



**UNIVERSITY OF  
CANBERRA**

**AUSTRALIA'S CAPITAL UNIVERSITY**

**Unit Outline 2012  
Faculty of Education**

**Curriculum, Pedagogy and Practice 2**

**Referenced units: 8806, 8807, 8808, 8809, 8810, 8811,  
8812, 8813, 8847, 8848, 8849, 8850, 8851, 8852, 8853,  
8854, 8855**

This Unit Outline must be read in conjunction with:

- a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at (*scroll to bottom of page*)  
<http://www.canberra.edu.au/student-services>
- b) *UC Guide to Student Services*, and is available at (*scroll to bottom of page*)  
<http://www.canberra.edu.au/student-services>
- c) Any additional information specified in section 6h.

## **1 General Information**

### **1a Unit title**

Curriculum, Pedagogy & Practice 2/G2

### **1b Unit number**

Referenced units: 8806, 8807, 8808, 8809, 8810, 8811, 8812, 8813, 8847, 8848, 8849, 8850, 8851, 8852, 8853, 8854, 8855

### **1c Teaching Period and year offered**

Semester 1, 2012

### **1d Credit point value**

3 cp

### **1e Unit level**

Level 2: 8847, 8848, 8849, 8850, 8851, 8852, 8853, 8854, 8855  
G: 8806, 8807, 8808, 8809, 8810, 8811, 8812, 8813,

### **1f Name of Unit Convener and contact details**

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(NB: with the exception of concerns requiring privacy and confidentiality please use the discussion facilities on the course sites and/or the faculty office (below) as a primary contact point)

- You are most likely to get a quick response if you email me.
- Please do not expect a response to any communication outside of normal working hours.
- I will be available for individual consultations at the InSPIRE Centre on Thursdays between 12 noon and 1 pm.

**Name of unit tutor and contact details**

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|                            |
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| <b>2: Academic Content</b> |
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**2a Unit description and learning outcomes**

This unit provides a basis for professional decision-making in classroom practice in the nominated curriculum area teaching years 7 - 12. The focus of the minimum 15 days of supervised professional experience is to further develop teacher knowledge, skills and attitudes through immersion in the school setting with a particular focus on creating and maintaining a supportive and safe learning environment and implementing effective teaching and learning practices.

***Learning Outcomes***

On completion of this unit students will be able to

1. Demonstrate the capacity to organise classroom activities and provide clear directions;
2. Demonstrate knowledge of practical approaches to manage challenging behaviour;
3. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning;
4. Apply a range of teaching strategies;
5. Apply a range of verbal and non-verbal communication strategies to support student engagement;
6. Demonstrate a capacity to implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

**2b Generic skills**

By the end of this unit, graduates will have developed the following skills and attributes in:

1. Communication - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.
2. Analysis and inquiry - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.
3. Problem solving - The ability to apply problem-solving process in novel situations; to identify and analyse problems then formulate and implement solutions.
4. Working independently and with others - The ability to plan their own work, be self-directed and use interpersonal skills and attitudes to work collaboratively.

5. Professionalism and social responsibility - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

### 2c Prerequisites and/or co-requisites

This unit may be co-taught with Secondary Teaching Studies 2 in the nominated teaching area.

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| <b>3: Delivery of Unit and Timetable</b> |
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### 3a Delivery mode

Blended: Face-to-face and online, according to the schedule published on the [Graduate Diploma in Education \(Secondary\) wiki](http://ucangraddip.wikispaces.com/) at <http://ucangraddip.wikispaces.com/>.

LearnOnline will be used only as a gateway to the unit wikispace and as an assignment dropbox. All official communications to students will be made as an Announcement through LearnOnline. Please make sure you check your student email regularly.

On-line support for LearnOnline (aka 'Moodle') is available via 'Student Help' on your LearnOnline site. For any problems with LearnOnline that you cannot resolve online, please contact the LearnOnline Helpdesk: Monday to Friday: 8am - 10pm and weekends and public holidays: 9am - 5pm. You can also email [learnonline.support@canberra.edu.au](mailto:learnonline.support@canberra.edu.au) or phone: 1300 622 767 (ask for LearnOnline Support).

All official communications to students will be made via LearnOnline. Please check your student email regularly so that you receive these communications.

### 3b Timetable of activities

The following is an overview of our unit.

