

In this course students will interrogate the role and value of their major teaching area in contemporary society and the broader school curriculum. The specialised knowledge and skills of the teacher, in particular, planning, teaching and assessment and ways of differentiating curriculum to meet the diverse needs of learners will be explored. Specific attention will also be given to Indigenous students and multicultural experience; as well as a range of strategies, technologies and resources for teaching and assessing the major teaching area.

Academic Progress Requirements

Nil

Requisites

To enrol in this course students must be active in one of the following programs:
Master of Teaching (Secondary) [40204];
Master of Teaching (Secondary) [11715];
Graduate Diploma in Teaching (Secondary) [50012].

Students who have successfully completed EDUC6171, EDUC6180, EDUC6190, EDUC6236, EDUC6243, EDUC6245, EDUC6250, EDUC6336, EDUC6345, EDUC6360, EDUC6371, EDUC6380, EDUC6390, EDUC6552, or EDUC6652, cannot enrol in EDUC6775.

Contact Hours

Online
Lecture
Online (Asynchronous)
1 hour(s) per week(s) for 12 week(s) starting Week 1

Online Activity
Online (Asynchronous)
2 hour(s) per week(s) for 12 week(s) starting Week 1

Tutorial
Online (Synchronous)
1 hour(s) per week(s) for Weeks 3, 6, & 12

Face to face On campus intensive
9 Hours total: Week 9 (26th March, 1-4pm; plus
27th March, 9-12pm and 1-4pm).

Unit Weighting

20

Workload

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

CONTACTS

Course Coordinator	**Associate Professor Robert Parkes** V Building, Room G25 Callaghan Robert.Parkes@newcastle.edu.au + 61 (2) 4985 4080 Consultation: Use the booking link below for a meeting via phone, zoom, or on-campus. https://calendly.com/robert-parkes/academic-program-advice
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	Topics will include: • The principles and practices of planning, teaching and assessing for student learning in secondary schools. • The role and value of the major teaching area in contemporary society and the broader school curriculum. • Lesson planning and programming for Stage 4/5/6. • Course and assessment requirements of the major teaching area curriculum. • Strategies, technologies and resources for planning, teaching and assessing the major teaching area. • Differentiating curriculum to meet the diverse needs of learning in the secondary classroom. • Approaches for incorporating insights into the secondary classroom into Aboriginal and multicultural experience.
Course Learning Outcomes	**On successful completion of this course, students will be able to:** 1. Articulate and critically analyse the role and value of the major teaching area in contemporary society and the broader school curriculum. 2. Develop and evaluate lesson plans, programs and assessment tasks for secondary schools in the major teaching area. 3. Analyse the process and components of planning, teaching, assessment and reflection as related to the major teaching area. 4. Adapt and differentiate the curriculum to meet the diverse needs of learners in the secondary classroom. 5. Integrate strategies, technologies and resources for planning, teaching and assessing in the major content area.
Course Materials	**Required Reading:** - Killen, R. (2015). *Effective teaching strategies. Lessons from research and practice (7 ed.).* South Melbourne, Vic: Cengage. - Killen, R. (2005). *Programming and assessment for quality teaching and learning*. South Melbourne, Vic: Cengage.

