This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name  | Curriculum, Philosophy and Pedagogy for the Senior Years  
---|---  
Unit Code  | CR403  
Award  | Graduate Diploma in Education (Secondary)  
Core/Elective  | Core  
Pre/co-requisites  | Nil  
Mode  | Internal  
Weighting  | 10 credit points  
Delivery/Contact hrs  |  
| Class contact | 30 hours  
| Engagement with unit materials readings | 47 hours  
| Assignment preparation | 63 hours  
| Total | 140 hours  
Teaching Staff  | Angela Pratt  

Unit Rationale

Curriculum development and the assessment of student achievement become effective when student teachers understand the nature, structure and practices of the Senior Years of schooling. Since the introduction of the Radford recommendations in the 1970s, senior secondary education has been subjected to changes associated with the ROSBA, Kennedy, Viviani, Hughes, Wiltshire Reports, Pitman, Gardner, the Queensland ETRF White Paper and the more recent papers and direction regarding Australian Curriculum. These have shaped the system and processes of the Senior Years of schooling in Queensland.

Preservice student teachers who are preparing for service in the Senior Years of schooling need to be aware of, and develop proficiency in the knowledge, processes, skills and approaches to teaching for learning across the year levels which constitute the Senior Years of schooling. They also need to develop comprehensive perspectives on and understandings of the policies, processes and practices associated with the planning, accreditation, implementation, evaluation and assessment of student learning and achievement, within the current system.

Student teachers also need to develop understandings of the roles, procedures and pitfalls in the planning, implementation, evaluation, assessment and reporting processes. While theoretical principles and procedures need to be addressed, the student teacher should, through coursework and contracted research, investigate each of the dimensions referred to above and gain experience of the Senior Years of schooling through interaction with practising teachers. This should provide them with essential knowledge, insights, personal skills and practices, and thus enhance their personal and professional competence.

Learning Outcomes:

On completion of this unit, students will have provided evidence that they have:

1. Understood curriculum, assessment and reporting orientations, tools, strategies and processes relevant to Senior Years contexts.
2. Understood and evaluated the relative strengths and limitations of a range of methodologies and approaches which facilitate teaching for learning in Senior Years contexts.
3. Understood the processes associated with the translation of a curriculum document into a program of work, particularly the interrelationships between teaching, learning, evaluation, assessment and reporting Senior Years contexts.
4. Demonstrated proficiency in selecting and designing a range of teaching strategies and approaches for student learning in Senior Years contexts.
5. Demonstrated proficiency in preparing and designing assessment which reflects the expectations/assumptions of the relevant governing authority in Senior Years contexts.
6. Evaluated key issues and practices in relation to planning, implementing, evaluating, and assessing student learning in Senior Years contexts.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
</table>
| 1    | - Introduction  
|      | - The what, who and why of curriculum in the Senior Years of schooling  
|      | - Purposes and aims of assessment and reporting |
| 2    | - Historical and philosophical perspectives: Radford to Australian Curriculum  
|      | - The current system: the who and the what - issues in brief  
|      | - National Curriculum framework  
|      | - School-based curriculum development in Qld  
|      | - Nature and contexts of the Senior Years of schooling |
| 3    | - Key features and common principles underpinning State and National syllabus documentation  
|      | - From syllabus to work program: approval processes; understanding and interpreting the  
|      |   ideology and practicalities; common principles |
| 4 - 5| - Implementing the work program: developing year level overviews and units; resource  
|      |   selection; designing teaching and learning strategies to achieve the objectives |
| 6 - 7| - Evaluating student learning and achievement: methods of assessment; task design; criteria  
|      |   and standards; developing an assessment program (Verification requirements) |
| 8    | - Marking, moderating, feedback and reporting in practice |
| 9    | - Exit certification processes: preparing a submission for Monitoring or Verification; student  
|      |   placement; SAIs |
| 10   | - Tertiary entrance: QTAC role and procedures  
|      | - Alternative post-compulsory pathways |
| 11   | - Approaches to curriculum: the different models  
|      | - Wider influences on curriculum: social, political and economic agendas  
|      | - Evaluating the curriculum |

### Set Text Requirements:

Brady, L & Kennedy, K 2007, *Curriculum Construction*, 3rd edn, Pearson Education Australia, Frenchs Forest, NSW.

Students are required to have the Queensland Studies Authority syllabuses relevant to their teaching areas. These may be purchased from the QSA or downloaded from their website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au).

Students are also required to download any syllabus documentation for the Australian Curriculum, relevant to their teaching areas. These may be downloaded from their website at [www.acara.edu.au](http://www.acara.edu.au).