The Tuesday tutorials and the Tasks of the Week (which will be published on the SecEd@UC wiki) will be designed to help students explore these general themes.

| <i>Themes</i>  | <i>Lecture Mode</i> | <i>Lecture content</i>   |
|--|---------------------|--|
| <b>Week 1</b><br>The unit structure and rationale                                    | <i>Live</i>         | The ten lectures (after this one) will attempt to model what we're asking for Assessment 2, where an event is described and analysed in the light of theory and reflection.  |
| <b>Week 2</b><br>Values, ambition, learning styles                                   | <i>Online</i>       | <b>The slammed door:</b> Janine gets up in the middle of a tutorial and storms out, slamming the door. What's behind this? How to respond?   |
| <b>Week 3</b><br>Expectations & culture, differences, learning styles                | <i>Live</i>         | <b>The front seat explosion:</b> A student asks me a difficult question, and I pause before answering, shutting my eyes and letting my thoughts gather before saying anything. Suddenly a boy in the front row shouts: 'Just say it, for god's sake, will you!' We're all shocked, including the boy in the front row. |
| <b>Week 4</b><br>Teacher expectations, peer pressure, conflicting values, attachment | <i>Online</i>       | <b>The class revolt:</b> A group of students at an alternative school tell me I'm not their type. What's this about?   |
| <b>Week 5</b><br>Defences, projections, games  | <i>Live</i>         | <b>The sticky-tape poem:</b> One day Nick writes a secret poem in class. What secrets exist in our classrooms, affecting the learning environment?   |

|   |               |  |
|---|---------------|--|
| and secrets   |               |  |
| <b>Week 6</b><br>Projection,<br>idealization,<br>attachment,<br>adolescence                                     | <i>Online</i> | <b>The blonde bombshell:</b> I'm teaching adolescent boys, and their previous teacher - a gorgeous young teacher who has been very popular - drops in for a visit.   |
| <b>Week 7</b><br>Belonging, values,<br>conflict resolution  | <i>Live</i>   | <b>The secret thief:</b> A stealing incident threatens to undermine months of planning and a growing sense of community. How to respond?   |
| <b>Week 8 Class free week</b>   |               |  |
| <b>Week 9</b><br>Ambition,<br>motivation,<br>frustration,<br>resilience,<br>perseverance                        | <i>Online</i> | <b>The walled city:</b> Josh sits in his English class, reading a Shakespeare play and feeling shut out from the world that that the teacher is trying to entice him into. He feels like he's in a walled city, unable to get out. |
| <b>Week 10</b><br>Expectations, the<br>secret lives of<br>children,<br>motivation,<br>passion,<br>relationship. | <i>Live</i>   | <b>'Teaching is an extreme sport':</b> Aaron, a preservice teacher, is asked to teach 10 disaffected boys and is told by a mentor teacher to remember that 'teaching is an extreme sport'.   |
| <b>Week 11</b><br>Classroom<br>atmosphere,<br>expectations,<br>boundaries,<br>purpose.                          | <i>Online</i> | <b>What's the difference between a duck?</b> I'm standing at the door on the first day of the school year, and as the first student walks past me I ask him, 'What's the difference between a duck?'                               |

### ***The Thursday Workshops***

As a part of this unit, there will be a number of compulsory discipline group Thursday Workshops held in the afternoons. For CPP2, these Thursday Workshops will be held on the following dates:

- Thursday Workshop 1: February 23
- Thursday Workshop 2: March 22
- Thursday Workshop 3: April 12

The KLA-specific content of CPP2 will be covered in these workshops. You will be drawing on the ideas and content explored in these workshops for Assignments 2a and 2b, which are worth 20%.

## **4: Unit Resources**

### **4a Lists of required texts/readings**

The Grad Dip wiki is considered required reading. The required text for the whole course is

Churchill et al. (2011). *Teaching: Making a Difference*. John Wiley & Sons: Milton.

This text is available from the campus Co-op bookshop.

### ***Additional texts***

There will be a list of CPP1 readings on e-Reserve.

#### 4b **Materials and equipment**

The following is based on [Deakin University's Recommended minimum computer standards for students](http://www.deakin.edu.au/current-students/it-support/computer-standards.php) at <http://www.deakin.edu.au/current-students/it-support/computer-standards.php>.

##### ***Recommended minimum computing standards***

You do not need to own your own computer. The University of Canberra provides on-campus computer facilities and laboratories. Such facilities can also be accessed at libraries and internet cafes. However, this unit requires computer and internet use at a sophisticated level. It is possible that many of the sites and resources we use will function on a computer with a lower configuration. Nevertheless, the following minimum specifications are recommended:

| <b>PC</b>  | <b>Macintosh</b>                          |
|--|---|
| 2GB RAM  | 2GB RAM                                   |
| 120GB HDD  | 120GB HDD                                 |
| 2GHz Processor   | Intel Based processor                     |
| Wireless support if a laptop                           | Wireless support if a laptop              |
| USB support  | USB support                               |
| Capable of running Windows Vista or Windows 7 or later | Capable of running OSX 10.5 or later      |
| Microphone and speakers (built in or USB)              | Microphone and speakers (built in or USB) |
| Internet Explorer 7 or Firefox 3.0 or later            | Firefox 3.0 or later                      |
| Sun Java 1.6.0 or later                                | Sun Java 1.6.0 or later                   |
| Adobe Reader 9 or later                                | Adobe Reader 9 or later                   |
| Quicktime 7.3 or later                                 | Quicktime 7.3 or later                    |
| Reliable broadband internet connection                 | Reliable broadband internet connection    |
| Anti-virus software                                    | Anti-virus software                       |

We strongly recommend you have anti-virus software installed.