SCHEDULE

Module	Week	Week Begins	Topic	Weekly Activity
1. Curriculum	**1**	29 Jan	**Understanding Curriculum (CLO1)** • Purpose, value, and structure of the Australian Curriculum of your major teaching area	Asynchronous Weekly Task: Activity 1a
	2	5 Feb	**Becoming a Constructivist Teacher (CLO3)** • Constructivist Learning Theory • Bloom's Taxonomy and Curriculum Outcomes	Asynchronous Weekly Task: • Activity 1b
	3	12 Feb	**Quality Teaching as a Curriculum Planning Framework (CLO2 & CLO3)** • NSW Quality Teaching Model as a Curriculum Planning Framework • Backward Design and Constructive Alignment • How to read a syllabus: Rationale, Aims and Objectives, Outcomes, Stages, Content, Skills. • Components of a Lesson Plan	**Synchronous Zoom Tutorial** + Asynchronous Weekly Task: • Activity 1c
2. Assessment	**4**	19 Feb	**Types of Assessment (CLO2, CLO3, & CLO4)** • Assessment of, for, and as learning • Formal vs Informal Assessment • Formative vs Summative Assessment • Authentic Assessment	Asynchronous Weekly Task: • Activity 2a
	5	26 Feb	**Assessment Design in Action (CLO2)** • Design of an Authentic Assessment Task • Design of Marking Scheme using Solo Taxonomy	Asynchronous Weekly Task: • Activity 2b
	6	4 Mar	**Explicit Quality Criteria (CLO2)** • Bloom's Taxonomy as a Guide for Assessment • Ranking vs Rating (Standards Based Assessment) • Solo Taxonomy as a Guide for Rubric Design • Validity and Reliability in Assessment	**Synchronous Zoom Tutorial** + Asynchronous Weekly Task: • Activity 2c
3. Pedagogy	**7**	11 Mar	**Practicing to Learn (CLO3, CLO4, & CLO5)** • Cognitive Load Theory and its Applications • Explicit Scaffolded Instruction • Exploring the Micro-Skills of Explanation, Demonstration, & Coaching	Asynchronous Weekly Task: • Activity 2d
	8	18 Mar	**Talking to Learn (CLO3, CLO4, & CLO5)** • Genesis of Higher Cognitive Functions and the Zone of Proximal Development • Cooperative and Collaborative Small Group Learning Models • Exploring the Micro-Skill of Questioning (and the Problems of the IRF Sequence and Common Practice of Teacher Echo)	Asynchronous Weekly Task: • Activity 2e
	9	25 Mar	**Subject Specific Curriculum, Pedagogy, and Assessment Practice (CLO3, CLO4, & CLO5)** • Core Disciplinary Concepts, Procedures, Resources, & Signature Pedagogies • Specific Curriculum Requirements (Including Cross-Curricular Priorities & General Capabilities) • Unit and Lesson Planning Methods (including W.H.E.R.E.T.O. planning process)	**On-Campus Intensive Teaching Area Specific Workshops focused on Assessment 3**

Module	Week	Week Begins	Topic	Weekly Activity
4. Integration	**10**	1 Apr	**Fine-Tuning Unit & Lesson Planning (CLO3, CLO4, & CLO5)** • Developing a Complete Unit of Work for • Opportunity to discuss online with your mentor, any final questions regarding the requirements of Assignment 3.	Asynchronous Project • Assignment 3a
	11	8 Apr		Asynchronous Project • Assignment 3a
	12	15 Apr		**Synchronous Zoom Tutorial** + • Assignment 3b

ASSESSMENTS

This course has 3 assessments. Assessment 1 & 2 have parts due on different dates. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Course Learning Outcomes	Marks	Weighting	Involvement
1	**A:** Value of Your School Subject	Sunday, 4 February, 11.59pm	1, 3	5 marks	15%	Individual
	B: Constructivist Learning Theory	Sunday, 11 February, 11.59pm	3	5 marks		
	C: Quality Teaching Analysis	Sunday, 18 February, 11.59pm	2, 3	5 marks		
2	**A:** Student Work Sample Analysis	Sunday, 25 February, 11.59pm	2, 3, 4	5 marks	35%	Individual
	B: Authentic Assessment Task	Sunday, 3 March, 11.59pm	2	5 marks		
	C: Valid Marking Scheme	Sunday, 10 March, 11:59pm	2	5 marks		
	D: Scaffolded Learning Sequence	Sunday, 17 March, 11:59pm	3, 4, 5	15 marks		
	E: Class Discussion Guide	Sunday, 24 March, 11:59pm	3, 4, 5	5 marks		
3	**A:** Unit Programming	Sunday, 14 April, 11:59pm	3, 4, 5	25 marks	50%	Individual
	B: Lesson Planning	Sunday, 21 April, 11:59pm	3, 4, 5	25 marks		

