

## EDUC6775: Curriculum, Pedagogy and Assessment in Secondary Schools

Online

Trimester 2 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

<b>Course Description</b>	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.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	<p>To enrol in this course students must be active in one of the following programs:</p> <p>Master of Teaching (Secondary) [40204]; Master of Teaching (Secondary) [11715]; Graduate Diploma in Teaching (Secondary) [50012].</p> <p>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.</p>
<b>Contact Hours</b>	<p><b>Lecture</b> <b>Online (Asynchronous)</b> 1 hour(s) per week(s) for 12 week(s)</p> <p><b>Tutorial</b> <b>Online (Synchronous)</b> 1 hour(s) per week(s) for 5 weeks <b>Face to face (On campus)</b> 6 hour(s) per day for 2 days</p>
<b>Unit Weighting</b>	20 units
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

**Course Coordinator**     **Associate Professor Robert Parkes**  
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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**  
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# 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., & O'Toole, M. (2022). *Effective teaching strategies. Lessons from research and practice* (8th edn.). Cengage. If unavailable, it is also acceptable to use: Killen, R. (2015). *Effective teaching strategies. Lessons from research and practice* (7<sup>th</sup> edn.). Cengage.
- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Cengage.

# SCHEDULE

	Week	Week Begins	Core Topic	Method Tutorial	Assessment Tasks
1. Curriculum Theory	1	13 May	<b>Understanding Curriculum (CLO1)</b> <ul style="list-style-type: none"> <li>Three Dimensions of the Australian Curriculum</li> <li>Purpose and value of the Australian Curriculum of your major teaching area</li> <li>Reading and Using the Syllabus</li> </ul>	<b>Online: 20 May</b> Reading the Stage 4/5 Syllabus associated with your Teaching Area	<i>Assessment 1a:</i> Reflection Task
	2	20 May	<b>Constructivist Learning Theory (CLO3)</b> <ul style="list-style-type: none"> <li>Constructivist Learning Theory</li> <li>Constructivist Teaching Practice</li> <li>Bloom's Taxonomy and Curriculum Outcomes</li> </ul>		
	3	27 May	<b>Quality Teaching (CLO2 &amp; CLO3)</b> <ul style="list-style-type: none"> <li>NSW Quality Teaching Model as a Curriculum Planning Framework</li> </ul>	<b>Online: 27 May</b> Quality Teaching in your Teaching Area	<i>Assessment 1b:</i> Lesson Analysis
	4	3 Jun	<b>Lesson Planning and Backward Design (CLO2 &amp; CLO3)</b> <ul style="list-style-type: none"> <li>Backward Design Process</li> <li>W.H.E.R.E.T.O.</li> <li>Constructive Alignment</li> <li>Lesson Planning Methods</li> </ul>		
2. Stage 4/5 Curriculum Method	5	10 Jun	<b>Types of Assessment (CLO2, CLO3, &amp; CLO4)</b> <ul style="list-style-type: none"> <li>Assessment of, for, and as learning</li> <li>Formal vs Informal Assessment</li> <li>Formative vs Summative Assessment</li> <li>Principles of Authentic Assessment</li> </ul>	<b>Online: 10 June</b> Assessment Strategies in your Teaching Area	<i>Assessment 2a:</i> Stage 4/5 Assessment Task & Marking Rubric Design
	6	17 Jun	<b>Explicit Quality Criteria (CLO2)</b> <ul style="list-style-type: none"> <li>Ranking vs Rating (Standards Based Assessment)</li> <li>Solo Taxonomy as a Guide for Rubric Design</li> <li>Validity and Reliability in Assessment</li> </ul>		
	7	24 Jun	<b>Practicing to Learn (CLO3, CLO4, &amp; CLO5)</b> <ul style="list-style-type: none"> <li>Cognitive Load Theory and its Applications</li> <li>Explicit Scaffolded Instruction</li> <li>Exploring the Micro-Skills of Explanation, Demonstration, &amp; Coaching</li> </ul>	<b>Online: 24 June</b> Lesson Planning and Teaching Strategies in your Teaching Area	<i>Assessment 2b:</i> Stage 4/5 Lesson Planning
	8	1 Jul	<b>Talking to Learn (CLO3, CLO4, &amp; CLO5)</b> <ul style="list-style-type: none"> <li>Genesis of Higher Cognitive Functions and the Zone of Proximal Development</li> <li>Cooperative and Collaborative Small Group Learning Models</li> <li>Exploring the Micro-Skill of Questioning (and the Problems of the IRF Sequence and Common Practice of Teacher Echo)</li> </ul>		
3. Stage 6 Curriculum Method	9	8 Jul	<b>Subject-Specific Curriculum, Pedagogy, and Assessment Practice (CLO3, CLO4, &amp; CLO5)</b> <ul style="list-style-type: none"> <li>Core Disciplinary Concepts, Procedures, Resources, &amp; Signature Pedagogies of the Teaching Area</li> <li>Specific Curriculum Requirements (Including Cross-Curricular Priorities &amp; General Capabilities)</li> <li>Differentiating Instruction for Diverse Learners</li> </ul>	<b>On-Campus Intensive:</b> 9 & 10 July	
	10	15 Jul	<b>Stage 6 Unit Programming (CLO3, CLO4, &amp; CLO5)</b> <ul style="list-style-type: none"> <li>Scope and Sequence</li> <li>Unit Planning (incl. Cross-Curriculum Priorities)</li> <li>Assessment Schedule</li> </ul>		
	11	22 Jul	<b>Stage 6 Lesson Planning (CLO3, CLO4, &amp; CLO5)</b> <ul style="list-style-type: none"> <li>Content (Skills and Concepts) Selection</li> <li>Teaching Strategy Selection and Justification</li> <li>Development of Suitable Resources</li> <li>Evaluation Strategies</li> </ul>	<b>Online: 22 July</b> Stage 6 Unit Programming in your Teaching Area	<i>Assessment 3a:</i> Stage 6 Unit Programming
	12	29 Jul	<b>Curriculum as Action on Reflection</b> <ul style="list-style-type: none"> <li>Modes of Teacher Reflection</li> <li>Have you integrated relevant General Capabilities?</li> <li>Have you differentiated instruction for diverse learners?</li> </ul>		<i>Assessment 3b:</i> Stage 6 Lesson Plans & Resources

