

CHARLES STURT
U N I V E R S I T Y



Graduate Diploma of Education
(Secondary)

COURSE OUTLINE
2007

Contact Details

Please feel free to contact the University if you have any questions about your course. Enquiries in the first instance should be directed to the appropriate course manager.

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Welcome!

Congratulations on your admission to the Graduate Diploma of Education (GDE) (Secondary) course. This booklet is designed to give you a brief introduction to the nature and structure of your course. We have provided details of the subjects that make up the course, and of the options open to you.

You should study all the documentation carefully, and ensure that the details provided on your Offer of Enrolment are correct.

Rights and responsibilities

As a member of the University community you will find we have we have expectations of you, just as you have expectations of us. You will find that information on those expectations, your rights and responsibilities, are contained in policies and regulations which are available to you in a number of forms and locations. It is important for you to familiarise yourself with all of these as they frame your studies and experiences while at Charles Sturt University (CSU). For example, you should be aware of your obligations under the code of conduct, in particular sections 16, 17 and 21 of the Policy for the use of University Computing and Communication Facilities.

You will receive a guide from Student Services to help you get started with studying at CSU called *Putting it together: A guide to learning at CSU*. You will also find information delivered to you via my.csu and in your course and subject outlines, both in print and online.

A copy of current Faculty of Education and School policies, particularly those relating to assessment, can be found at the end of this booklet in the Faculty of Education Folio. Subsequent updates to this document are provided online via a link in each online subject outline or at the following website:

<http://www.csu.edu.au/faculty/educat/folio/folio.htm> We have also included at the end of this booklet a copy of our preferred referencing procedures to assist you in your studies.

Professional accreditation

The University is registered with the Australian Education Council as an institution empowered to accredit tertiary award courses, ensuring its awards are nationally and internationally recognized. Those programs that lead to professional employment or practice meet the educational requirements of registered professional bodies and employer groups in Australia.

On successfully completing the course, you are qualified to teach in subjects relevant to the curriculum studies subjects studied (provided that your undergraduate degree has been assessed by the relevant employment authority). The course does not qualify graduates to teach in those curriculum studies areas not covered in the course, such as music and technical and applied science, but students may be able to gain credit for curriculum studies completed at other institutions.

After completing the course it will be necessary for you to seek accreditation from the appropriate body in your State, for example in NSW this is the NSW Institute of Teachers.

Course aims

This course aims to develop teachers who have the capacity to design, develop, and deliver education that is characterised by a commitment to intellectual quality, the construction of supportive learning environments, and the provision of learning-teaching experiences that have significance within and beyond the classroom. An expected outcome of this course is the development of early career teachers who are recognised by the community of educators as transformative practitioners, committed to social justice, environmental sustainability, and capable of providing for the educational needs of diverse learners in rural and other environments.

Course outcomes and graduate attributes

The course outcomes represent the attributes expected of a graduate of the course and CSU, as well as an early career teacher.

1. demonstrate evidence of their emerging skills as a *teaching professional*;
2. apply a broad range of evidence-based *pedagogical practices* to produce positive student learning outcomes;
3. work to improve *education and schooling* by advocating social justice principles, affirming and accommodating difference and diversity within their classrooms and planning for the distinct contexts and learning needs of their students;
4. create and sustain effective and positive *learning environments*;
5. develop a critical awareness of *educational initiatives and directions* and appropriately implement them;
6. synthesise their understandings of the *nature and needs of young people* through the creation and maintenance of effective and positive learning experiences and environments that engender values of respect, dignity, acceptance of self and others, and result in positive student learning outcomes; and
7. analyse the *learning needs of students with special needs* within their teaching context and differentiate the curriculum to address each learner's needs.

A description of the understandings leading to demonstration of the above course outcomes is detailed below.

Skills as a Teaching Professional

In this area you will specifically focus on, professional values and beliefs, professional philosophy, active engagement in the profession and community, commitment to improving professional knowledge and skills, communication and interpersonal skills, child protection, knowledge, understanding, and application of theory in regard to educational issues and initiatives, for example: literacy, cultural diversity, children with special needs, and rurality.

Pedagogical Practices

In this area you will specifically focus on the nature and study of practice, reflective practice, theorising classroom practice, subject literacies, organisation, managing,

planning and reflecting, pedagogy, content knowledge, pedagogical content knowledge, assessment of and for learning, reporting, creativity, and teaching for inclusivity.

Education and Schooling

In this area you will specifically focus on secondary schools, social justice, and various educational contexts such as rural contexts, cultural diversity, and indigenous issues.

Learning Environments

In this area you will specifically focus on classroom management, maintaining safe working environments, and organising, managing, planning and reflecting.

Educational Initiatives and Directions

In this area you will specifically focus on, Information Communication Technology, Literacy, Numeracy, NESB students, subject literacies and developing recognised national key competencies.

Nature and Needs of Young People

In this area you will specifically focus on, adolescent development, constructions of adolescence, and learners and learning theory. Pre-service teachers will engage with theories of physical development, cognitive development, psycho-dynamic development and socio-cultural perspectives of adolescence. Strong emphasis is placed on the implications for school structures, learning and teaching, and the links between and among schools, families, and communities.

Learning Needs of Students with Special Needs

In this area you will specifically focus on the foundations of inclusive practice, the nature and needs of students in the inclusive classroom, research supported strategies for promoting inclusive practice, curriculum differentiation including the identification and selection of different instructional strategies, inclusive pedagogy, including cognitive strategy training, peer assisted and cooperative learning.