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: Professional Knowledge Tasks

Assessment 1a	**Value of Your School Subject**
Assessment Type	Written Professional Knowledge Task
Purpose	The purpose of this assessment task is to ensure that you have engaged with the core readings and curriculum materials for Week 1, and can articulate and critically analyse the role and value of your major teaching area in contemporary society and the broader school curriculum (CLO1 & CLO3).
Description	Based on your engagement with the curriculum materials provided in Module 1 - Week 1, and your knowledge of your subject area and the NSW Curriculum requirements for that subject area, please consider and provide a response to the following question:
	Why do you think your subject area is valuable within, and beyond, the official curriculum?
Weighting	5%
Length	250 words +/- 20%
Due Date	Sunday, 4 February, 11.59pm
Submission Method	Online
Return Method	Online
Feedback Provided	Via Online Rubric
Assessment Criteria	GTS 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Understanding of the Nature and Value of the Subject (GTS 2.1)	Analyses, explains, and integrates multiple aspects into a coherent whole, and hypothesis, theorises, or extends understanding in some way.	Analytical response that synthesises multiple aspects into a coherent argument.	Describes and enumerates several relevant independent aspects.	Identifies and focuses upon one relevant aspect.	Inadequate, incomplete, incoherent, or irrelevant response to the task.

Assessment 1b	**Constructivist Learning Theory**
Assessment Type	Written Professional Knowledge Task
Purpose	The purpose of this assessment task is to ensure that you have engaged with the core readings and curriculum materials for Week 2, and are able to analyse aspects of the process and components of teaching and learning (CLO3).
Description	In this task we'd like you to revisit the written task that you submitted as part of your application for entry to the Graduate Diploma in Teaching (Secondary) or Master of Teaching (Secondary) program.
	Consider what you wrote about your motivation to teach, in the light of constructivist learning theory.
	Has your view of teaching and learning been challenged at all by the course materials on constructivist learning theory?
	We are not looking for a particular agreement or disagreement with the above question, but with honest reflection grounded in selected examples from your original written task.
Weighting	5%
Length	250 words +/- 20%
Due Date	Sunday, 11 February, 11.59pm
Submission Method	Online
Return Method	Online
Feedback Provided	Via Online Rubric
Assessment Criteria	GTS 1.2 Demonstrate knowledge and understanding of research into how students learn and

the implications for teaching.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Understanding how students learn and its implications for teaching (GTS 1.2)	Analyses, explains, and integrates multiple aspects into a coherent whole, and hypothesis, theorises, or extends understanding in some way.	Analytical response that synthesises multiple aspects into a coherent argument.	Describes and enumerates several relevant independent aspects.	Identifies and focuses upon one relevant aspect.	Inadequate, incomplete, incoherent, or irrelevant response to the task.

Assessment 1c   **Quality Teaching Analysis**

Assessment Type   Written Professional Knowledge Task

Purpose   The purpose of this assessment task is to ensure you have engaged with the research summarised in the core readings for the course and can apply the insights gained to the analysis of a lesson plan using the Quality Teaching Model as a curriculum analysis framework. (CLO2 & CLO3)

Description   Using the Quality Teaching Model as an analytical framework, evaluate a lesson plan provided on the Canvas course site, that matches the Stage 4 curriculum of your major teaching area, providing annotations and commentary on areas of strength and weakness (including the degree of "constructive alignment" between its outcomes, assessment, and teaching and learning strategies and activities).

