

## Course Outline

**Code: EDU728**

### **Title: Teaching Senior Secondary Arts 2**

<b>School of:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Dr Sue Simon Email: <a href="mailto:ssimon@usc.edu.au">ssimon@usc.edu.au</a>
<b>Course Moderator:</b>	Dr Margaret Marshman

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered

#### **1. What is this course about?**

##### **1.1 Description**

This course is only for students with two teaching areas in the Arts. Senior Arts Education Lab will build on your pedagogical and practical knowledge gained in EDU727 and enable you to apply these to your second Senior Arts teaching area. You will develop capacity to collaborate with your peers and to critically reflect on and evaluate appropriate pedagogical and assessment approaches in this teaching area. Your engagement with colleagues in the external Arts community will contribute to your growing appreciation of best practice in teaching the Arts to Senior Secondary students.

##### **1.2 Course topics**

- Senior Curriculum framework and relevant policy and implementation documents in second teaching area
- Curriculum planning, design and alignment of pedagogy, learning outcomes, content and assessment relevant to second teaching area
- Designing and using assessment as an integral part of monitoring students' learning and curriculum decision making in second teaching area
- Collaborative teaching in Senior Arts Education Lab
- Professional Learning Conversations
- Engagement with Arts Education professionals

#### **2. What level is this course?**

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

#### **3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply deep knowledge of Arts curriculum content through the incorporation of relevant Arts pedagogy in order to produce effective teaching sequences and assessment tasks which will optimise student learning in the Arts.	Task 1: Senior Learning Sequence deconstruction and re-creation Task 2a and 2b: Annotated Lesson Plan and Micro-Teaching Segment	Creative and critical thinkers.
Research, incorporate and implement a student-centred approach to learning activities, teaching strategies, assessment practices, reporting and student achievement.	Task 1: Senior Learning Sequence deconstruction and re-creation Task 2a and 2b: Annotated Lesson Plan and Micro-Teaching Segment Task 3: Personal Professional Development Plan	Creative and critical thinkers.
Theorise and reflect on effective teaching in the Arts as well as your professional development needs as a Senior Arts teacher.	Task 3: Personal Professional Development Plan	Sustainability-focussed.
Formulate practical solutions to challenges experienced in teaching your Arts subject and document for future application in the classroom.	Task 3: Personal Professional Development Plan	Sustainability-focussed.

*Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate Criteria: that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.*

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

This course is only available to students enrolled in ED706 Master of Teaching (Secondary). This course is only for students who have two teaching areas in the Arts.

##### 5.2 Pre-requisites

N/A

##### 5.3 Co-requisites

EDU727

##### 5.4 Anti-requisites

N/A

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Specialist knowledge of one of the strands of the Arts from previous undergraduate studies.

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

Lecturer and peer feedback for Task 1 will be given prior to Week 4.

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Senior Learning Sequence Deconstruction and Re-creation	Individual	30%	1800 words	Friday 5pm Week 4	Blackboard (SafeAssign)
2a	Annotated Lesson Plan	Individual	20%	1200 words annotated lesson plan	Friday 5pm Week 7	BlackBoard (SafeAssign)
2b	Micro-Teaching Segment		20%	10 minute presentation	Weeks 8 – 9	In tutorial
3	Personal Professional Development Plan	Individual	30%	1500 words	Week 10	Blackboard (SafeAssign)
			100%			

#### Assessment Task 1: Senior Learning Sequence Deconstruction and Re-creation

<b>Goal:</b>	The goal of this task is to review a supplied Learning Sequence <b>in your second Arts teaching area</b> , recognise the essential components and determine ways that it can be re-created and extended to optimise student learning outcomes.
<b>Product:</b>	Senior Learning Sequence Deconstruction and Re-creation
<b>Format:</b>	You will apply your knowledge and understanding of teaching and learning requirements to deconstruct and then recreate a supplied learning sequence. Your recreated learning sequence will be introduced by a <b>rationale</b> which clearly identifies the linkages to the relevant Queensland Curriculum and Assessment Authority (QCAA) senior syllabus document, and justifies the decisions made about the unit content/theme and phases of learning, the objectives/dimensions of the course, the cognitions developed and associated learning outcomes, and the summative assessment task/s. Your <b>learning sequence</b> should be annotated to demonstrate how you have adapted and made improvements from the original document. <i>Students will receive formative feedback prior to submission.</i>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Application of deep knowledge of Arts curriculum content through the incorporation of relevant Arts pedagogy in order to recommend improvements to an existing Learning Sequence in your second Arts teaching area.</li> <li>2. Investigation and implementation of a student-centred approach to this revised Learning Sequence.</li> <li>3. Adoption of creative and inspiring teaching strategies that engage students in quality learning experiences.</li> <li>4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