The following reports, journal articles and employing authority publications are also considered set texts for the unit:

**REPORTS:**
- The Radford Report  
- Scott Report  
- Select Committee on Education in Queensland  
- Education 2000  
- The Kennedy Report - Junior Certification  
- Department of Education - *Focus on Schools Report* (1990)  
- Department of Education - Senior School Corporate Vision, Senior Schooling Curriculum Framework and Broadening the Curriculum  
- The Viviani Report - Review of Tertiary Entrance in Queensland  
- The Hughes Report - Curriculum Management in Queensland  
- Wiltshire Report - *Shaping the Future*  
- Board of Teacher Education - *Project 21: Teachers for the Twenty First Century*
- Education and Training Reforms for the Future (ETRF) - 2002 Queensland the Smart State (white paper)
- Queensland Certificate of Education (QCE)
- The Council for the Australian Federation - Federalist Paper 2: The Future Of Schooling in Australia
- Australian Curriculum, Assessment and Reporting Authority - The Shape of the National Curriculum

**Recommended Readings:**

Dinham, S & Scott, C (eds.) 2000, Teaching in Context, ACER Press, Camberwell, VIC.


**Official Publications**

- Queensland Studies Authority
- Department of Education
- Catholic Education Commission (e.g. Curriculum Connections)
- ASIQ Newsletters and Bulletins
- CSA(Q) Newsletters
- State Ministry or Department of Education Publications and National Standards projects, such as AGQTP on the DEEWR website.
- National documents from ACARA, DEEWR, NTIS, ...
- National Reports such as Finn, Mayer, Carmichael, Melbourne Declaration on the National Goals of Schooling, Federalist Paper 2: The Future of Schooling in Australia, The Shape of the National Curriculum, National Curriculum Framing Papers

**Journals**

- ACE News
- ACER newsletter
- Australian Education Index
- Australian Education Researcher
- Australian Journal of Education
- The Australian Teacher
- Commonwealth Department of Education Annual Reports
- Curriculum and Teaching
- Curriculum Australia
- Curriculum News
- Curriculum Perspectives
- Educare News
- Education Australia
- Education Statewide
- Educational Leadership
- IPA Review
- Journal of Teaching Practice
- NCIS newsletter
- Practicing Administrator
- Primary Education
Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Observation Journal (2000 words)</td>
<td>Based on five days professional experience within Senior Years contexts, including:</td>
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<td></td>
<td>- observation, investigation and critique of the planning and implementation processes of a Senior Years work program</td>
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<td></td>
<td>- planning and implementation of mini and/or small group session relevant to the work program investigated</td>
<td>1-3, 6, 7</td>
<td>Week 5</td>
<td>30%</td>
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<tr>
<td>Curriculum Construction</td>
<td>Construction of a two-year work program for one of their teaching areas, including the construction of one sample Year 12 assessment task from the work program</td>
<td>1, 3-5, 7</td>
<td>Week 8</td>
<td>40%</td>
</tr>
<tr>
<td>Negotiated Paper and Presentation (2000 words + 10 minutes)</td>
<td>Current issues in curriculum, assessment and reporting</td>
<td>Negotiated</td>
<td>Week 11</td>
<td>30%</td>
</tr>
</tbody>
</table>

Useful websites:
- International Review of Curriculum and Assessment Frameworks: [www.inca.org.uk](http://www.inca.org.uk)
- ACARA: [http://www.acara.edu.au](http://www.acara.edu.au)
- QSA: [http://www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- AISQ: [http://www.aisq.qld.edu.au](http://www.aisq.qld.edu.au)
- QCEC: [http://www.qcec.qld.catholic.edu.au](http://www.qcec.qld.catholic.edu.au)
- CSA(Q): [http://www.csa.edu.au](http://www.csa.edu.au)
- GTCE: [http://www.gtce.org.uk](http://www.gtce.org.uk)
- GTCS: [http://www.gtcs.org.uk](http://www.gtcs.org.uk)
- OCT: [http://www.oct.ca](http://www.oct.ca)
Unit Overview:

This unit provides student teachers with frameworks and strategies for planning, implementing, organising, managing, evaluating and reflecting on curriculum for the Senior Years of schooling. It introduces them to a range of methodologies and approaches to teaching for learning; this includes developing their knowledge, processes, skills and abilities in the areas of the evaluation of student learning, the assessment of students’ exit levels of achievement and student certification procedures. Student teachers who are about to enter their final year of preservice teacher education need to be cognisant of the policies, processes and pitfalls associated with these teacher responsibilities.