Course design

Course framework

To meet the aims and outcomes of the course, the Graduate Diploma of Education (Secondary) has been designed on the principles that underpin an authentic approach to curriculum, teaching and learning, and assessment. Together with the outcomes, these principles form a framework for the course.

A critical element of the course design is the holistic nature of its structure. It was originally planned at a meta-level, beginning with faculty members articulating their philosophies of education and how these could manifest themselves in a comprehensive and coherent course. The course was also endorsed by members of the professional teaching community and CSU students. Subsequently a ten subject course was developed. The subjects are contemporary and grounded in authentic pedagogy.

Authentic pedagogy is based on the work of Fred Newmann and associates at the Centre on Organization and Restructuring Schools (<http://www.wcer.wisc.edu/archive/cors/>), and has been interpreted in various forms. Studies replicating and extending Newmann's work on "authentic pedagogy" have been conducted in Queensland under the banner of "Productive Pedagogies" (QSRLS, 2001), and in NSW under the rubrics of "Quality Teaching" (NSW DET, 2003) and "Situated Pedagogy" (McConaghy,

2002). We have used a hybrid of these models of pedagogy as a framework for the types of learning – teaching interactions you will experience.

Course assessment: Critical Professional Commentary (CPC)

In addition to the requirements of each subject, you will be required to prepare a Critical Professional Commentary (CPC), in order to demonstrate a standard of achievement of the outcomes of the Graduate Diploma of Education (Secondary) course. Details of subject assessment are contained in each subject outline.

The CPC will be a synthesis and critical explanation, at a *meta* level, of the synergies between what you have learned by engaging with course curricula, through professional experience and relevant life experiences. It will be a statement where you will demonstrate competence in course outcomes. It will be a critical statement of reflection and projection about you as a beginning teaching professional. The professional commentary will be a demonstration and critical explanation of the knowledge, skills, values, attitudes, competencies and attributes that you have developed through participation in the eight foundational subjects and two curriculum method subjects.

Each subject within the course will assist in preparing you for the development of the CPC. You may draw upon subject material, assessment tasks and learning experiences, and professional experiences aligned as artefacts that tangibly demonstrate your learning. Table 1 (on the following pages), provides a mapping of course outcome areas to subjects. A further link is made to the NSW Institute of Teachers Professional Teaching Standards.

The CPC will be part of the assessment of EPT441 Professional Experience 1 and EPT442 Professional Experience 2. It may manifest itself in different mediums, and you are encouraged to utilise some form of technology to present the Critical Professional Commentary.

Further details about the actual tasks can be found later in this booklet under *Your professional experience program* (see Assessment on page 14).

Table 1: Mapping course outcomes and professional teaching standards across the GDE (Sec)

CSU GDE (Secondary) Course outcome areas and knowledge skills and understandings implied in the stated outcomes	NSW Institute of Teachers' Professional Teaching Standards	GDE (Sec) Subjects where there is a focus on these areas
<p>The Teaching Professional</p> <ul style="list-style-type: none"> Professional and ethical practice Child protection Professional values & beliefs Professionalism Professional philosophy Active engagement in the profession and community Commitment to improving professional knowledge and skills Communication & interpersonal skills Knowledge of, understanding of, and application of theory in regards to educational issues and initiatives, for example, literacy, cultural diversity & children with special needs 	<p>Professional Practice</p> <ul style="list-style-type: none"> Teachers plan, assess and report for effective learning Teachers communicate effectively with their students Teachers create and maintain safe and challenging learning environments through the use of classroom management skills <p>Professional Commitment</p> <ul style="list-style-type: none"> Teachers continually improve their professional knowledge and practice Teachers are actively engaged members of their profession and the wider community 	<ul style="list-style-type: none"> EET441 Reconceptualising Secondary Education EPT441 Professional Experience 1 EPT442 Professional Experience 2 ESS441 Inclusive Learning and Teaching
<p>Pedagogical Practices</p> <ul style="list-style-type: none"> Nature of, understanding & studying practice Reflective practice Theorising classroom practice Pedagogy Content knowledge Pedagogical content knowledge Subject literacies Organising, managing, planning, evaluating & reflecting Assessment of and for learning, reporting Creativity in teaching and learning 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> Teachers know their subject content and how to teach that content to their students Teachers know their students and how they learn <p>Professional Practice</p> <ul style="list-style-type: none"> Teachers plan, assess and report for effective learning Teachers communicate effectively with their students Teachers create and maintain safe and challenging learning environments through the use of classroom management skills <p>Professional Commitment</p> <ul style="list-style-type: none"> Teachers continually improve their professional knowledge and practice 	<ul style="list-style-type: none"> EET441 Reconceptualising Secondary Education EED442 Teaching for Learning [] Curriculum Method subjects EEL441 Literacies for Learning
<p>Education and Schooling</p> <ul style="list-style-type: none"> Secondary Schools Social Justice Educational contexts, rural contexts Cultural Diversity Indigenous students 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> Teachers know their subject content and how to teach that content to their students <p>Professional Practice</p> <ul style="list-style-type: none"> Teachers communicate effectively with their students <p>Professional Commitment</p> <ul style="list-style-type: none"> Teachers continually improve their professional knowledge and practice Teachers are actively engaged members of their profession and the wider community 	<ul style="list-style-type: none"> EET441 Reconceptualising Secondary Education EET442 The Cultural Politics of Education
<p>Learning Environments</p> <ul style="list-style-type: none"> Classroom management Maintaining safe working environments Behaviour management Organising, Managing, Planning, Evaluating & Reflecting 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> Teachers know their subject content and how to teach that content to their students Teachers know their students and how they learn <p>Professional Practice</p> <ul style="list-style-type: none"> Teachers plan, assess and report for effective learning Teachers communicate effectively with their students Teachers create and maintain safe and challenging learning environments through the use of classroom management skills <p>Professional Commitment</p> <ul style="list-style-type: none"> Teachers continually improve their professional knowledge and practice Teachers are actively engaged members of their profession and the wider community 	<ul style="list-style-type: none"> EED442 Teaching for Learning [] Curriculum Method subjects