# ASSESSMENTS

This course has 3 assessments. Each assessment has two 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: Professional Reflection Task	Sunday, 26 May, 11.59pm	1, 3	10 marks	20%	Individual
	B: Lesson Evaluation	Sunday, 9 June, 11.59pm	2, 3	10 marks		
2	A: Stage 4/5 Assessment Task and Marking Rubric	Sunday, 23 June, 11.59pm	2, 3, 4	10 marks	30%	Individual
	B: Stage 4/5 Lesson Plans (including Class Discussion Guide)	Sunday, 7 July, 11:59pm	3, 4, 5	20 marks		
3	A: Stage 6 Unit Programming	Sunday, 21 July, 11:59pm	3, 4, 5	25 marks	50%	Individual
	B: Stage 6 Lesson Plans	Sunday, 4 August, 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: Curriculum Theory

### Assessment 1A Professional Reflection Task

**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 & 2, and can therefore articulate and critically analyse: (1) the role and value of your major teaching area in contemporary society and the broader school curriculum (CLO1); and (2) aspects of the process and components of teaching and learning (CLO3).

**Description** This assignment has two parts.

Imagine you are talking to a friend about your decision to become a teacher, and they pose the following two questions to you:

**QUESTION 1: *What is the value of teaching your subject to teenagers? (GTS 2.1)***

Your response should reflect 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, as well as broader considerations about the value of your subject within and beyond the curriculum.

**QUESTION 2: *Has your view of teaching and learning been challenged at all by the course you are studying? (GTS 1.2)***

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 the constructivist learning theory you have encountered in Module 1 - Week 2.

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, and reflexively anchored in the course readings and multimedia materials.

**Weighting** 10%

**Length** 500 words +/- 20%

**Due Date** Sunday, 26 May, 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. [Q2]

GTS2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. [Q1]

Criteria	5 Pts Transformational	4 Pts Relational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Content and teaching strategies of the teaching area (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.
Understanding how students learn (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.