**Assessment Task 2: Annotated Lesson Plan and Micro-Teaching Segment**

<b>Goal:</b>	The goals of this task are to demonstrate your ability to plan and teach Senior (Year 11 or 12) lessons in your <b>second Arts discipline</b> .
<b>Product:</b>	Annotated Lesson Plan and Micro-Teaching Segment
<b>Format:</b>	<p>You will become aware of how the Senior Arts Education Lab format works through tutorial activity in Weeks 2, 4 and 6 when you will be given topics to 'impromptu teach or present'. In Week 6 you will be given an Arts teaching topic at the end of the tutorial.</p> <p><b>Task 2a: Annotated lesson plan</b> You will then develop an annotated lesson plan for teaching this topic, clearly demonstrating the alignment with the QCAA curriculum document, and associated teaching and learning activities and pedagogical approaches, learning outcomes, opportunities for formative assessment and risk assessment.</p> <p><b>Task 2b: Micro-teaching segment</b> In Week 8 or 9, you will micro-teach a topic from this lesson plan (10 minutes), to demonstrate how the teaching and learning is aligned with the respective cognitions and assessment and how this would be reported on to students and parents. You will be assessed on your annotated lesson plan and your micro-teaching of part of the lesson. There will be opportunity for peers to provide feedback.</p> <p><b>Please note:</b> You should take into consideration any safety requirements when organising class Arts activities and demonstrate awareness of the need for risk assessment.</p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Application of deep knowledge of Arts curriculum content through the incorporation of relevant Arts pedagogy in order to micro-teach a lesson segment and optimise student engagement in learning.</li> <li>2. Demonstration of a student-centred approach to learning activities, assessment practices, reporting and student achievement, based on research undertaken.</li> <li>3. Adoption of creative and inspiring teaching strategies that engage students in quality learning experiences in this lesson plan.</li> <li>4. Written and oral communication including grammar, English expression, APA referencing conventions and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral).</li> </ol>

**Assessment Task 3: Personal Professional Development Plan**

<b>Goal:</b>	The goal of this task is to reflect on and analyse your professional development as a Senior Arts teacher to date. You determine your strengths and identify areas for further academic and professional development. You make professional connections in order to optimise currency and sustainability of your practice as a Senior Arts teacher.
<b>Product:</b>	Personal Professional Development Plan
<b>Format:</b>	<p>From the commencement of the course, you will note your critical reflections on your development as a Senior Arts teacher. This will be through Course topics studied, your interactions with your peers and your tutor, and through your involvement in the Senior Arts Education Labs when you will have experience of 'impromptu teaching'. You will also research and make contact with relevant professional associations, find ways to develop professional networks and consider further study or professional development that you could undertake in the future. You devise and create your Personal Professional Development Plan: Life-long Teacher of the Arts, highlighting the following:</p> <ul style="list-style-type: none"> <li>• Statement of professional aims and arts education philosophy</li> <li>• Identification and discussion of current strengths as an Arts teacher</li> <li>• Identification and discussion of areas for development as an Arts teacher</li> <li>• Identification and discussion of potential professional development needs sought to assist continued development</li> <li>• Opportunities for networking and collegiality through linkages with other Arts teacher and professional associations</li> <li>• Discussion on the sustainability of your own professional practice</li> </ul> <p>Imagine that the audience for your plan is your mentor teacher at your next SPE, and that it could well form the basis for mentoring discussions with regard to your on-going development as an Arts teacher.</p> <p>This plan can be written in the first person but should be formatted as a professional report with references in APA6 Referencing Style, which will include links to professional associations and organisational websites.</p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Evaluation of strategies that engage students in quality learning experiences in the Arts and determine the additional knowledge and / or skills you will require to fulfil this goal.</li> <li>2. Identification and justification of professional development needs as a Senior Arts teacher and for sustainability of professional practice.</li> <li>3. Reflection on your capacity to provide practical solutions to challenges experienced in teaching your Arts subject and which can be implemented in your future professional practice in the classroom.</li> <li>4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

**7. What are the course activities?****7.1 Directed study hours**

A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1 Weeks 1 - 3	The Senior Syllabus and other related curriculum documents – developing an understanding of how to apply relevant pedagogy to the teaching of discipline content knowledge. Cultural awareness and authentic Arts practices. The module will unpack the syllabus relevant to your second Arts area. You will also explore and create appropriate artistic practices that reflect the syllabus requirements and senior phase learners.
Module 2 Weeks 4 - 7	Authentic Arts assessment, feedback and reporting plus impromptu teaching, specific teaching strategies, focus areas and resources. This module will develop your confidence and capacity as an Arts teacher to learners in Years 11 and 12. This module will include examples of authentic artistic assessment of student work as well as feedback and reporting for students, school and parents.
Module 3 Weeks 8 - 10	Professional engagement as an Arts educator for sustainability of practice. This course culminates with this module which will focus on your capacity to reflect on your own development as a teacher of the Arts what you would like to strengthen and what your aims are for the future as a Senior Arts teacher. It also guides your future self-direction for on-going professional practice and engagement with the profession

Please note that the course activities may be subject to variation.

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

N/A

### 8.2 Specific requirements

N/A

## 9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2 Assessment: Additional requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

## 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.7 Education Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Senior Learning Sequence deconstruction and re-creation	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
Task 2: Your Senior Arts subject comes to life: Annotated Lesson Plan and Micro-Teaching Segment	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. 5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
Task 3: Personal Professional Development Plan: Life-long Teacher of the Arts	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice

### Overview of the Master of Teaching (Secondary) Program

**Phase 1 - Orientation to the profession:**

EDU764 Quality Teaching and Learning  
EDU765 Professional Experience: Orientation to the Profession  
First two curriculum courses

**Phase 2 - Enhancing professional knowledge and skills:**

EDU712 Diversity and Inclusion  
EDU713 Individual Learner Needs  
EDU715 Literacy and Numeracy across the Curriculum  
EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning  
EDU766 Assessing Learning  
EDU714 Professional Experience: Managing Learning Environments  
Second two curriculum courses

**Phase 3 - Synthesis of professional knowledge in practice and research:**

EDU717 Using Data for Learning  
EDU718 Teacher as Researcher  
EDU719 Teacher as Global Practitioner  
EDU720 Professional Experience: The Professional Teacher