<p>Educational Initiatives and Directions</p> <ul style="list-style-type: none"> • ICT • Literacy • NESB • Numeracy • Teaching students with special needs 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> • Teachers know their subject content and how to teach that content to their students <p>Professional Practice</p> <ul style="list-style-type: none"> • Teachers plan, assess and report for effective learning • Teachers communicate effectively with their students <p>Professional Commitment</p> <ul style="list-style-type: none"> • Teachers continually improve their professional knowledge and practice • Teachers are actively engaged members of their profession and the wider community 	<ul style="list-style-type: none"> • [] Curriculum Method subjects • ESS441 Inclusive Learning and Teaching • EEL441 Literacies for Learning
<p>Nature And Needs of Young People</p> <ul style="list-style-type: none"> • Adolescent Development • Learners & Learning Theory 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> • Teachers know their students and how they learn <p>Professional Practice</p> <ul style="list-style-type: none"> • Teachers communicate effectively with their students 	<ul style="list-style-type: none"> • EED441 The Constructions of Adolescence and their Educational Implications • EED442 Teaching for Learning • [] Curriculum Method subjects • ESS441 Inclusive Learning and Teaching
<p>Learning Needs of Students With Special Needs</p> <ul style="list-style-type: none"> • Inclusive practice • The nature and needs of students in the inclusive classroom • Research supported strategies for promoting inclusive practice • Curriculum differentiation including the identification and selection of different instructional strategies • Inclusive pedagogy, including cognitive strategy training, peer assisted and cooperative learning. 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> • Teachers know their subject content and how to teach that content to their students • Teachers know their students and how they learn <p>Professional Practice</p> <ul style="list-style-type: none"> • Teachers plan, assess and report for effective learning • Teachers communicate effectively with their students • Teachers create and maintain safe and challenging learning environments through the use of classroom management skills 	<ul style="list-style-type: none"> • ESS441 Inclusive Learning and Teaching • [] Curriculum Method subjects

Course structure

To support the course framework and outcomes, the course is divided into two strands, *Foundational* subjects and *Curriculum* subjects.

In all, there are 10 subjects which you will study across two semesters if you are full-time or four semesters if you are part-time. Students are required to complete 80 Credit Points of study; this is comprised of 8 foundational subjects and 2 curriculum method subjects. Subject abstracts are included at the end of this booklet for your information.

Full-time

Autumn Session	Spring Session
EEP441 Reconceptualising Secondary Education	EEP442 The Cultural Politics of Education
EED441 Constructions of Adolescence and their Educational Implications	EEL441 Literacies for Learning
[] Curriculum Method 1	[] Curriculum Method 2
EED442 Teaching for Learning	ESS441 Inclusive Learning and Teaching
EPT441 Professional Experience 1	EPT442 Professional Experience 2

Part-time

Year 1 - Autumn Session	Year 1 - Spring Session
EEP441 Reconceptualising Secondary Education	EED441 Constructions of Adolescence and their Educational Implications
[] Curriculum Method 1	EED442 Teaching for Learning
	EPT441 Professional Experience 1
Year 2 - Autumn Session	Year 2 - Spring Session
EEP442 The Cultural Politics of Education	[] Curriculum Method 2
EEL441 Literacies for Learning	ESS441 Inclusive Learning and Teaching
	EPT442 Professional Experience 2

The following subjects will be offered in both Autumn and Spring teaching semesters via distance education from 2007:

- EEP441 Reconceptualising Secondary Education
- EEL441 Literacies for Learning, and
- EED442 Teaching for Learning.

Your foundational subjects

The compulsory foundational subjects are:

- EEP441 Reconceptualising Secondary Education
- EED442 Teaching for Learning
- EED441 Constructions of Adolescence and their Educational Implications
- EEL441 Literacies for Learning
- EEP442 Cultural Politics of Education
- ESS441 Inclusive Learning and Teaching
- EPT441 Professional Experience 1
- EPT442 Professional Experience 2

Your curriculum method subjects

The curriculum method subjects in the GDE (Secondary) are designed to focus on the pedagogy of the discipline area you are studying, as well as, state regulatory requirements, classroom environments, issues in ICTs, special needs, assessment and reporting. It is the “how to teach” of the discipline. These subjects are supported by the foundational subjects you will also study.

You are required to study Curriculum Method 1 **and** Curriculum Method 2 in the same discipline area before you are qualified to teach in your major subject area in the secondary school. The only exception to this pattern of study is in the case of Teacher Librarians who will need to select an appropriate second curriculum method subject based on their undergraduate qualifications.

The subject areas that are available within the GDE(Secondary) at Charles Sturt University are:

Curriculum subjects	Subject code for Autumn	Subject code for Spring
Information Technology/ Software Design and Development	EMT443	EMT444
Design and Technology	EMT443	EMT445
Drama	EML443	EML444
English	EML441	EML442
Society and Environment	EMH441	EMH442
Languages other than English (LOTE)	EML445	EML446
Maths	EMM441	EMM442
Personal Development, Health & Physical Education (PDHPE)	EMR441	EMR442
Science	EMS441	EMS442
Teacher Librarianship	Select one curriculum method subject that aligns with your undergraduate degree.	ETL401
Visual arts	EMA441	EMA442

N.B. In regards to study mode, all of these subject areas are taught via distance education, whether or not you are admitted into the course as a distance or on-campus student. The only exception may be when there is a cohort of more than 15 students studying on-campus in the same curriculum area.