<b>Assessment 1B</b>	<b>Lesson Evaluation</b>
<b>Assessment Type</b>	Written Professional Knowledge Task
<b>Purpose</b>	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 evaluation of a lesson plan using the Quality Teaching Model as a curriculum analysis framework; the WHERETO lesson planning model; and the principles of Backward Design and Constructive Alignment.
<b>Description</b>	<p>Imagine you are a qualified teacher working in a local school, and a colleague has asked you to give feedback on a lesson plan they have created, that they want to incorporate into the evidence they have to provide to attain the "Proficient" level of accreditation as a teacher. [Your colleague's lesson plan can be found below, and will be the one that matches the junior curriculum most closely associated with the teaching area you are qualifying in].</p> <p>In taking on this task, you decide to provide two types of feedback to your colleague teacher:</p> <p>Step 1: First, use the Quality Teaching Model as an analytical framework, and code your colleague teacher's lesson plan using the <i>Assessment Practice Guide Coding Sheet</i>. Provide evidence from the lesson plan for the code you have given each element. This includes noting the absence of an element altogether.</p> <p>Step 2: Second, provide written feedback on the overall strengths and weaknesses of the lesson, and how you think it could be improved. Make reference where relevant to the Quality Teaching Model, Backward Design Curriculum Alignment Process (are outcomes, tasks, and teaching-learning activities aligned?), and the WHERETO lesson planning principles, to support your analysis.</p>
<b>Weighting</b>	10%
<b>Length</b>	500 words +/- 20%
<b>Due Date</b>	Sunday, 9 June, 11.59pm
<b>Submission Method</b>	Online
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Via Online Rubric
<b>Assessment Criteria</b>	GTS 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

Criteria	10-9 Pts Transformational	8-7 Pts Relational	6-5 Pts Multistructural	4-3 Pts Unistructural	2-0 Pts Prestructural
QTM Analysis: Evaluate and improve teaching programs (GTS 3.6)	Integrates the multiple aspects of the analysis into a coherent whole, and provides clear insights, and excellent ideas for improvement of the lesson based on a deep understanding of the QTM and the Backward Design and WHERETO principles.	Analytical response that synthesises the multiple aspects identified into a coherent argument about the lesson's strengths and weaknesses, and how it could be improved, drawing on a good understanding of the QTM and/or the Backward Design and WHERETO principles.	Describes and enumerates several relevant independent aspects in the analysis. May be strong in analysis but the ideas for improvement may be disconnected from the analysis, or fail to substantially improve the lesson.	Over-emphasis upon one aspect of the lesson in the analysis, and/or limited perspective on how the lesson could be improved.	Inadequate and incoherent analysis, and inadequate, incomplete or irrelevant evidence.

## Assessment 2: Stage 4/5 Curriculum

### Assessment 2A Assessment Task Design

**Assessment Type** Written Stage 4/5 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 effective assessment task and its associated marking rubric. (CLO2)

**Description** Imagine you are a teacher in a local high school, and you are teaching the Stage 4/5 curriculum associated with the teaching area in which you are qualifying through this course. You are in the process of developing a Stage 4/5 program, and in good Backward Design fashion, are starting with selecting the outcomes you want the students to achieve, and designing an assessment task that will provide them the opportunity to demonstrate their achievement of the outcomes you've selected. Note, your task does not have to assess every outcome for a specific topic. You are deciding which outcomes it will assess, and as a result, whether it will be a summative or formative task.

The task should also be designed with Quality Teaching in mind, and thus should have some strength in each of three dimensions of the model. Where possible, it should also be an "authentic" task (consider particularly the task's focus on problematic knowledge, higher order thinking, narrative, and connectedness – Is the task a "real world" problem?).

**The Task:** Provide a description of your assessment task in the form of a set of instructions to the students, and list the syllabus topic it is related to, and the syllabus outcomes it will be assessing. Clearly identify the task as formal or informal, and formative or summative.

**IMPORTANT NOTE:** This task will form the basis of the lesson planning you do in Assessment 3. So make sure you are aware of that when designing this task. You might want to read ahead about what is required in the forthcoming assessments so that your alignment is accurate.

**The Marking Rubric:** Design a valid (and hopefully reliable) marking scheme for the task, using the SOLO Taxonomy as a guide for differentiating levels of performance.