Weighting   5%
Length   300 words +/- 20%
Due Date   Sunday, 18 February, 11.59pm
Submission Method   Online
Return Method   Online
Feedback Provided   Via Online Rubric

Assessment Criteria   See Below.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
QTM Analysis: Evaluate and improve teaching programs (GTS 3.6)	Analytical response that synthesises multiple aspects into a coherent argument.	Describes and enumerates several relevant independent aspects.	Identifies and focuses upon one relevant aspect.	Inadequate, incomplete, incoherent, or irrelevant response to the task.	Analytical response that synthesises multiple aspects into a coherent argument.

Assessment 2: Professional Practice Tasks

Assessment 2a	**Student Work Sample Analysis**
Assessment Type	Written Professional Practice Task
Purpose	The purpose of this assessment task is to ensure you have engaged with the research summarised in the core readings for the course and can apply the insights gained to diagnostic assessment. (CLO2, CLO3, & CLO4)
Description	Evaluate a sample of student work provided on Canvas for your Stage 4 school subject, identifying areas that need to be addressed by the teacher.
	What does the work sample tell you about what a student can and can't yet do?
	Provide warm and cool feedback you would give to the student.

Weighting	5%
Length	300 words +/- 20%
Due Date	Sunday, 25 February, 11.59pm
Submission Method	Online
Return Method	Online
Feedback Provided	Via Online Rubric

Assessment Criteria GTS 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Quality of Analysis of Student Work (GTS 5.4)	Provides feedback that focuses on the most important issues, and provides a coherent argument for what the student should focus upon next to improve their performance on the task, that also significantly extends the student's capacities.	Provides feedback that focuses on the most important issues, and provides a coherent argument for what the student should focus upon next to improve their performance on the task.	Provides feedback that describes and enumerates several relevant but disconnected areas for improvement.	Provides feedback that identifies one relevant issue and focuses their feedback around this to the student.	Provides feedback that is inadequate, incomplete, incoherent, or irrelevant; or too far beyond what the student needs to do for their next steps.

Assessment 2b	**Authentic Assessment Task**
Assessment Type	Written Professional Practice Task
Purpose	The purpose of this assessment task is to ensure you have engaged with the research summarised in the core readings for the course and can apply the insights gained to the design of an authentic assessment task. (CLO2)
Description	Design a Summative Authentic Assessment Task for your selected topic from the Stage 4/5 Syllabus associated with your major subject area.

Weighting	5%
Length	300 words +/- 20%
Due Date	Sunday, 3 March, 11.59pm
Submission Method	Online
Return Method	Online
Feedback Provided	Via Online Rubric

Assessment Criteria GTS 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Assess student learning: Applying the Principles of Authentic Assessment	The Summative Assessment Task follows the principles of authentic assessment, is well aligned with the selected syllabus topic and outcomes, and demonstrates substantial creativity or cleverness in its design, encouraging a significant depth of understanding.	The Summative Assessment Task follows the principles of authentic assessment, and is well aligned with the selected syllabus topic and outcomes.	The Summative Assessment Task follows the principles of authentic assessment, but may not be a great fit for the selected syllabus topic and outcomes.	The Summative Assessment Task designed focuses upon a single dimension of authentic assessment only.	The Summative Assessment Task designed is incoherent, or inadequately aligned with the principles of authentic assessment.

Assessment 2c	**Develop a Marking Scheme (Rubric)**
Assessment Type	Written Professional Practice Task
Purpose	The purpose of this assessment task is to ensure you have engaged with the research summarised in the core readings for the course and can apply the insights gained to the design of a valid marking scheme (or rubric) for an assessment task. (CLO2)
Description	Design a valid (and hopefully reliable) marking scheme for the Summative Authentic Assessment Task you created for Assessment Activity 2b.