To determine your subject area

You need to have completed a three or four-year degree in a discipline area acceptable to the University. **It is your responsibility to have your undergraduate qualifications officially assessed by the employing authority in the relevant state or territory.** In NSW, for example, a student wishing to become a secondary teacher by completing a Graduate Diploma of Education (Secondary), must have approximately 25 percent of their undergraduate subjects in the area in which they intend specializing.

The Department of Education and Training will issue an information pack, *Request for Assessment of Qualifications for Teaching in NSW Public Schools*, to graduates who make enquiries about further studies required to gain teaching qualifications. While students continue to have the option of seeking prescription advice from the Department, the information pack assists you to make an informed choice on an appropriate course of further study. Information contained in this pack is available at:

<http://www.det.nsw.edu.au/employment/teachnsw/teacherqual.htm>

For NSW Department of Education & Training, the contact is:

School Staffing Unit
 Department of Education & Training
 Locked Bag 3003
 BLACKTOWN NSW 2148
 Telephone: 1300 300 498
 Facsimile: (02) 9836 9767

If you come from other states of Australia or countries, you are encouraged to contact the equivalent body that is appropriate for your situation.

Your professional experience program

Professional experience website

The Faculty of Education Professional Experience website supports your professional experience program. It provides information, resources and opportunities for interaction outside your subjects and course and as such is home to the faculty wide professional experience forum.

<http://www.csu.edu.au/faculty/educat/pep>

Length and organisation of professional experience placements

The school-based experiences of EPT441 and EPT442 will each typically be a block of 20 days duration.

On-campus students

On-campus students' placements are organised by the Practicum Office on fixed dates determined by the staff. Students should not contact any school personally. Students will submit requests to the Practicum Office and then will be notified of their placement at least two weeks prior to the commencement of the professional experience program. Details are posted on the notice board outside the Practicum Office. Check the Course forum regularly to keep abreast of sessions related to practicum and employment.

Distance education students

The organization of Distance Education student placements is quite different. DE students have the flexibility of organising their placement dates to suit their needs. However, it is absolutely essential that the procedures for organizing the practicum are followed closely. Please check the Professional Experience website link below to ensure arrangements are completed properly.

<http://www.csu.edu.au/faculty/educat/pep/placement/procedures/index.htm>

Distance education students are able to submit practicum requests online. Go to the website and submit placement requests on the electronic forms provided.

<http://www.csu.edu.au/faculty/educat/pep/placement/forms/index.htm#3>

Critical dates

The Professional Experience website also has the most up to date information on dates for internal student professional experiences and school term dates.

<http://www.csu.edu.au/faculty/educat/pep/placement/dates/index.htm>

Criminal record checks

All students must undergo a criminal record check prior to employment in schools in Australia.. Currently, every state except NSW requires pre-service teachers to undergo a criminal check. You should be aware that not passing a criminal record check may make it difficult for you to complete this course satisfactorily because of the unavailability of suitable school experiences. All students are required to complete a

Prohibited Employment Declaration indicating if they are a prohibited person under the Child Protection Act 1998. You will be required to attend Child Protection Training, as well as complete appropriate paperwork before commencing any in-school experience. Ensure to check the *Course Forum* for details.

Proficiency credit (PCR)

Typically, pre-service teachers who apply for recognition of prior learning for Professional Experience subjects are working, or have worked, as an uncredentialed teacher in a school. If you are currently (or have recently been) in paid employment in a school/educational setting, then professional learning undertaken in that school/educational setting will be assessed to determine the level of credit up to a maximum 50% proficiency credit (PCR) for the professional experience requirements of the course, with this maximum measured in subjects. The proficiency credit (PCR) would be conditional on the student submitting substantiated documentary evidence which indicates they have completed all requirements of professional experience.

If successful in gaining credit, you will then be required to complete the remaining professional experience programs in different context(s) in order to satisfy the requirement of diversity, quality control and to prevent possible conflict of interest that may arise. This condition will require you to leave your place of employment to undertake non-paid supervised teaching practice in alternative settings.

Assessment of your application for PCR will be undertaken by the Sub Dean Professional Experience. You should firstly contact your student liaison officer, who will advise you about the correct procedures to follow.

Distance Education Mode and Bathurst Internal Students contact

Bruce Flood (brflood@csu.edu.au; 02 633 84439)

Wagga Wagga Internal Students contact

Emma Brabin (ebrabin@csu.edu.au; 02 69334070)

Assessment of your professional experience program

As well as successfully undertaking and completing assessment in all subjects in the GDE (Secondary) you must successfully complete assessment for the Professional Experience subjects in the course.

Comprehensive details about the assessment components of the Professional Experience subjects are included here. The assessment within these two subjects will affect your approach to the whole course and it is necessary that you familiarize yourself with requirements as you begin the course.

EPT441 Professional Experience 1

Assignment 1: In-school component

Your in-school component will be assessed by your school-based professional associate, in consultation with a University appointed supervisor and you, using the assessment profile contained in the Practicum Handbook. You should familiarise yourself with the assessment document so that you are fully aware of the expectations of the program. The Practicum Handbook has guidelines relating to procedures for dealing with a preservice teacher at risk of failing. These are there to support the preservice teacher as well as the school-based professional associate. Please note – this is an ungraded professional experience program and an ungraded subject, which means you will not receive academic grades for the subject.

Assignment 2: Critical Professional Commentary(CPC)

This is the first submission of the Critical Professional Commentary – it is for TERMS and is an essential criteria to pass the subject.