**Weighting** 10%  
**Length** 600 words +/- 20%  
**Due Date** Sunday, 23 June, 11.59pm  
**Submission Method** Online  
**Return Method** Online  
**Feedback Provided** Via Online Rubric

**Assessment Criteria** GTS 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

GTS 5.5 Demonstrate understanding of a range of strategies for reporting to students . . .

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 (GTS 5.1)	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.
Assess student learning: Design of a valid marking scheme (GTS 5.5)	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.

<b>Assessment 2B</b>	<b>Stage 4/5 Lesson Plans</b>
<b>Assessment Type</b>	Written Stage 4/5 Professional Practice Task
<b>Purpose</b>	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 in the design of: (1) an effective learning sequence; and (2) a class discussion guide, ensuring that questions are delivered at a variety of levels. (CLO3, CLO4, & CLO5)
<b>Description</b>	<p>For this assignment, imagine you are teaching in a local high school. You are heading towards gaining your "Proficient" accreditation status, and your head teacher (tutor) wants to see an example of your planning. So they can assist you to refine your lesson planning and capturing of suitable evidence to demonstrate your teaching proficiency, they have set you the following task:</p> <ul style="list-style-type: none"><li>• Construct a series of three lessons (GTS 2.1), that would support students to succeed at meeting the set of outcomes you selected, and the assessment task you created, for Assessment 2a.</li><li>• The lessons must be presented in a logical consecutive sequence (GTS 2.2).</li><li>• Each lesson must incorporate different teaching strategies (GTS 3.3).</li><li>• The teaching strategies you select for each lesson must be appropriate to the outcomes you want your students to achieve, and justified in a short rationale that makes clear in no more than 50 words per strategy, why you have selected that approach. The rationale can be presented as a section of the lesson plan itself, included as an attached appendix, or provided as an annotation on the lesson plan (GTS 3.2).</li><li>• Lessons must aim at all learners (GTS 4.1) being actively engaged and included in the development of their knowledge or the required skills (GTS 3.2).</li><li>• You must provide the complete set of resources for each lesson. At least one lesson must have an original resource you have created. At least one lesson must include an ICT resource (GTS 3.4).</li><li>• One lesson must include a class discussion, for which you must produce 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 (GTS 3.5).</li></ul>
<b>Weighting</b>	20%
<b>Length</b>	7-10 pages maximum
<b>Due Date</b>	Sunday, 7 July, 11.59pm
<b>Submission Method</b>	Online
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Via Online Rubric
<b>Assessment Criteria</b>	<p>GTS 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>GTS 2.2 Organise content into an effective learning and teaching sequence.</p> <p>GTS 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>GTS 3.3 Include a range of teaching strategies.</p> <p>GTS 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>GTS 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>GTS 4.1 Include a range of teaching strategies. Identify strategies to support inclusive student participation and engagement in classroom activities.</p>



### Originality Note

You are permitted to use an Artificial Intelligence (AI) technology such as EduAlde, MagicSchool or OpenAI [ChatGPT], to assist with generating or enhancing lesson ideas or resources, or for evaluating your own original lesson plans which you subsequently modify as a result of the AI's feedback, or for sharpening your rational statements, so long as you provide:

- A clear statement of when and how AI was used to support the development or enhancement of your lesson plans, resources, or rationales.
- A screenshot, or PDF'd print out of your input to the AI, and the AI's output, along with your submitted assignment.

Your assignment should still demonstrate use of an acceptable lesson planning template (either the generic template provided on Canvas, or one provided by your tutor); and must convince the examiner that the way in which you have interacted with and utilised the AI demonstrates your ability to program and plan at the Stage 4/5 level of the Australian Curriculum, using an appropriate NSW Education Standards Authority (NESA) syllabus; and your capacity to plan well-designed lessons based on a range of teaching-learning and assessment strategies.