Weighting 5%
Length 300 words +/- 20%
Due Date Sunday, 10 March, 11.59pm
Submission Method Online
Return Method Online
Feedback Provided Via Online Rubric

Assessment Criteria GTS 5.2 Demonstrate an understanding of the purpose of providing (timely and) appropriate feedback to students about their learning.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Design of a valid marking scheme (GTS 5.2)	Marking scheme is valid in all aspects and would provide highly useful feedback to students on their performance.	Marking scheme is valid in all aspects, and would provide some useful feedback to students on their performance.	Marking scheme is valid in some aspects.	Marking scheme is valid in one aspect.	Marking scheme is invalid and inadequate, incomplete, incoherent, or irrelevant.

Assessment 2d	**Scaffolded Learning Sequence**
Assessment Type	Written Professional Practice Task
Purpose	The purpose of this assessment task is to ensure you have engaged with the research summarised in the core readings for the course and can apply the insights gained to the design of a scaffolded learning sequence. (CLO3, CLO4, & CLO5)
Description	Design a valid (and hopefully reliable) marking scheme for the Summative Authentic Assessment Task you created for Assessment Activity 2b.

Weighting 15%
Length 2-3 pages
Due Date Sunday, 17 March, 11.59pm
Submission Method Online
Return Method Online
Feedback Provided Via Online Rubric

Assessment Criteria GTS 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

GTS 2.2 Organise content into an effective learning and teaching sequence.

GTS 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

GTS 3.3 Include a range of teaching strategies

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Fidelity to the scaffolded instruction model (GTS 3.2 & 3.3)	Seamless integration of scaffolding stages into the entire lesson plan, supporting diverse learner needs; including the use of innovative and adaptive scaffolding strategies that go beyond simple replication of common methods.	Clear and consistent fidelity to the stages of scaffolded instruction throughout the lesson plan.	Designs activities that are consistent with each stage of the scaffolded instruction model, but are not well sequenced or properly aligned with each other.	Some areas of the lesson plan may have fidelity to the scaffolded instruction model, while others do not.	Absence of intentional scaffolding strategies throughout the lesson plan.
Constructively Aligned with Outcomes and Assessment Task Created for Activity 2b (GTS 2.2)	Seamless integration of activities into a coherent and meaningful learning sequence that supports students to go beyond basic understanding, promoting higher-order thinking.	Clear and logical sequencing of topics and activities that build upon each other, enhancing understanding.	Some connection between activities or topics; and/or Basic attempt at sequencing for learning but needing greater coherence across the learning sequence.	Limited connection between activities or topics; and/or Minimal consideration of sequencing for effective learning.	Lack of a clear sequence or structure in the lesson plan; and/or Absence of logical progression from one topic or activity to the next.
Use of Subject-Specific Teaching Strategies (GTS 2.1)	Seamless integration of subject-specific teaching strategies relevant to the discipline, that are highly appropriate for the selected content and outcome.	Clear, consistent, and intentional application of subject-specific strategies, enhancing students' understanding.	Evidence of effective use of subject-specific teaching strategies in different parts of the lesson.	Minimal use of basic teaching strategies related to the discipline.	Lack of awareness or understanding of relevant teaching strategies for the discipline; and/or absence of integration of subject-specific pedagogical methods in the lesson plan

Assessment 2e   **Class Discussion Guide**

Assessment Type   Written Professional Practice Task

Purpose   The purpose of this assessment task is to ensure you have engaged with the research summarised in the core readings for the course and can apply the insights gained to the design of a class discussion guide, ensuring that questions are delivered at a variety of levels. (CLO3, CLO4, & CLO5)

Description   Construct a *class discussion guide* that varies the level of questioning, and provides examples of advanced probes for your selected topic that might require more in-depth exploration.

