

## UNIT OUTLINE FOR EDS131.9 Curriculum Understandings

<b>Name of Unit 1 (Unit Code 1)</b>
Curriculum Understandings (EDS131.9)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Master of Teaching – Secondary	One semester	1 <sup>st</sup> year	Head of Program

#### Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	96 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes    No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

**Co-requisite:** EDS141.9 Pedagogy A Professional Concepts

## SECTION 2 – ACADEMIC DETAILS

**Brief description of the content of the unit**

- Defining curriculum: null, hidden; planned, enacted, experienced; formulating definitions to apply in curriculum planning; “student behaviour management” and curriculum.
- Curriculum components: content, learning activities and strategies, resources; rationale, outcomes and objectives, assessment; [situational analysis, evaluation]; integration of components.
- The social contexts of curriculum construction: The school community curriculum and its stakeholders; National goals of schooling, system and school philosophies, including approaches to Christian schooling; ensuring equity for all students; curriculum priorities and social contexts
- Australian Curricula and curriculum planning models: theory and practice of planning; from global guidelines to unit outlines and unit of work plans; adapting and using curriculum document key elements.
- Assessment, evaluation and school review

**Learning outcomes for the unit**

1. Analyse various philosophical perspectives on education and curricula, and the resulting issues facing schools
2. Exemplify the relationship between the components of a curriculum framework
3. Design coherent learning plans (unit plan, lesson plan, assessment and outcomes) using recognised curriculum framework/s
4. Justify and evaluate teaching and learning plans, and planning processes

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Research critique</b> <i>Critique of literature on differentiation and assessment, plus critical reflection linking research to own teaching practice.</i> (1,800 words)	1	S1 Week 6	30%
<b>Research activity - learning outcomes and assessment methods</b> <i>Linking theory and practice, justifying outcomes and assessment methods: Write a research summary on the value of learning outcomes. Design a set of learning outcomes and explain how these outcomes would be assessed.</i> (2,000 words)	2,3,4	S1 Week 9	30%
<b>Unit plan and critical reflection</b> <i>Using the outcomes from assessment task 2, students engage with the backward design planning model to create a differentiated unit.</i> (2,200 words)	2,3,4	S1 Week 14	40%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

Brady, L., & Kennedy, K. (2018). *Curriculum Construction* (6th ed.). Pearson Australia.

### Recommended reading:

Australian Curriculum, Assessment and Reporting Authority (n.d.). *The Australian Curriculum*.  
<https://www.australiancurriculum.edu.au/>

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2015). *Teaching challenges and dilemmas*. (5th ed.). Thomson.

Killen, R. (2013). *Effective teaching strategies: lessons from research and practice* (6th ed.). Cengage Learning Australia.

Marsh, C. (2009). *Key concepts for understanding curriculum* (4th ed.). Routledge.

Marsh, C., Clarke, M., & Pittaway, S. (2014). *Marsh's becoming a teacher* (6th ed.). Pearson Australia.

McTighe, J. (2013). *Essential questions: opening doors to student understanding*. Association for Supervision and Curriculum Development.

McTighe, J., & Willis, J. (2019). *Upgrade your teaching: understanding by design meets neuroscience*. Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development.

Wiggins, G., McTighe, J., & Wiggins, G. (2012). *The Understanding by design guide to advanced concepts in creating and reviewing units*. Association for Supervision and Curriculum Development.

### Recommended Journals

The Curriculum Journal (Taylor & Francis)

Journal of Education and Curriculum Development