Criteria	5 Pts Transformational	3 Pts Multistructural	2 Pts Unistructural	1 Pts Prestructural
Content selection and sequencing (GTS 2.2 & 3.2)	Demonstrates a deep understanding of the content, and a thorough understanding of the core concepts and procedures of the subject area. Presents exceptionally curated content that fosters deep understanding and exhibits a profound comprehension of the subject matter and its implications.	Demonstrates a good understanding of the content; and a good grasp of certain concepts and procedures of the subject area. Presents clear content sequencing, and some evident connections between content components.	Demonstrates basic awareness of the content, and 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 content, concepts and procedures of the subject area. Minimal or no attempt to structure learning materials logically.
Teaching strategies (and Rationale for their Inclusion) (GTS 3.3 & 4.1)	Demonstrates a deep understanding of student active learning needs, and a wide range of effective teaching strategies, purposefully selected to support inclusive student participation and engagement of diverse learners. Uses a variety of excellent pedagogical approaches that are subject-appropriate, strongly support achievement of syllabus outcomes, and are effectively integrated to promote learning.	Demonstrates a good understanding of student learning needs, and a variety of teaching strategies. Uses 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 that have relevance to the subject, and would support active learning and inclusion.	Demonstrates basic awareness of student learning needs, and some teaching strategies. Limited variety of teaching-learning strategies, that are mostly generic, and may support learners at one end of the diversity spectrum only (students with a disability or learning difficulty; or gifted and talented students).	Demonstrates little to no understanding of student learning needs, or effective teaching strategies. Teaching-learning strategies are poorly selected, don't match the subject area, and/or ignore diversity.
Selection, construction, and use of resources (GTS 3.4)	Uses an excellent variety of well selected resources, including ICT and high-standard original materials, that would enhance student learning.	Good variety of acceptable resources, including ICT, and some good original resources.	Usable resources, including ICT, but may lack variety, originality, or clear purpose.	Lack of adequate resources, or resources poor quality or a poor match for the stage or the teaching-learning purpose. Very little originality evident.
Class Discussion and Questioning Strategies (GTS 3.5 & 4.1)	Generates questions at a variety of levels that would progressively lead students to deep understanding.	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: Stage 6 Curriculum

<b>Assessment 3A</b>	<b>Stage 6 Unit Programming</b>
<b>Assessment Type</b>	Major Project: Professional Practice Task
<b>Purpose</b>	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)
<b>Description</b>	<p>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:</p> <ul style="list-style-type: none"><li>• A <b>scope and sequence</b> 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 <i>scope and sequence is typically 1-2 pages in length.</i></li><li>• A <b>unit of work</b> 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]. <i>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.</i></li><li>• An <b>assessment schedule</b> for the entire Preliminary (Year 11) or HSC (Year 12) course selected. <i>These are usually only on one page.</i> 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.</li></ul>
<b>Weighting</b>	25%
<b>Length</b>	See suggested lengths on each component.
<b>Due Date</b>	Sunday, 21 June, 11.59pm
<b>Submission Method</b>	Online
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online
<b>Assessment Criteria</b>	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
<b>Originality Note</b>	<p>You are permitted to download from the NESA website, an example scope and sequence, unit plan, and/or assessment schedule, that you then modify. Teachers do this all the time. However, if you do so, you are required to provide a notation on any downloaded and modified scope and sequence, unit plan, or assessment schedule, that says: <i>Based on a scope and sequence downloaded from NESA website</i>, and provide the appropriate URL to the original document.</p> <p>It is critical that the all three components of the "program" of study you are designing, including <i>the scope and sequence, unit plan, and assessment schedule are consistent and perfectly aligned with each other</i>, and that there is sufficient modification to the original that shows you understand each document's function, and how to design and re-design materials to bring them into harmony with each other, the syllabus, the learning goals of your unit, etc. While modifications to any <i>Scope and Sequence</i> and/or <i>Assessment Schedule</i> may be minimal (at least 25% of the <i>Scope and Sequence</i> and/or <i>Assessment Schedule</i> must be your own original work), the modifications to any <i>Unit of Work</i> example downloaded and used as a basis of your assignment must be more substantive (at least 60% of your <i>unit plan</i> must be your</p>

own work). Note, these percentages are not to do with the TURNITIN originality report, as it is likely that curriculum planning documents like these, because they share common structural features and the frequent repetition of common elements (like outcomes for example), will show very high matching with previous submissions to TURNITIN. The percentages above are just common-sense degrees of modifications of things like selected outcomes, duration, content, activities, and type of assessments, that are appropriate for the topic, case study, etc. that you have selected for the overall "program" you are designing. Don't get too hung up on this numbers here. Just recognise you can use the NESA documents as a basis, but you should modify and align your documents to a degree that is sufficient to show you really understand what you are doing in terms of curriculum "programming"