Reflect upon your first practicum and your reading, and then reflect upon and respond to the following task using your major curriculum area as the focus for your tasks. You must use the literature to support your presentation, informed by evidence **gathered during your practicum.**

Task 1

Describe three effective members of the teaching staff who operate with different professional styles who are working within your faculty (preferably). You are to describe them in terms of the following attributes:

- Demonstrated pedagogical knowledge;
- Content knowledge;
- Classroom management;
- The ways in which they use assessment to inform their pedagogy.

Task 2

After you have completed your 'shadowing day' (as outlined in your Practicum Attachment), describe one of the students in the class you shadowed. You should describe the student (use a pseudonym) in terms of the following attributes:

- A biography of their typical school day – what they see, hear, experience etc
- Their place in the class – undertake a sociogram before the conclusion of the practicum to ascertain this;
- Academic success – collect samples of the student's work from different classes and discuss their progress with teachers during the practicum

- Learning style – observe carefully and analyse the work samples carefully to assist in this analysis.

Task 3

Outline your professional response to the learning needs of the student in terms of:

- Her/his interactions with at least one of the teachers described in Section 1 above, and then discuss the issues relating to teaching and learning that you have identified.
- Given your knowledge of the student, explain how would you adjust your teaching practices to address his/her needs appropriately? Justify your answer.
- Discuss in detail one of the most effective learning experiences you conducted with this student's class when you were participating in this professional experience program.

EPT442 Professional Experience 2

Assignment 1: In-school component

Your in-school component will be assessed by your school-based professional associate, in consultation with a university appointed supervisor and you, using the assessment profile contained in the Practicum Handbook. You should familiarise yourself with the assessment document so that you are fully aware of the expectations of the program. The Practicum Handbook has guidelines relating to procedures for dealing with a preservice teacher at risk of failing. These are there to support the preservice teacher as well as the school based professional associate. Please note – this is an ungraded professional experience program and an ungraded subject, which means you will not receive academic grades for the subject. Instead, you will receive a grade of satisfactory or unsatisfactory.

Assignment 2: Final Critical Professional Commentary (CPC)

Reflect upon your practicum experiences, and your understandings of the literature in relation to quality pedagogy.

Task 1

You seek appointment to a *local comprehensive school (of your choice)*. Before you formally apply, you will need to prepare yourself. In order to do this you need to:

- Visit the school's web site and give a brief outline of what it appears to offer its students in terms of curriculum, environment etc.
- Outline some of the fundamentals of professional ethics as they relate to the relevant statutory bodies in your state, and the vision of your chosen school.

Task 2

Imagine you are the best teacher you can be. Develop a description of the idealised pedagogue you will be at your chosen school. You should include an account of the following, using appropriate and personal examples (where possible) to support your account:

- The role of planning, assessment and reporting for effective learning;
- How you might promote quality teaching and learning in your classroom;
- How you would communicate effectively with your students; and,
- How you might promote learning by creating and maintaining safe and challenging learning environments through the use of classroom management skills.

- Discuss the ways in which you would engage with your school's policy on the following:
 - ICT in the classroom
 - Student welfare/discipline policy
 - Literacy across the curriculum
 - Inclusive education
 - Indigenous education
 - Language background other than English
- Describe the ways in which you might engage in reflective practice and why it is important to do so.
- Outline the skills and expertise you would bring to the community of your school if you were appointed to the school as well as the local community.
- What individual goals would you set for your professional life during your first year at your school? Match these to long term goal i.e. where do you want to be professionally in five years time?

Assessment of the Final Critical Professional Commentary (CPC)

The CPC is assessed as pass/fail only, and will be assessed around the rigor of the argument, not the content of the responses to the questions posed in the task. The issues articulated in the two tasks are ones that do not have definite correct answers, but rather, we need evidence that you can demonstrate that you have engaged in a process of professional reflection, which is embedded in theory and is at a level appropriate to a beginning teacher.

Criterion:

- Validity – is there evidence of learning in the time of candidature?
- Authenticity – that learning has taken place in context (notions from productive pedagogy), such that learning and experiences have been linked to professional practice within secondary school contexts;
- Reliability – that the analysis of the data included has been appropriate and sufficiently detailed to allow reflection and professional growth; and,
- Rigor – indicating a level of scholarship, in the evaluation of professional practice, linking theory to practice.

As a guide we will use the *Professional Teaching Standards (for NSW)* as a common reference point in the assessment of your professional commentary, at a Graduate Teacher Level. The Professional Teaching Standards describe the nature of teachers' work in seven key areas arranged in three domains (refer back to table 1):

Professional Knowledge

- Teachers know their subject content and how to teach that content to their students
- Teachers know their students and how students learn

Professional Practice

- Teachers, plan, assess and report for effective learning
- Teachers communicate effectively with their students
- Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Professional Commitment

- Teachers continually improve their professional knowledge and practice
- Teachers are actively engaged members of their profession and the wider community.

Residential School

Course residential school

The course residential school is an essential component of the distance education mode of the course. The residential school is attached to your first subject, EEP441 *Reconceptualising Secondary Education*, and is an opportunity to validate and expand upon issues and activities covered within the subject, as well as, provide an opportunity for you to engage with broader educational issues. The residential school will assist you to see the cohesiveness of the whole course. The residential school will be held during the Autumn session 1 mid semester break and will last for three days.

During the residential school there will be opportunities to address issues as a whole course group as well as focus on specifics within this subject. You will engage in activities such as lectures, tutorials and e-learning.