##### ***Other hardware***

A 4 GB USB flash drive for transferring data between computers.

##### ***Internet connectivity***

A minimum broadband internet connection will provide the speed necessary to access some of the unit resources, such as audios and videos.

Note that internet connections from your workplace may have firewalls that limit access or other restrictions placed upon them that limit some functionality, such as the installation of software or access to certain sites.

#### 4c **Unit website**

Regular access to the unit wikispace at <http://ucangraddip.wikispaces.com> is a requirement for study in this unit. LearnOnline will be used for assignment submission and for formal communications.

## 5: Assessment

### Notes on assessment

1. This unit is part of the 'Common Secondary Education Program' (known as SecEd@UC) taught in all secondary education courses at UC.
2. All units in the Graduate Diploma in Education (Secondary) are part of the SecEd@UC.
3. In the undergraduate courses, the SecEd@UC program consists of eight units usually taken in second year (Education Foundations and CPP1) and third year (Learning with Technology, CPP2, CPP3, Literacy Across Disciplines, Responding to Individual Needs in Education SEC, Socio-Cultural Politics of Education SEC).
4. SecEd@UC uses a model of integrated assessment where a single set of tasks are used as assessment for all of the units in the program; two covering the units you do in Semester 1 and two covering the units you do in Winter/Semester 2). Assignment 4 (in the Winter Semester) is a Poster Task. Of the three other tasks, you are required to complete one as primarily a written task and another as primarily an oral task. We also encourage students to consider other creative forms of response for one of their tasks. Advice will be given to students not taking these units at the same time on how to complete the assessment items in stages.
5. Some units in the SecEd@UC program have additional standalone assessment item.

All staff and students are strongly encouraged to read the document named 'Assessment Responsibilities' on the following link to ensure accurate understanding of the various perspectives surrounding assessment at UC. It can alleviate many misunderstandings.

[https://guard.canberra.edu.au/policy/policy.php?pol\\_id=2900](https://guard.canberra.edu.au/policy/policy.php?pol_id=2900)

### 5a Assessment overview

| Item  | Due date   | Weighting | Addresses learning outcome(s) | Related generic skill(s) |
|---|--|-----------|-------------------------------|--------------------------|
| 1. Understanding your assumptions (SecEd@UC Assignment 1) | Friday, 16 Mar, 12 noon                                | 40 %      | 1, 2, 3, 4, 5, 6              | 1, 2, 3, 4, 5            |
| 2. Exploration of Provocations (SecEd@UC Assignment 2)    | Friday, 20 Apr, 12 noon                                | 40 %      | 1, 2, 3, 4, 5, 6              | 1, 2, 3, 4, 5            |
| 2a. In class task   | Thursday workshop 12 April (Week 10)                   | 5 %       | 1, 2                          | 1, 2, 4                  |
| 2b. Learning Journal/Portfolio                            | Friday, 20 Apr, 12 noon                                | 15 %      | 1, 2, 3, 4, 5, 6              | 1, 2, 3, 4, 5            |
| 3. Professional experience                                | By negotiation but no later than week 13 of Semester 2 | n/a       | 1, 2, 3, 4, 5, 6              | 1, 2, 3, 4, 5            |

## 5b Details of each assessment item

### *The Nine Provocations*

- What kind of a teacher do I want to be?
- Will I be allowed to be the teacher I want to be?
- To whom am I accountable?
- Am I ready to teach?
- Is teaching a profession or a trade?
- What will students want and need from me?
- Should we teach students or subjects?
- To what extent is teaching an intellectual pursuit?
- How will I control my students?

### **Assignment 1. Understanding your assumptions about teaching and learning (40%)**

#### *Background*

This assignment is intended to help you understand the assumptions you bring to the new career you are entering. Through identifying and accounting for these assumptions you are beginning a process of engaging with the Nine Provocations of the course and with the early stages of pedagogical reasoning, both central to the course.