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
<p><b>2.2 Content selection and organisation</b></p> <p>Demonstrate knowledge and understanding of the core concepts and procedures of the subject. Organise content into an effective learning and teaching sequence.</p>	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.
<p><b>3.1 Establish challenging learning goals</b></p> <p>Set learning goals, focused around appropriate state syllabus documents, that provide achievable challenges for students of varying abilities and characteristics.</p>	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.
<p><b>GTS 3.3 Use teaching strategies; and 4.1 Support student participation</b></p> <p>Include a range of teaching strategies. Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	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.
<p><b>3.4 Select and use resources</b></p> <p>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	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.
<p><b>GTS 5.1 Assess student learning</b></p> <p>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.</p>	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.

<b>Assessment 3B</b>	<b>Stage 6 Lesson Plans</b>
<b>Assessment Type</b>	Major Professional Practice Task
<b>Purpose</b>	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)
<b>Description</b>	<p>For this part of the assignment, imagine 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 <b>three complete lesson plans</b> for those lessons, so that a fellow teacher or casual relief teacher can step in and take the class. The lessons you select can be anywhere within the unit (beginning, middle, or end). They do not need to be consecutive, though where they fall in the unit should be clearly indicated on each lesson plan.</p> <p>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.</p> <p><i>Across the three lesson plans it is important to demonstrate use of a variety of teaching strategies.</i></p> <p>Each lesson in your school is 50 minutes, unless otherwise advised by your head of department (tutor). In designing your lessons, you should follow a backward design model planning process.</p> <p><b>Resource Requirements</b></p> <ul style="list-style-type: none"><li>• Each lesson must contain <i>at least one original classroom-ready resource</i> (factual recall or simple comprehension-style worksheet will not be accepted).</li><li>• All resources for the lesson plans must be provided.</li><li>• 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. <i>Hyperlink to the ICT resource should be provided in the appropriate lesson plan.</i></li></ul> <p><b>Rationale Requirements [Length: 300 words +/- 25%]</b></p> <p>Include a succinct note for the relief teacher that provides a rationale for your planning decisions. The note/rationale (100 words +/- 25% per lesson) must indicate: Why the teaching-learning strategies and activities you have selected for each lesson are appropriate for its specific learning goals.</p>
<b>Weighting</b>	25%
<b>Length</b>	See suggested lengths on each component.
<b>Due Date</b>	Sunday, 4 August, 11.59pm
<b>Submission Method</b>	Online
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online
<b>Assessment Criteria</b>	GTS 2.1, 2.2, 3.3, 3.4, & 3.6.

### Originality Note

You are permitted to use an Artificial Intelligence (AI) technology such as EduAlde, MagicSchool or OpenAI [ChatGPT], to assist with generating or enhancing lesson ideas or resources, or for evaluating your own original lesson plans which you subsequently modify as a result of the AI's feedback, or for sharpening your rational statements, so long as you provide:

- A clear statement of when and how AI was used to support the development or enhancement of your lesson plans, resources, or rationales.
- A screenshot, or PDF'd print out of your input to the AI, and the AI's output, along with your submitted assignment.

Your assignment should still demonstrate use of an acceptable lesson planning template (either the generic template provided on Canvas, or one provided by your tutor); and must convince the examiner that the way in which you have interacted with and utilised the AI demonstrates your ability to program and plan at the Stage 6 level of the Australian Curriculum, using an appropriate NSW Education Standards Authority (NESA) syllabus; and your capacity to plan well-designed lessons based on a range of teaching-learning and assessment strategies.

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
<b>2.2 Content selection and organisation</b> 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.
<b>2.1 Content and teaching strategies of the teaching area</b> 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.
<b>3.3 Use teaching strategies</b> 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.
<b>3.4 Select and use resources</b> 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.
<b>3.6 Evaluate and improve teaching programs</b> 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>.

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**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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