The focus issues that will be treated at the residential school are:

Knowledge, schools and social justice

Quality teaching

Developing an educational identity

Ecological sustainability

The teacher as a researcher

Administrative issues

Professional experience

Course enrolment and pathways

Administration details

You should refer to the pink statement entitled *Distance Education Subject Enrolment and Residential School Information* which accompanies your assignment coversheets and the *Course Forum* for the official dates of any residential schools you may have to attend.

Curriculum Method Residential

If you are studying your curriculum method subjects by distance education you may be required to attend a two day Curriculum Method Residential. The Curriculum Method residential will immediately follow the three day Course Residential. The Curriculum Methods that require you to attend are:

EMA441 Curriculum Method 1: Visual Arts

EMH441 Curriculum Method 1: Society and Environment

EML441 Curriculum Method 1: English

EML443 Curriculum Method 1: Drama

EMM441 Curriculum Method 1: Mathematics

EMR441 Curriculum Method 1: Personal Development, Health & Physical Education

EMT443 Curriculum Method 1: Information Technology

Students undertaking the Teacher Librarian strand will also be required to attend a curriculum method residential in Autumn session 2 for ETL401 Teacher Librarianship.

Forums

Course forum

All students enrolled in the Graduate Diploma of Education (Secondary) have access to a Course Forum. Access to this forum is provided so that you have a place to communicate with your peers and discuss issues relating to the course. It will also be the place where important communication from your course coordinator and professional experience personnel will be posted. We encourage you to actively engage in professional conversations via this medium.

Subject Forums

All subjects in the GDE (Secondary) are supported by a Subject Forum. Access to these forums is provided so that you have a place to communicate with your peers and discuss issues relating to the subjects you are studying. These forums are also frequently used in the teaching and learning design of the subject. You should check individual subject outlines for details.

Faculty of Education Folio

The Faculty of Education Folio contains important information about the compulsory subjects which you will be undertaking throughout the course. It is your responsibility to read the information carefully and clarify any matters you do not understand with either your Course Coordinator or Subject Coordinator(s). It is suggested you keep a record of this document so that it is secure and readily accessible because you may need to consult it frequently throughout the course. Any changes to the Folio will be made online throughout the year and notified to you by your subject or course coordinator.

The Faculty Folio includes:

- information about the administration of subjects;
- details of your rights and obligations with regard to assessment and academic conduct;
- Faculty expectations regarding academic standards, and
- School specific policies and course information.

You can access the Faculty Folio by following the link below:

<http://www.csu.edu.au/faculty/educat/folio/folio.htm>

Academic Literacy

Academic literacy requires proficiency in the reading, writing, speaking, listening and viewing of different kinds of texts in different ways, from functional and interpretative, to critical. In developing each of these aspects of academic literacy, students will be guided by their subject lecturers and course materials.

However, one of the goals of the Faculty of Education is to ensure that students take responsibility for their own learning and therefore taking responsibility for literacy is considered part of this. The achievement of high levels of literacy is fundamental to academic and professional success. To be successful at studies within this course, students must be highly competent in spoken and written English literacy. All students who do not have this level of competence in spoken and written English literacy will be required to independently organise some form of coaching in English literacy, such as a short TAFE course or other form of tuition to improve their skills. Students will be advised of their options by the Head of School from the campus where they are enrolled. If, after an agreed period of study in English literacy a student's English literacy standard has not improved, the appropriate Head of School will provide further advice with regard to alternative career options.

Subject abstracts

Foundational subjects

EEP441 Reconceptualising Secondary Education (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject introduces the student to the ideas and philosophies surrounding secondary education. It assists students to begin to rethink the nature of secondary education and specifically engage with ideas about education versus schooling, the social contexts of secondary education, competing conceptions of curriculum, and the teacher as reflective practitioner.

EED441 Constructions of Adolescence and their Educational Implications (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: An overview of theories of adolescent development is presented in this subject. Specifically, physical, cognitive, psycho-dynamic and socio-cultural theories of adolescent development will be presented and critically assessed. Strong emphasis is given throughout to implications for school structures, teaching, and the links between and among schools, families, and communities.

EED442 Teaching for Learning (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: What intellectual resources can a teacher draw on, and what should they take into account, when selecting appropriate practices for their classroom? What aspects of their practices should they change if their application in a particular classroom context produces contrary effects? This subject provides a framework in which students develop justified responses to these questions. During this subject students encounter a range of perspectives on the pedagogical practices of teachers. Selected perspectives on the role and emphasis of teachers' practices are explored from disciplinary fields including school reform, behaviour and classroom management, and the philosophy of education (specifically, values - what aspects of teachers' practice are most important - and ethics: not only what a teacher can do, but what should a teacher take into consideration). Emphasis is placed on reaching a justified stance on these (sometimes) conflicting perspectives. Measurement issues related to teachers' practices are explored.

EEL441 Literacies for Learning (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: In this subject, students will learn about the socio-cultural nature of language and language use. We investigate the language and literacy demands across the curriculum areas during schooling. A social view of language provides a framework for considering the links between language and the social contexts in which it is used. We also emphasise students own literacy skills in terms of academic essay writing and those text forms associated with emergent technologies.

EEP442 Cultural Politics of Education (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: Education is a political activity which is grounded in specific cultural contexts. Teachers need to be cognisant of the complexity of education in general and schooling in particular, given that schools exert considerable influence upon the students and adults who work and learn within them. This subject foregrounds a number of cultural issues which influence teachers, teaching and student learning. This includes broad cultural issues in education in general, including issues relating to gender, class, rurality and indigeneity, amongst others. This material is complemented by more specific cultural and political issues relating to schools and schooling.