#### *Task*

1. *'...Once I entered teacher education as a student, it dawned on me that learning to teach was doing something to who I was becoming.'* p 12\*
2. *'... by the time a person enters teacher education, she or he has spent approximately thirteen thousand hours observing teachers.'* p 27\*
3. *'... Those learning to teach draw from their subjective experiences constructed from actually being there. They bring to teacher education their educational biography and some well-worn and commonsensical images of the teacher's work ...'* p 27\*
4. *'... Issues of pedagogy do not enter into a student's view of the teacher's work. Rather, the teacher's skills are reduced to custodial moments: the ability to enforce school rules, impart textbook knowledge, grade student papers, and manage classroom discipline appear to be the sum total of the teacher's work. Hidden is the pedagogy teachers enact: the ways teachers render content and experience as pedagogical, consciously construct and innovate teaching methods, solicit and negotiate student concerns, and attempt to balance the exigencies of curriculum with both the students' and their own visions of what it means to know'* p 28\*

\*Britzman, Deborah P. (2003). *Practice makes practice: a critical study of learning to teach* (Rev. ed). State University of New York Press, Albany.

With reference to at least one of the above quotes, the Nine Provocations and your studies to date in this course, you are to critically examine the assumptions you bring to education. In critically examining these assumptions you are to account for their origin and begin to explore their usefulness, using course material from the units you are doing to help you do this.

You are encouraged to use some of the Nine Provocations as a stimulus to aid your consideration of the assumptions you bring to the course.

The Britzman quotes above have been chosen to help challenge and /or extend your consideration of these assumptions.

Remember, this is a 'whole of course' task. You are to bring knowledge from the entire course to this task. For CPP 2, you should interrogate your own experiences and beliefs as they relate to classroom environments you have participated in. In particular, you should identify the



assumptions that underlie your attitudes, examining where they come from, especially as they relate to challenging behaviour. You would also benefit from critiquing your own skills in promoting a positive learning environment.

*Outcomes and generic skills assessed*

| <b>Ed Finds outcomes</b>  | <b>ELPC G1 outcomes</b>  | <b>CPP 1 outcomes</b>   | <b>CPP 2 outcomes</b>  |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Explain the relationship between development and learning</li> <li>2. Identify the assumptions that underlie the various perspectives on education and their associated theories of learning</li> <li>3. Critically analyse the issues involved in teaching as a profession.</li> </ol> | <ol style="list-style-type: none"> <li>1. Explain the role of communication and IT in education;</li> <li>2. Use information literacy skills;</li> <li>3. Use appropriate skills in IT in their own learning;</li> <li>4. Evaluate and use appropriately educational software and online resources.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area;</li> <li>2. Organise content into an effective learning and teaching sequence;</li> <li>3. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies;</li> <li>4. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the capacity to organise classroom activities and provide clear directions;</li> <li>2. Demonstrate knowledge of practical approaches to manage challenging behaviour;</li> <li>3. Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning;</li> <li>4. Apply a range of teaching strategies;</li> <li>5. Apply a range of verbal and non-verbal communication strategies to support student engagement;</li> <li>6. Demonstrate the capacity to implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</li> </ol> |

### Criteria for assessment

| Criterion  | Generic Skills | Ed Finds outcomes | ELPC G1 outcomes | CPP 1 outcomes | CPP 2 outcomes |
|--|----------------|-------------------|------------------|----------------|----------------|
|  |                | 50%               | 50%              | 40%            | 40%            |
| Identifies and accounts for at least 3 assumptions | 1, 3           | 2                 | 1                | 1              | 1, 3           |
| Critically examines your assumptions               | 5              | 2, 3              | 1, 4             | 1, 2           | 3              |
| Uses relevant research literature                  | 2              | 1, 2, 3           | 1, 4             | 3, 4           | 2, 3, 6        |
| Communicates ideas effectively and clearly         | 1, 4           | 2, 3              | 1, 3             | 2, 3           | 4, 5           |

### Supplementary advice for completing Assignment 1

1. Please consult the course wiki for further advice on completing this task.
2. Advice to assist part-time and undergraduate students complete this task will be published on the course wiki.

### Assignment 2. Exploration of one of the Nine Provocations (40%)

#### Background

The following task is your Assignment 2 task for all four units. You will create one submission, and this will be marked by four staff members, each from a different unit perspective. Your one submission, then, will receive four separate grades, one for each unit.

This Assignment 2 task is also a warm-up for Assignment 3 in Winter term. The feedback you get for your Assignment 2 work will help guide you for the bigger Assignment 3 task.

Assignment 2 is based around one or two events that you observe during observation days prior to week 9.

#### Task

For this task, we want you to choose one of the Nine Provocations as a focus. Choose the one which you think offers you the greatest learning opportunities.

What do we want you to do with your chosen Provocation? Prior to week 9 you will need to have completed at least one, preferably more, observation days in schools. Use one or two of the events that you observe as a focus for your exploration of your chosen Provocation.

We want you to look at your chosen Provocation and event(s) through the four different unit perspectives. How does the theoretical and practical work you have been doing in Educational Foundations help you to see more deeply into the nature of what you have observed? How does the material you've been studying in CPP 1 help? What about ELPC G1 and CPP 2?