Weighting   5%
Length   300 words +/- 20%
Due Date   Sunday, 17 March, 11.59pm
Submission Method   Online
Return Method   Online
Feedback Provided   Via Online Rubric

Assessment Criteria   GTS 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Well Structured Class Discussion Guide (GTS 3.5)	Generates questions at a variety of levels that would progressively lead students to deep understanding.	Generates questions at a variety of levels that are systematically organised.	Generates questions at varying levels, but questions may focus on different topics, aspects, or otherwise lack any sense of progression.	Generates questions at a single level only.	Generates inadequate, incomplete, incoherent, or irrelevant questions

Assessment 3

Assessment 3a	**Unit Programming**
Assessment Type	Major Project: Professional Practice Task
Purpose	The purpose of this task is to demonstrate your ability to program, plan, and assess at the Stage 6 level of the Australian Curriculum, using an appropriate NSW Education Standards Authority (NESA) syllabus. This assignment also gives you the opportunity to demonstrate your capacity to plan well-designed lessons based on a range of teaching-learning and assessment strategies. (CLO3, CLO4, & CLO5)
Description	For this part of the assignment, imagine you are teaching in a local high school, and have been asked to take on a Stage 6 class in the new year. Within your department, your head teacher (specialist tutor in this instance) wants to see a sample of your planning documents. You can decide if the documents you provide are for a topic from the Preliminary (Year 11) or HSC (Year 12) course. These must include:

- A *scope and sequence* for whichever course you have selected. You may download a sample scope and sequence from the NESA website, but should adapt it with your own selected topic options (modifying any outcomes or time frames as necessary). *A scope and sequence is typically 1-2 pages in length.*

- A *unit of work* for your selected topic. A unit is a plan of the intended teaching and learning for a particular class for a specific period of time. The teaching-learning activities should be effectively sequenced, align with outcomes, and incorporate general capabilities and cross-curricular priorities where appropriate. Resources to be used should be listed and properly referenced, but need not be provided [with the exception of those used in the lesson plans for Part B. See note below]. *Note that the length of your unit of work will be based upon your scope and sequence, so ensure the unit and scope and sequence align. A unit plan will normally be 3-5 pages maximum.*

- An *assessment schedule* for the entire Preliminary (Year 11) or HSC (Year 12) course selected. *These are usually only on one page.* Search "NESA Assessment Schedule SUBJECT" (replacing subject with your teaching area) and you will find examples you can use as a template for your own.

Weighting	30%
Length	See suggested lengths on each component.
Due Date	Sunday, 21 April, 11.59pm
Submission Method	Online
Return Method	Online
Feedback Provided	Online
Assessment Criteria	GTS 2.2 Content selection and organisation
	GTS 3.1 Establish challenging learning goals
	GTS 3.3 Use teaching strategies
	GTS 3.4 Select and use resources
	GTS 4.1 Support student participation
	GTS 5.1 Assess student learning