ESS441 Inclusive Learning & Teaching (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject builds knowledge and skill in the theory and practice of inclusive education. This includes the theoretical, philosophical and applied underpinnings of the practice of inclusion, the current state of practice in the field and the design of inclusive pedagogy. Students will build their capacity to address learner diversity in their own classrooms employing an approach that focuses on learner need and context rather than label. The intent of the subject is to assist students to become self-organizing inclusive educators through the processes of research, design, reflection and collaboration.

EPT441 Professional Experience 1 (8 points)

Prerequisites: Nil. Corequisites: EEP441 and a Curriculum Method 1 subject

Abstract: This subject will introduce students to the secondary school context. Students will continue their investigations of the social relations of a secondary school classroom through active participation in the teaching and learning process. They will be supported in their efforts to apply their developing knowledge and skills by experienced curriculum professionals.

EPT442 Professional Experience 2 (8 points)

Prerequisites: EPT441 Corequisites: Curriculum Method 2 subject

Abstract: This is an on-site (school-based) practicum in the students chosen area of specialisation. The subject will provide student with an opportunity to consolidate her/his knowledge and to demonstrate self-sufficiency and independence as a beginning teacher in a secondary context through active participation in the teaching and learning process. The student will be supported and mentored in their efforts to apply their knowledge and skills by experienced curriculum professionals.

Curriculum subjects

During your course you will undertake two of these articulated curriculum subjects:

EMA441 Curriculum Method 1: Visual Art (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract:

This subject aims to develop students' knowledge and skills in the area of secondary Visual Arts education. It examines the role of Visual Arts in the development of young people and contemporary issues in arts education. Pre-service teachers will develop a range of strategies appropriate for teaching, learning programs and assessment strategies.

EMA442 Curriculum Method 2: Visual Art (8 points)

Prerequisites: EMA441; Corequisites: Nil

Abstract: This subject focuses on developing teaching strategies that will allow pre-service teachers to understand the way in which school students progress from the mandatory outcomes experienced in Stages 3 & 4 in Visual Arts to the deeper understanding of outcomes in Stages 5 & 6.

EMH441 Curriculum Method 1: Society and Environment (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject introduces students to the philosophies, theory and methodologies of Society and Environment, and to the range of syllabus documents in this area. Students learn to prepare experiential, inquiry based quality lessons in Society and Environment.

EMH442 Curriculum Method 2: Society & Environment (8 points)

Prerequisites: EMH441; Corequisites: Nil

Abstract: The subject builds upon Curriculum Method 1: Society & environment and incorporates an analysis of the major strands of Society and Environment. Students learn to program teaching and evaluation of units of work which draw upon principles of authentic pedagogy, and incorporate ICT.

EML441 Curriculum Method 1: English (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject presents an overview of current issues in teaching English in secondary schools (7-12). Pedagogical theories and practices in contemporary English curriculum are presented within the context of historical changes and philosophical orientations to curriculum design. The subject has a creative and socially critical orientation. The subject English is presented as potentially socially transformative and students are required to consider this dynamic in both the selection of quality resources and in the development of classroom programs. The relationship between theory and practice, including the relationship between theories of text and reading practices, is central to the subject. The subject is applicable to all state educational systems, although NSW documents are used as exemplars. Due attention is given to the implementation of relevant state syllabus documents, quality teaching and assessment for learning in the context of secondary school.

EML442 Curriculum Method 2: English (8 points)

Prerequisites: EML441; Corequisites: Nil

Abstract: This subject engages with current issues in teaching English in secondary schools (7-12) with a special focus on the senior years of schooling. Pedagogical theories and practices in contemporary English curriculum are reviewed within the context of historical changes and philosophical orientations to curriculum design. The subject has a creative and socially critical orientation. The subject English is presented as potentially transformative and students are required to consider this dynamic in the development of senior programs. The relationship between theory and practice, including the relationship between theories of text and reading practices, is central to the subject. The subject is applicable to all state educational systems, although NSW documents are used as exemplars. Due attention is given to the implementation of relevant state syllabus documents, quality teaching and assessment for learning in the context of secondary school.

EML443 Curriculum Method 1: Drama (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject introduces students to the ideas, issues and practical considerations of classroom drama curriculum. Students will develop an understanding of the elements of drama and the practices of making, performing and appreciating drama. They will explore a range of dramatic forms, performance styles, dramatic techniques and theatrical conventions. Students will develop strategies to devise a range of learning opportunities to facilitate both individual and collaborative learning through making, performing and appreciating drama in a range of contexts.

EML444 Curriculum Method 2: Drama (8 points)

Prerequisites: EML443; Corequisites: Nil

Abstract: This subject develops the skills of programming, planning, implementing and assessing classroom drama learning experiences for students with a range of abilities and backgrounds. It builds on the knowledge and understanding introduced in the prerequisite subject EML443. It also fosters an appreciation of drama teaching resources.

EML445 Curriculum Method 1: Languages other than English (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject introduces students to the pedagogy of languages other than English. Contexts for learning language from K-12 are addressed with pathways emphasising the early (K-4) and middle (5-12) years of schooling. An appreciation of the range of appropriate teaching/ learning strategies is developed and particular attention is devoted to the skills of lesson planning, the implementation of syllabus documents and appropriate forms of assessment and evaluation.

EML446 Curriculum Method 2: Languages other than English

Prerequisites: EML445; Corequisites: Nil

Abstract: This subject expands upon the fundamentals of teaching LOTE developed in EML497. It is concerned with the development of LOTE programs to meet syllabus demands in the context of broader educational and social issues. It also explores the means by which technology might be used to support teaching and learning in the LOTE. The place of ICT in LOTE teaching and learning are also explored.