For CPP 2, you should interrogate your own experiences and beliefs as they relate to classroom environments you have participated in. In particular, you should identify the assumptions that underlie your attitudes, examining where they come from, especially as they relate to challenging behaviour. You would also benefit from critiquing your own skills in promoting a positive learning environment.

*Outcomes and generic skills assessed*

| <b>Ed Foundations outcomes</b>  | <b>ELPC G1 outcomes</b>  | <b>CPP 1 outcomes</b>   | <b>CPP 2 outcomes</b>  |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Explain the relationship between development and learning</li> <li>2. Identify the assumptions that underlie the various perspectives on education and their associated theories of learning</li> <li>3. Critically analyse the issues involved in teaching as a profession.</li> </ol> | <ol style="list-style-type: none"> <li>1. Explain the role of communication and IT in education;</li> <li>2. Use information literacy skills;</li> <li>3. Use appropriate skills in IT in their own learning;</li> <li>4. Evaluate and use appropriately educational software and online resources.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area;</li> <li>2. Organise content into an effective learning and teaching sequence;</li> <li>3. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies;</li> <li>4. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the capacity to organise classroom activities and provide clear directions;</li> <li>2. Demonstrate knowledge of practical approaches to manage challenging behaviour;</li> <li>3. Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning;</li> <li>4. Apply a range of teaching strategies;</li> <li>5. Apply a range of verbal and non-verbal communication strategies to support student engagement;</li> <li>6. Demonstrate the capacity to implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</li> </ol> |

*Criteria for Assessment*

| <b>Criterion</b>  | <b>Generic skills</b> | <b>Ed Founds outcomes</b> | <b>ELPC G1 outcomes</b> | <b>CPP 1 outcomes</b> | <b>CPP 2 outcomes</b> |
|---|-----------------------|---------------------------|-------------------------|-----------------------|-----------------------|
| Weighting   |                       | 50%                       | 50%                     | 40%                   | 40%                   |
| Describes the event(s) clearly  | 1, 3                  | 2                         | 1                       | 1                     | 1, 3                  |
| Uses the events to explore the chosen provocation   | 3                     | 2                         | 4                       | 2                     | 2, 3, 4, 5            |
| Uses relevant research from each of the interrelated units to inform the analysis of the event[s] | 2                     | 1                         | 1, 4                    | 1                     | 1, 2, 6               |
| Makes relevant and useful connections between the learning done in the interrelated units         | 2                     | 1, 2, 3                   | 2, 3                    | 3, 4                  | 2, 3                  |
| Communicates ideas effectively and clearly  | 1, 4                  | 2, 3                      | 2, 3, 4                 | 2, 3                  | 4, 5                  |
| Length: Audio-visual <7 minutes / 2500 words  | 1, 4                  |                           |                         |                       |                       |

*Supplementary advice for completing Assignment 2*

1. Please consult the course wiki for further advice on completing this task.
2. Advice to assist part-time and undergraduate students complete this task will be published on the course wiki.

**Assignments 2a and 2b: CPP2 discipline-specific Thursday Workshops component (20%)**

This part of the unit provides a basis for professional decision-making in classroom practice in the nominated curriculum area teaching years 7-12. It works in tandem with your 15 days supervised professional experience in a school.

**Assignment 2a. In class task (5%)**

Through the Thursday Workshops you will be given the opportunity to critically analyse the range of strategies for the set up of your classroom environment. There is a direct link between effective planning correlating with the successful classroom set-up. As such, you are to choose a lesson plan from CPP1 and bring to the final workshop. During the workshop, use the lesson plan and highlight one possible complication for the context of the lesson. Consider how you might usefully respond to it.

You can choose to either write a 300-500 word accompanying brief during the final workshop, or orally present connections to the workshop group.

*Outcomes*

1. Demonstrate the capacity to organise classroom activities and provide clear directions;
2. Demonstrate knowledge of practical approaches to manage challenging behaviour;

*Criteria*

- Identified complication is clearly linked to the context of the lesson, with explicit thought into the relationship between planning and implementing
- Minimum of two useful responses are analysed for the identified complication, demonstrating an understanding of affordances and limitations, contextually

- Communicates clearly and appropriately in Standard Australian English [SAE]

### ***Assignment 2b. Learning Journal/Portfolio - 1000 words (15%)***

A portfolio is a collection of written observations and reflections, in this case done as you involve yourself in the Thursday Workshops and begin your professional experience in your school. We know that professional decision-making is directly impacted upon by effective planning, management and assessment with teacher reflections and amendments to meet student needs. Portfolios are often requested as part the application procedure for teaching work, to demonstrate your practiced capabilities over sustained time, within a variety of contexts.

