COURSE OUTLINE

EDU725 Teaching Junior Secondary Arts 1

School: School of Education and Tertiary Access

2022 | Semester 1

UniSC Sunshine Coast | BLENDED LEARNING | Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au 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 builds capacity to design and evaluate effective pedagogy within your Arts teaching area (Dance, Drama, Media Arts, Music or Visual Arts) for Years 7 - 10. You organise and plan lessons using the Australian Curriculum for the Arts, apply your deep knowledge, understanding and specialised skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories and culture into learning experiences and critically reflect on your developing teaching practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous learning materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – You are expected to attend and participate in weekly scheduled on-campus tutorials.	2hrs	Week 1	10 times
Seminar – Online	2hrs	Week 7	3 times

1.3. Course Topics

- Australian curriculum: Arts
- Key reports, policy and initiatives relating to the Arts teaching areas
- Strategies for differentiating teaching to meet the specific learning needs of students in the Arts
- Concepts, principles and structure of arts pedagogy including content and teaching strategies for the different Arts strands of Music, Drama, Visual Arts, Dance and Media Arts
- Aboriginal and Torres Strait Islander histories, culture and languages
- Theories, philosophies and approaches to learning in The Arts
- Embedding literacy and numeracy learning within The Arts
- ICT applications in teaching and learning in the Arts in Years 7 - 10

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?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Demonstrate deep knowledge and synthesis of curriculum frameworks, teaching strategies linked to a specific Arts teaching area, and the importance of literacy, numeracy and ICT.	Knowledgeable	2.1, 2.2, 2.5, 2.6, 3.2, 3.3
2 Design and plan learning sequences for Year 7 -10 students in Dance, Drama, Media Arts, Music or Visual Arts, demonstrating an understanding of the learning needs of diverse students, including the Aboriginal and Torres Strait Islander students.	Ethical	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.4, 4.1, 5.4, 5.5
3 Collaborate with peers to deliver learning experiences, demonstrating an understanding of informal assessment.	Empowered	3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 5.1, 5.2, 6.3
4 Critically analyse and evaluate theory and research about teaching and learning in a specific Arts area, connecting theory and practice.	Creative and critical thinker Ethical	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.4, 2.5, 2.6, 7.1, 7.2
5 Critically reflect on learning within the course, including future personal and professional development needs.	Engaged Sustainability-focussed	6.1, 6.2, 6.4, 7.1, 7.2
6 Use of oral and/or written communication for teaching, learning and assessment in junior secondary Arts for classroom and professional contexts.	Empowered	3.5, 5.2, 6.3, 7.3, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

CODE	COMPETENCY
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: 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
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers

CODE	COMPETENCY
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED706 and a Dance, Drama, Media Arts, Music or Visual Arts Teaching area

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Feedback on Task 1 will be communicated verbally following the presentations in Week 3. Students who do not perform well in this task will be invited to meet with the course coordinator to clarify expectations and make a plan for successful completion of the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Group	30%	20 minutes	Week 3	In Class
All	2	Plan	Individual	40%	3 detailed lesson plans + 1000 word rationale	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	30%	1500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Critical analysis and demonstration of a pedagogical approach

GOAL:	The goal of this task is for you to critically analyse a pedagogical approach, present your analysis to your peers, and demonstrate the approach in an interactive format
PRODUCT:	Oral
FORMAT:	Using your knowledge of student-centred approaches to learning, you and your teaching partner are to deliver a 20-minute presentation that presents a critical analysis of a pedagogical approach suitable for Year 7/8 Arts students. You will begin with a succinct presentation of your analysis, using the format provided on Blackboard. You will then engage your peers in an interactive workshop that demonstrates the strengths and/or limitations of the approach. You should ensure that there are opportunities students of a diverse range of backgrounds and skill levels to participate. You should briefly outline what has been covered previously and possible future directions. The 'students' (your peers) must be actively engaged in Making and/or Responding during the workshop. You should identify the relevant content descriptors from the Australian Curriculum: The Arts that the activities will address.You will submit your lesson plan (using the template provided) and a written summary of your analysis through Blackboard.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of a specific pedagogical strategy that facilitates student-centred learning.	2
2	Analysis and evaluation of a specific pedagogical strategy	4
3	Planning and organisation of teaching, including informal assessment/monitoring of student learning	3
4	Communication skills and academic literacies, in written (English expression, grammar, spelling, punctuation, APA referencing conventions) and oral (pace, tone, eye-contact, appropriate visual aids) forms.	6

All - Assessment Task 2: Lesson Planning and Teaching a Lesson Segment

GOAL:	The goal of this task is for you to demonstrate your capacity to design a sequence of lessons and to teach a lesson segment in the Arts to Year 7 -10 students.
PRODUCT:	Plan
FORMAT:	This task involves designing and planning an engaging sequence of three 70-minute lessons for a Year 9/10 class including a rationale for the approach you have taken. You will be given a scenario, which includes information about prior learning and achievement results of the students. The lessons should be planned to: - Embed Aboriginal and Torres Strait Islander perspectives, using appropriate protocols for your discipline; - Meet the needs of a diverse range of learners and provide opportunities for all students to succeed; - Include at least one literacy and one numeracy activity within the lesson plans; and - Incorporate effective and safe use of ICT relevant to the Arts learning activities you have devised. These lesson plans should be consecutive, and should include activities that are organised sequentially and ensure a balance between Making and Responding. Your rationale (1000 words) should justify your choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings and the curriculum documents.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of thorough knowledge of Arts curriculum frameworks	1
	2	Demonstration of thorough knowledge the Australian Curriculum - General Capabilities, and Cross-Curriculum Priorities	1
	3	Planning and organising learning experiences and assessment in ways that promote student learning	2
	4	Justification of pedagogy, resources and assessment choices, critically analysing and synthesising theory and practice.	4
	5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	6

All - Assessment Task 3: Journal of professional learning and reflection

GOAL:	The goal of this task is to enable you to examine and reflect on your development as an inspiring teacher of the Arts to students in Years 7 - 10.
PRODUCT:	Written Piece
FORMAT:	Throughout the course, you will use a professional journal to document your development as a teacher of the Arts to students in Years 7 - 10. While this journal will be a working document, you will submit three entries for assessment: • how you have been able to embed Aboriginal and Torres Strait Islander histories, cultures or perspectives into your Task 2 lessons, your knowledge of this area, and areas for your future learning. • strategies that you have incorporated into your lesson plans to develop literacy and numeracy skills within your discipline and make recommendations for future application of these into your teaching practice. • at least one other key area of your learning from the course content. It is essential that each entry includes: - reflection how your learning in this course will impact on your future practice; and - plans for your professional learning, including goals, actions, and areas in which you might seek feedback (from teachers and supervisors). Your reflections must demonstrate deep and critical engagement with the curriculum documents, theory and research presented in the course, including the broader social, historical and political contexts in which your future practice will be situated.

CRITERIA:	No.		Learning Outcome assessed
	1	Explanation, documentation and synthesis of your approach to teaching Junior Secondary Arts, with justification of approach with critical analysis of evidence from the literature	1
	2	Critical reflection on learning, including recognition of broader social, historical and political context and implications for future practice	5
	3	Plans for professional learning, including identifying sources of professional learning and areas in which to seek feedback from supervisors and teachers	5
	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	6

7. 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. Student workload is calculated at 12.5 learning hours per one unit.

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

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

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Roy Killen	2015	Effective Teaching Strategies	7th	Cengage Learning

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

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

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au