

EDU726 Teaching Junior Secondary Arts 2

School: School of Education and Tertiary Access

2024 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 is only for students with two teaching areas in the Arts. Learning experiences in this course will extend knowledge and understanding of content in EDU725 Teaching Junior Secondary Arts 1 and enrich your repertoire of pedagogical approaches for this second Arts teaching area and for integration of the Arts. You will undertake observations in school classrooms, critically evaluating how the curriculum is enacted and shaped by the school context. You will design learning experiences and assessment tasks that align with the Australian Curriculum.

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 materials and activities accessed through Canvas modules, course readings and required texts. | 2hrs | Week 1 | 9 times |
| Tutorial/Workshop 1 – You are required to participate in on campus tutorials. These will be held in Weeks 1, 3, 5, 7 and 9. | 2hrs | Week 1 | 5 times |
| Fieldwork – You will undertake 10 hours of classroom observations in a secondary school. A Blue Card is mandatory for this activity. | 10hrs | Week 3 | Once Only |

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 and assessment that aligns with the Australian Curriculum
- 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

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 | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|--|--|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Australian Institute for Teaching and School Leadership |
| 1 Demonstrate knowledge of key curriculum and assessment frameworks linked to a specific Arts strand and to integrated Arts learning in Years 7 – 10. | Empowered | 2.1, 2.2, 2.3 |
| 2 Critically analyse and evaluate classroom practice, making connections with theory, research, and your own future practice. | Creative and critical thinker Engaged | 6.2, 6.3, 7.1, 7.2, 7.4 |
| 3 Design and plan learning and assessment sequences that demonstrate an understanding of the learning needs of diverse students | Knowledgeable Ethical | 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4 |
| 4 Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts. | Ethical Engaged | 2.4, 2.5, 2.6, 4.1, 4.5 |
| 5 Use of oral and/or written communication for teaching, learning and assessment in junior secondary Arts for classroom and professional contexts. | Engaged | 3.5, 5.2, 6.3, 7.3, 7.4 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|--|
| AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP | |
| 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. |
| 2.3 | Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. |
| 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. |

| CODE | COMPETENCY |
|------|---|
| 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. |
| 4.5 | 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 |
| 5.3 | Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. |
| 5.4 | Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |
| 6.2 | Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers |
| 6.3 | Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. |
| 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 two Arts Teaching areas

5.2. Co-requisites

EDU725

5.3. Anti-requisites

Not applicable

5.4. 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 Grading (GRD)

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

6.2. Details of early feedback on progress

The course coordinator and students will engage in regular dialogue about progress throughout the course. In Week 3, drafts of Task 1 will be reviewed by the course coordinator.

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 | Written Piece | Individual | 30% | 1500 words | Week 4 | Online Assignment Submission with plagiarism check |
| All | 2 | Report | Individual | 30% | 2000 words | Week 7 | Online Assignment Submission with plagiarism check |
| All | 3 | Plan | Individual | 40% | 2500 words | Week 10 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Feature Article

| GOAL: | The goal of this task is to demonstrate your knowledge and understanding of your Arts discipline, and your capacity to research and evaluate theory and practical application. | | | | | | | | | | | | | |
|------------------|---|---------------------------|--|---------------------------|---|---|---|---|---|---|---|---|---|--|
| PRODUCT: | Written Piece | | | | | | | | | | | | | |
| FORMAT: | <p>You are to write a feature article suitable for submission to a professional journal or magazine that demonstrates your knowledge of a specific curriculum, assessment or pedagogical aspect of your Arts discipline. Your audience for this article is teachers of Years 7-10, who may or may not be specialists in the subject.</p> <p>You should consider current curriculum frameworks and policy directives, as well as some or all of the following:</p> <ul style="list-style-type: none"> • the relevance of literacy and numeracy learning activities in The Arts; • the importance of embedding Aboriginal and Torres Strait Islander perspectives in the classroom; • and how ICT can effectively enhance learning in The Arts. <p>You will incorporate references appropriately for an article published in a professional journal utilising APA referencing style.</p> | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge of your Arts discipline, Arts curriculum frameworks, relevant research and theory</td> <td>1</td> </tr> <tr> <td>2</td> <td>Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.</td> <td>4</td> </tr> <tr> <td>3</td> <td>Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy</td> <td>5</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Knowledge of your Arts discipline, Arts curriculum frameworks, relevant research and theory | 1 | 2 | Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts. | 4 | 3 | Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy | 5 | |
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| 2 | Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts. | 4 | | | | | | | | | | | | |
| 3 | Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy | 5 | | | | | | | | | | | | |

All - Assessment Task 2: Case Study Report

| GOAL: | The goal of this task is to demonstrate your knowledge and understanding of how key Arts curriculum frameworks are enacted in a school classroom. | | | | | | | | | | | | | | | |
|------------------|--|---------------------------|--|---------------------------|---|--|---|---|--|---|---|--|---|---|--|---|
| PRODUCT: | Report | | | | | | | | | | | | | | | |
| FORMAT: | <p>This task requires you to undertake approximately 10 hours of classroom observations in a Year 7-10 classroom in your Arts subject. The observation site is to be arranged by you, although you may seek advice and assistance from the course coordinator.</p> <p>Using the template available on Canvas, you are to report on your observations, and critically question how the Arts curriculum and General Capabilities/Cross-Curriculum Priorities are enacted through pedagogy and assessment in the classroom, as well as how the subject is positioned in the school.</p> | | | | | | | | | | | | | | | |
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| 3 | Critical analysis of research and theory | 2 | | | | | | | | | | | | | | |
| 4 | Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy. | 5 | | | | | | | | | | | | | | |

All - Assessment Task 3: Learning Sequence and Assessment Plan

| GOAL: | The goal of this task is to design and justify a Learning and Assessment Sequence in your Arts subject, suitable for the school context from Task 2. | | | | | | | | | | | | | | | | | | |
|------------------|---|---------------------------|--|---------------------------|---|--|-----|---|--|-----|---|--|---|---|---|---|---|--|---|
| PRODUCT: | Plan | | | | | | | | | | | | | | | | | | |
| FORMAT: | <p>Using the template provided on Canvas, design a Learning and Assessment Sequence in your Arts for the school context from Task 2.</p> <p>You will need to submit the following:</p> <ol style="list-style-type: none">1. A justification of the decisions about pedagogy, resources and assessment, which is supported by evidence from the literature2. Statements about how the cross-curriculum priorities and general capabilities are addressed, particularly Literacy, Numeracy, ICT and Aboriginal and Torres Strait Islander Perspectives.3. Succinct descriptions of sample learning experiences, connected to the content descriptions4. An assessment plan, including task sheets and marking guides, connected to the relevant achievement standard. | | | | | | | | | | | | | | | | | | |
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| 4 | Justification of teaching and assessment decisions through the use of research and theory | 2 | | | | | | | | | | | | | | | | | |
| 5 | Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy. | 5 | | | | | | | | | | | | | | | | | |

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Students will require a Blue Card to complete field observations.

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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