Professional decision-making in classroom practice is affected by key principles of:

- ethics and conduct in teaching conducive to relevant legislative, administrative and organisational frameworks
- teacher knowledge, skills and attitudes through immersion in the school setting
- creating and maintaining a supportive and safe learning environment and implementing effective teaching and learning practices
- curriculum, assessment and reporting knowledge and their uses

In line with expectations for moving from ‘Graduate’ to ‘Proficient’ in the TQI standards (expected at the end of 12 months of full-time teaching), you will be asked to explicitly show how you have demonstrated the teacher standards in practice. This task allows you to prepare for this assessment, which will occur after a year of professional engagement.

#### *Task*

Analyse whether the strategies you see presented by either your workshop tutor, or in practicum placement are discipline specific, or can be applied to a range of disciplines. Discuss the affordances and limitations of approaches, with relation to research, observations, conversations and specific unit content. Reflect on content in CPP1 (planning) to assist in developing links between effective planning and the set up of your classroom, ensuring to protect the identity of all associated participants (schools, teachers, students).

The portfolio/journal is to be submitted on Moodle, either as an attachment or as a link.

#### *Outcomes*

We are working with the following outcomes, though at this stage of the course you are not expected to be able to demonstrate them.

1. demonstrate the capacity to organise classroom activities and provide clear directions;
2. demonstrate knowledge of practical approaches to manage challenging behaviour;
3. demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning;
4. apply a range of teaching strategies;
5. apply a range of verbal and non-verbal communication strategies to support student engagement;
6. demonstrate the capacity to implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

#### *Criteria*

- Critically analyses observed practice, demonstrating professional process
- Relevant and insightful narrative of own learning process, which explicitly discerns observations
- Selective research from theory and material from the course is explicitly drawn upon to deepen reflections
- Completes a minimum of 3 journal entries, or portfolio reflections on lecture, workshop, tutorial or practicum conversations.

- Communicates clearly and appropriately in Standard Australian English [SAE], drawing upon appropriate, standard conventions when referring to course material (e.g. bibliography, footnotes, referencing)

### ***Assignment 3. Professional experience***

Professional experience is a required activity to receive a grade in this unit.

Undergraduate students must successfully complete 20 days of professional experience; graduate students must successfully complete 15 days of professional experience. Professional experience must be completed by no later than week 13 of Semester 2. Please refer to the professional experience section of the Secondary Course Learn Online (Moodle) site for full information on the professional experience requirements.

Preservice Teachers in CPP2 will complete an Intermediate placement, unless otherwise approved by the unit convener.

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### ***Assessment Addendum: Pedagogical Reasoning***

In this course we will be using ‘pedagogical reasoning.’ In having this focus we want you to be creating an e-portfolio in which you will begin what should be a career long practice of documentation, critical evaluation and reflection on your teaching practice.

In applying a pedagogical reasoning framework we are asking you to move between the powerful generalisations of the principles found in education research and theory, and the memorable particularities of cases. To fully understand this concept it is essential that you closely read the references below. These reading are available via your CPP unit e-reserve. We also recommend you follow the reading guide, available via your course moodle and / or wiki.

*Essential references* (available via e-reserve)

- Hammerness, K., Darling-Hammond, L., & Shulman, L. (2001). Towards Expert Thinking: How Case-Writing Contributes to the Development of Theory-Based Professional Knowledge in Student-Teachers. Report: ED472392. 31pp. Apr.
- Nilsson, P. (2009). From lesson plan to new comprehension: exploring student teachers, Æ pedagogical reasoning in learning about teaching. *European Journal of Teacher Education*, 32(3), 239 - 258.
- Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2).
- Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1-22.
- Wilson, G., & I’Anson, J. (2006). Reframing the practicum: Constructing performative space in initial teacher education. *Teaching & Teacher Education*, 22(3), 353- 361.
- Pedagogical Reasoning Study Guide (Please see your course wiki)

*Recommended references* (available via e-reserve)

- Klink, William(2010) 'Don't I Wish My Professor Was Hot Like Me', *Review of Education, Pedagogy, and Cultural Studies*, 32: 4, 431 — 446
- Middleton, S. (2005) *Pedagogy and Post-Coloniality: Teaching ‘education’ online*, *Discourse: studies in the cultural politics of education*, 26(4), pp. 511-525.
- Shulman, L., & Shulman, J. (2004). “How and what teachers learn: A shifting perspective.” *Journal of Curriculum Studies* 36.2: 257-271.
- Shulman, L., & Sherin, M. G. (2004). “Fostering communities of teachers as learners: disciplinary perspectives.” *Journal of Curriculum Studies* 36.2: 135-140.

### ***Additional notes***

#### *Your 2nd assignment (Semester 1)*

An understanding of the concept of pedagogical reasoning is not critical for this task. However, the nature of the task in asking you to reflect upon up to two of the Nine Provocations in relation to the four units you have studied is aimed at helping you move towards the integration of your learning across your course. This integration of learning and focus upon up to two issues is an important first step in pedagogical reasoning.