EMM441 Curriculum Method 1: Mathematics (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject re-introduces the student to the discipline of mathematics, its nature, history, philosophy and role in education. It assists the student to begin a reflection of the processes of mathematics learning and specifically to engage with, explore and explicate ideas about mathematics pedagogy, curriculum and the assessment of children's acquisition of mathematical concepts within a process-oriented environment.

EMM442 Curriculum Method 2: Mathematics (8 points)

Prerequisites: EMM441; Corequisites: Nil

Abstract: This subject develops the student's critical reflections on elements of the processes of mathematics teaching and learning. Specifically, it canvasses the implications of research-based teaching, the literacies of mathematics, and information & communication technologies in educational settings, including whole school, cross-curriculum contexts. Further the subject explores means by which instruction can be differentiated to account for a diversity of learner needs and the assessment of learning within these parameters.

EMR441 Curriculum Method 1: Personal Development, Health & Physical Education

Prerequisites: Nil; Corequisites: Nil

Abstract: As the foundation subject in the Personal Development, Health & Physical Education (PDHPE) Key Learning Area, this subject develops an understanding of the Years 7-12 secondary PDHPE syllabus and its related course documents within the K-12 syllabus continuum. The subject is modelled on the teaching-learning cycle of planning, classroom practice and assessment. Four main questions are used to scaffold the subject content and assessment items. This subject provides an opportunity for both the theory and practice of teaching to be presented and to serve as a precursor for the correlated school practicum experience.

EMR442 Curriculum Method 2: Personal Development, Health & Physical Education (8 points)

Prerequisites: EMR441; Corequisites: Nil

Abstract: This is the second subject in the Personal Development, Health and Physical Education (PDHPE), Key learning Area (KLA). Through a further in-depth examination of the KLA syllabuses and related support materials, students will develop the necessary skills to program and develop learning experiences that meet students' needs, interests and motivations. This subject will explore the concept of a socio-cultural perspective of health and physical activity and the key syllabus processes of critical inquiry and practical application. The subject further examines the current Regulatory board (eg. NSW Board of Studies) requirements regarding assessment of PDHPE, and critiques the implementation of these requirements in school policies and practices. In this subject, students examine the School Certificate and Higher School Certificate assessment processes. The subject further explores the place of PDHPE in the whole school curriculum by identifying implementation issues and encourages students to value PDHPE as a lifelong learning experience.

EMS441 Curriculum Method 1: Science (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject explores science education as a medium for the development of adolescent children in the secondary school. It examines current Years 7-12 syllabuses, curriculum materials and recent research in science education. It provides the context for a developmental framework for science education. The major focus of the subject is on promoting skills in selecting, planning and implementing lessons and teaching sequences within a constructivist learning model that are linked to the secondary curriculum documents. The application of information and communication technologies in science teaching is explored.

EMS442 Curriculum Method 2: Science (8 points)

Prerequisites: EMS441; Corequisites: Nil

Abstract: This subject examines the current aims of the secondary science courses with particular emphasis on the senior courses in Years 11 and 12. The relevance of curriculum resources associated with the teaching of each syllabus is analysed. It covers the development of skills in the selection, planning, implementation and evaluation of extended teaching programs and their associated lesson sequences based on the student learning outcomes statements contained within the curriculum documents. The relationship between the nature and philosophy of science and the science syllabuses is examined. Selection of appropriate assessment strategies within a standards based framework that monitors student progress and the achievement of learning outcomes is addressed.

EMT441 Curriculum Method: Agriculture (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject explores science and agricultural education as a medium for the development of adolescent children in the secondary school. It examines current Years 7-12 syllabus guides and outcomes, curriculum material and recent research in science and agricultural education and provides the context for a developmental framework for education. The focus of the subject is on promoting skills in selecting, planning and implementing teaching sequences within a constructivist learning model and productive pedagogical frameworks.

EMT443 Curriculum Method: Information Technology (8 points)

Prerequisites: Nil; Corequisites: Nil

Abstract: This subject explores a range of approaches to technology education in years 7-12. It aims to assist pre-service teachers to construct technology-specific lessons and units of study that are challenging, engaging, and supportive of student learning. Particular attention will be devoted to the implementation of relevant state technology syllabus documents, authentic pedagogies and assessment for learning in the context of secondary school technology education.

EMT444 Curriculum Method: Software Design & Development (8 points)

Prerequisites: EMT443; Corequisites: Nil

Abstract: This subject explores a range of approaches to teaching software design and development in the senior school (Years 11-12). It aims to assist pre-service teachers to construct software design and development lessons and units of study that are challenging, engaging, and supportive of student learning. Particular attention will be devoted to the implementation of relevant state software design and development syllabus documents, quality teaching strategies and assessment for learning.

EMT445 Curriculum Method: Design & Technology (8 points)

Prerequisites: EMT443; Corequisites: Nil

Abstract: This subject introduces the socio-political context of design and technology, outlining changes in teaching and learning. It identifies the position of technology and design & technology in the school curriculum. It then explores design and the design process as concepts and their role in teaching and learning. Curriculum planning and programming are developed. Finally, assessment within a context of assessment for learning is dealt with in design and technology.

ETL401 Teacher Librarianship (8 points)

Prerequisites: Nil Corequisites: Nil

Enrolment Restrictions: Course Coordinator approval required for BA(LIS)students. Course Coordinator approval required for MAppSc(LIM) students

Abstract: This subject provides students with an understanding of the role of the teacher librarian. Special attention will be directed at the teacher librarian's involvement in curriculum and responsibility for information literacy outcomes. The importance of collaborative cultures to facilitate inquiry learning will be examined.