Criteria (GTS)	Transformational or Relational	Multistructural	Unistructural	Prestructural
	5 to >3.0 Pts	3 to >2.0 Pts	2 to >1.0 Pts	1 to >0 Pts
2.2 Content selection and organisation Demonstrate knowledge and understanding of the core concepts and procedures of the subject. Organise content into an effective learning and teaching sequence.	Demonstrates a thorough understanding of the core concepts and procedures of the subject area. Presents exceptionally chosen and organized content that fosters deep understanding and exhibits a profound comprehension of the subject matter and its implications.	Demonstrates a good grasp of certain concepts and procedures of the subject area. Presents clear content sequencing, and some evident connections between content components.	Displays a limited grasp of the important concepts and procedures of the subject area. Organizes content simply and straightforwardly, with a basic attempt to structure learning materials sequentially.	Demonstrates a lack of understanding of the concepts and procedures of the subject area. Minimal or no attempt to structure learning materials logically.
3.1 Establish challenging learning goals Set learning goals, focused around appropriate state syllabus documents, that provide achievable challenges for students of varying abilities and characteristics.	Sets clear learning goals aligned with state syllabus requirements that are achievable and challenging for students with different abilities and characteristics.	Sets learning goals based on state syllabus requirements; goals are varied but may lack specificity; demonstrates awareness of some diversity in student characteristics.	Identifies some learning goals based on state syllabus requirements; goals are basic and may not address the needs of all students; limited consideration of varying abilities and characteristics.	Demonstrates a lack of awareness of state syllabus requirements; fails to set clear learning goals; and shows little understanding of the diverse needs of students.
GTS 3.3 Use teaching strategies; and 4.1 Support student participation Include a range of teaching strategies. Identify strategies to support inclusive student participation and engagement in classroom activities.	Uses a variety of excellent pedagogical approaches that match syllabus outcomes and are effectively integrated to promote learning. There is an excellent selection of a range of teaching-learning strategies purposefully selected to support inclusive student participation and engagement of diverse learners.	Use of a variety of approaches that may not necessarily work well with each other in the sequence provided, or may not always be appropriate for the task they are associated with. There are a variety of teaching-learning strategies used that would support active learning and inclusion.	Limited variety of teaching-learning strategies, that may support learners at one end of the diversity spectrum only (students with a disability or learning difficulty; or gifted and talented students).	Teaching-learning strategies are poorly selected, don't match the subject area, and/or ignore diversity.
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Uses an excellent variety of well selected resources, including ICT, that would enhance student learning.	Good variety of acceptable resources, including ICT.	Usable resources, including ICT, but may lack variety, or clear purpose.	Lack of adequate resources, or resources poor quality or a poor match for the stage or the teaching-learning purpose.
GTS 5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning through the selection of appropriate assessment tasks, represented accurately in a formal assessment schedule.	Multiple forms of assessment are utilised, including formal and informal, and diagnostic, formative, and summative approaches, that are well placed and sequenced, and would provide accurate data on student achievement of unit outcomes.	Multiple forms of assessment are utilised, including formal and informal, and diagnostic, formative, and summative approaches.	Assessment tasks may be repetitive, or focus on only one form of assessment.	Assessment tasks are poorly selected or poorly sequenced. There is little understanding of how to design an effective formal assessment schedule.

Assessment 3b	**Lesson Plans**
Assessment Type	Major Professional Practice Task
Purpose	The purpose of this task is to demonstrate your ability to program, plan, and assess at the Stage 6 level of the Australian Curriculum, using an appropriate NSW Education Standards Authority (NESA) syllabus. This assignment also gives you the opportunity to demonstrate your capacity to plan well-designed lessons based on a range of teaching-learning and assessment strategies. (CLO3, CLO4, & CLO5)
Description	For this part of the assignment, image that you know you will be absent for three of the classes that must be taken during your unit, so you have been asked by your head of department to provide **four complete lesson plans** for those lessons, so that a fellow teacher or casual relief teacher can step in and take the class. You can assume that the teacher relieving you is a subject specialist who will have no issue with the content or focus of your lessons. Each lesson in your school is 50 minutes, unless otherwise advised by your head of department (tutor). In designing your lessons, you should follow the *backward design model* planning process.

Lesson Requirements

Two lessons must utilise and show fidelity to a specific teaching strategy:

- Explicit Scaffolded Instruction

- Collaborative or Cooperative Learning

One lessons must integrate a focus on a general capability, and another lesson must integrate a focus on a cross-curricular priority area as follows:

- Integration of a General Capability (ie. Literacy, Numeracy, ICT, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding, and Intercultural Understanding)

- Integration of a Cross-Curricular Priority (ie. Aboriginal and Torres Strait islander Histories and Cultures, Asian and Australia's Engagement with Asia; Sustainability)

Planning Template Requirements [Length: 1-2 pages per lesson]

You must use a *lesson plan template* approved by your head of department (tutor).

Resource Requirements

- Each lesson must contain *at least one original classroom-ready resource* (factual recall or simple comprehension-style worksheet will not be accepted).

- All resources for the lesson plans must be provided.