#### *Your 3rd assignment (Winter Term)*

This task is the main pedagogical reasoning activity and a significant assessment for the course. In this task you will be analyzing a chosen event in your teaching. Developing this task will be a strong focus of all your units, where we will be doing some detailed reading of the Essential References. Thus at this stage an understanding of the concept and familiarity with the readings is essential in understanding the task.

To complete this you will be asked to choose an event from your first period of professional experience. This could be an event when you felt as though you really ‘got the idea of teaching’ to an event where you felt ‘lost’ in the classroom. The choice is entirely yours, as your choice of event will be important to you and your developing teacher identity.

You will need to critically and deeply reflect upon this event and the influences upon it, i.e. ‘what happened?’ and ‘why?’. This reflection will make explicit reference to the theories, educational research and practices you have studied. For example a ‘teachable moment’ when you had the sense of ‘wow I get this teaching’ or ‘cool, the kids really got this idea’ may be influenced by the learning styles of students, the social background, the pedagogical approach you used, your planning, students prior learning or that you ‘threw out the plan’ and went with a new idea that emerged. In the portfolio you would identify and describe the moment and then analyse it from such a variety of perspectives. In this task critically engaging with your peers will also be important, so the analysis of your peers will also be important.

#### *Your 4th assignment (Winter Term)*

This will be a compulsory mini-conference held in September. This mini-conference will be organized around the Nine Provocations and each student will need to prepare and present a poster at this conference. The poster will explore a chosen provocation with reference to the learning from the entire course.

## **5c Special assessment requirements**

### ***Assignments***

- All assignment items must be passed to gain a pass in the unit.
- Any extensions to due dates must be negotiated with a unit convenor before the due date. Requests should be placed in writing, outlining your reasons for requesting an extension. You should also include the date by which you intend to submit, should your request for extension be granted.

### ***Professional experience***

Professional experience is integral to this unit. Students must pass professional experience to pass this unit. At least one school observation needs to be completed **by week 9**. Further advice on Professional Experience will be provided by the Professional Experience Office.

### ***Late submission of assignments***

Late submission of assignments without an approved extension will result in the assignment **not** being marked and **zero** being recorded for that particular assignment.



### ***Extensions***

Students can apply for an extension to the due date for submission of an assessment item on the grounds of illness or other unavoidable and verifiable personal circumstances (as outlined in the table below):

| <b>Circumstance</b>   | <b>Examples of Documentary Evidence Required</b>  |
|---|---|
| Illness or serious health problems                                      | A medical or counselling certificate, certifying that the student received medical attention and that the illness would prevent/prevented the student from submitting the assessment item |
| Bereavement - death of family member or close friend                    | Death notice or other appropriate evidence  |
| Sporting commitments at the state or national representative level      | Documentary evidence of participation such as written advice from the team manager or an appropriate National Athlete Career and Education (ACE) adviser                                  |
| Unavoidable work commitment   | Documentary evidence from employer  |
| Voluntary defence or emergency commitments                              | Documentary evidence from the relevant authority  |
| Car accident or breakdown on the way to submit assessment item          | Police report (in the case of an accident) or a mechanics report (in the case of a breakdown)   |
| Legal commitments such as jury duty or being subpoenaed to attend court | Documentary evidence from the Court   |

Applications should be submitted via the extension request form, [available online at https://docs.google.com/leaf?id=0BzJTIRYJzoE2NGQ1NmQ1N2UtYTlmOC00YTJkLWlyOGItZGY3NWY2MGI0OGJm&hl=en\\_GB](https://docs.google.com/leaf?id=0BzJTIRYJzoE2NGQ1NmQ1N2UtYTlmOC00YTJkLWlyOGItZGY3NWY2MGI0OGJm&hl=en_GB) or from outside Room 5C2. In all cases, some form of documentary evidence is required to support an application for an extension. Applications should normally be made at least 48 hours before the advertised due date. Applications made after this date will only be approved in exceptional circumstances and should be accompanied by a draft of the assignment or other evidence of work towards its completion.

It should be noted that such documentation will be considered but will not guarantee that the application will be successful.

In particular, original medical certificates are to be sighted by the unit convenor and must be signed by a registered medical, dental or health practitioner or counsellor and a copy provided to the unit convenor. It is not necessary for medical and counselling certificates to specify the nature of the medical condition but such certification should contain the following:

- The registered provider number (not necessary for counselling certificates)
- The date on which the student was to submit the assessment item.
- Advice regarding the severity and duration of the complaint and that the circumstances would affect the student's ability to submit the assessment item.
- Be dated on, or before, the date of submission. Medical certificates dated after the date of the submission will only be accepted in exceptional circumstances.

Students should apply for an extension before the due submission date, and are advised to do as early as possible. Applications may be considered after the due submission date only under exceptional circumstances.



The Unit Convenor will decide whether to grant an extension and the length of the extension.

*Students with a disability* can also receive support from the UC AccessAbility Office. They should first talk to the unit convenor and request an extension. If students do not feel comfortable doing this, they can go to the AccessAbility office front desk and ask to fill in a Request for Extension form. The Disability Advisor will contact the lecturer and then confirm with the student that the extension has been granted. Requests for extensions need to be made at least 5 days prior to the due date. This will allow time to pass the request on to Academic staff for consideration and confirmation to be received. If students apply later it may not be possible to make the requested modification.

### ***Responsibility for understanding***

If there is any doubt with regard to the requirements of any particular assignments or assessment procedure, the onus for clarifying the issue rests with the student who should contact the unit convenor or tutor. Further, it is the responsibility of students to ensure that they are correctly enrolled in the unit and that the tutor and Student Administration have their correct contact details.

### ***Literacy criteria***

Assessment tasks contain explicit literacy criteria appropriate to the task. If an unsatisfactory grade is given on any of the specific 'literacy' criteria, the student will receive a WH on the assessment piece. They will be given a referral slip to take along to the Academic Skills Centre, where a learning adviser will work with them on targeted literacy skills. After attendance at Academic Skills the student will forward a brief electronic report, detailing the attendance and reflecting on the learning, to their tutor/unit convenor. On receipt of that report the WH grade may be changed. Unsatisfactory achievement on any one of the other criteria may result in a Fail grade for a given assessment item.

### ***Grading ranges***

Each graded assignment will be given a mark out of 100. This equates to the following grades:

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|---|--|
| <b>HD (High Distinction)<br/>85 - 100</b> | Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity. |
| <b>DI (Distinction)<br/>75 - 84</b>       | Work of superior quality on learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organization and selectivity.   |
| <b>CR (Credit)<br/>65 - 74</b>            | Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit   |
| <b>P (Pass)<br/>50 - 64</b>               | Work showing satisfactory achievement on learning outcomes of unit.  |
| <b>F (Fail)<br/>49 and under</b>          | Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of or conceded pass.   |

## **5d Supplementary assessment**

### ***Resubmission***

Should a student fail one piece of graded assessment, consideration for a resubmission will be given if all other items of assessment for the unit are passed. The maximum grade for the resubmission will be a Pass.

## **5e Academic Integrity**

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others' work must be

acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values.

**5f Text-matching software**

Specific text-matching software (such as Turnitin) is not used in this unit.

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| <b>6: Student Responsibility</b> |
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**6a Workload**

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

**6b Special needs**

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.

**6c Participation requirements**

Participation in tutorials, seminars and online content is considered compulsory. This course is accredited with the ACT Teacher Quality Institute and consequently recognised nationally. As part of this recognition the course must meet the graduate teaching standards and the Faculty must assess you against them. Not all standards can be or are suitable to be assessed in formally submitted assignments and are instead observed through participation in class and online work. In order to meet the faculties obligations to the registration authority we regard that missing more than two tutorials would jeopardise our ability to confidently accredit students and would thus result in a fail for the particular unit. For more details on the teaching standards please visit the ACT Teacher Quality Institute website.

**6d Withdrawal**

If you are planning to withdraw please discuss with your unit convener. Please see [the Student Services website](http://www.canberra.edu.au/student-services/re-enrolment/determine_your_study_program_and_register_on_osis/withdrawal_of_units) at [http://www.canberra.edu.au/student-services/re-enrolment/determine\\_your\\_study\\_program\\_and\\_register\\_on\\_osis/withdrawal\\_of\\_units](http://www.canberra.edu.au/student-services/re-enrolment/determine_your_study_program_and_register_on_osis/withdrawal_of_units) for further information on deadlines.

**6e Required IT skills**

It is expected that students can

1. Copy and paste
2. Open a web browser
3. Identify what a web address/URL is
4. Follow a hyperlink

**6f Costs**

Nil

**6g Work placements, internships or practicums**

This unit has been designed so that students can integrate their learning with the professional experience practice. This unit involves professional experience days and hence requires strict adherence to professional practice principles and ethics. Client confidentiality must always be maintained, including for assessment items such as reports or essays. If you are unsure about how to meet these requirements, please see the unit convener. The professional nature of work

integrated learning units also requires 100% attendance at all professional experience activities for the successful completion of this unit (also see section 6c). If attendance requirements cannot be satisfied (e.g., timetable clash), it is recommended that you seek advice from the course convener.

**6h Additional information**

Nil

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| <b>7: Student Feedback</b> |
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All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: <http://www.canberra.edu.au/home/>. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

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| <b>8: Authority of this Unit Outline</b> |
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Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.