- For one of the lesson plans, the original resource must be an original Information Communication Technology resource you have created. This could be a website that provides links to a set of curated resources (such as a Topic Hotlist, WebQuest, or WebDilemma; a short video that is instructional (that explains a concept, or demonstrates a skill), or that kicks off a discussion (such as a simulated news bulletin, television commercial, or investigative infotainment segment on a controversial figure or issue relevant to your topic). Quiz making software such as Poll Everywhere, Kahoot! or Socrative, should only be used where the questions asked are not simply rote recall, but where the answers require higher order thinking and justification, or a subjective response that then provokes class discussion and debate. *Hyperlink to the ICT resource should be provided in the appropriate lesson plan.*

Rationale Requirements [Length: 400 words +/- 20%]

Include a note for the relief teacher that provides a rationale for your planning decisions. The note/rationale (100 words per lesson) must indicate: Why the teaching-learning strategies and activities you have selected for each lesson are appropriate for its specific learning goals.

Weighting   25%
Length   See suggested lengths on each component.
Due Date   Sunday, 21 April, 11.59pm
Submission Method   Online
Return Method   Online
Feedback Provided   Online

Assessment Criteria   See rubric below.

Criteria (GTS)	Transformational or Relational	Multistructural	Unistructural	Prestructural
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Exceptionally well selected and well-structured content that fosters deep understanding demonstrating an exceptional knowledge and understanding of the subject matter and its implications.	Clear sequencing of content that demonstrates a good understanding of the subject matter and how to organise it to best facilitate student achievement.	Some understanding of aspects of the content. Simple learning sequences that demonstrate a limited understanding of how to arrange the content to maximise learning.	Limited understanding of the content. Minimal or no attempt to structure learning sequences logically.
3.3 Use teaching strategies Include a range of teaching strategies.	Demonstrates high fidelity to the principles of all teaching-learning strategies utilised in their lessons, and a deep understanding in how they are used.	Demonstrates fidelity to most principles of the teaching-learning strategies utilised in their lessons.	Demonstrates limited understanding of, and fidelity to, the principles of the teaching-learning strategies utilised in their lessons.	No understanding of the principles of the teaching-learning strategies utilised in their lessons.
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrates a good understanding of the essential concepts, substance and structure of the discipline, and a deep knowledge and understanding of its subject-specific teaching strategies.	Demonstrates a reasonable understanding of some of the concepts, substance and structure of the discipline, and awareness of some of its subject-specific teaching strategies.	Demonstrates a limited understanding of the concepts, substance and structure of the discipline, and a minimal awareness of its subject-specific teaching strategies.	Demonstrates a lack of understanding of the concepts, substance and structure of the discipline, and a lack of awareness of its subject-specific teaching strategies.
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Selects and produces excellent quality resources, including ICT, that are perfect for the topic, and that would enhance student learning.	Selects and produces good quality resources, including ICT, well matched to the topic, stage, and lesson goal.	Selects and produces usable resources, including ICT, but may lack variety or clear purpose.	Lack of adequate resources, or resources poor quality or a poor match for the stage or the teaching-learning purpose.
3.6 Evaluate and improve teaching programs Provides a sound rationale for the selection of lesson learning goals and teaching strategies, that demonstrates knowledge and understanding of lesson planning principles.	Rationale provided for the relief teacher demonstrates a deep understanding of the learning goals; teaching strategies outlined in the lesson plans; and the principles underpinning lesson planning.	Rationale provided for the relief teacher demonstrates a good understanding of the learning goals; teaching strategies outlined in the lesson plans; and lesson planning principles.	Rationale provided for the relief teacher demonstrates a good understanding of some aspects of the learning goals; teaching strategies outlined in the lesson plans; and the principles underpinning lesson planning.	Rationale provided for the relief teacher demonstrates a poor understanding of the learning goals; teaching strategies outlined in the lesson plans; and principles underpinning lesson planning..

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, email, and Zoom.

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

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 available at:
https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information	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/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

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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