

UNIT OUTLINE FOR EDU131.9 Curriculum Understandings

Name of Unit 1 (Unit Code 1)
Curriculum Understandings (EDU131.9)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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

1.2 Core or elective unit

Indicate if the unit is a

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

1.3 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).

Unit credit points	Total course credit points
6 credit points	96 credit points

1.4 Student workload

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

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	7	10

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

1.5 Delivery mode

Tick all applicable delivery modes for the unit:

- Face to face on site
 e-learning (online)

Intensive (provide details)

See "Mode of Delivery" guidelines

Block release (provide details)

Work-integrated learning activity

Mixed/blended

Distance/independent learning (untimetabled)

Full-time

Part-time

External

Fast track (provide details)

Other (please specify)

1.6 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, EDU142.9 Initial Teaching Experience A

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If YES, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This introductory unit develops students' curriculum knowledge and their understanding of the interconnected nature of curriculum components, within common curriculum frameworks and as applied in their own planning in a South Australian context. Students explore philosophical perspectives on education and curriculum to expand their thinking about curriculum design and contemporary issues in schools.

The topics in this unit include an introduction to curriculum including a Christian perspective, underpinning philosophies (perennialism, essentialism, progressivism, reconstructionism), unit and lesson planning for effective teaching and learning, the Understanding by Design framework, differentiation, assessment principles, and curriculum evaluation.

Learning outcomes for the unit

1. Analyse various philosophical perspectives on education and curriculum in the context of contemporary issues facing schools.
2. Illustrate the relationship between the components of a curriculum framework.
3. Design coherent learning outcomes, assessments, lessons and units using recognised curriculum framework/s.
4. Justify teaching and learning plans, and planning processes.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Research critique Critique literature on philosophical perspectives on education / curriculum, outlining a) how this perspective may impact the preservice teacher's own planning for their major learning area, and b) how this perspective impacts perceptions of / reactions to contemporary issues facing schools. (1,800 words)	1	S1 Week 6	30%
Unit plan and justification Design a coherent unit plan using curriculum framework/s that are relevant to the school context, including an overlay of Christian perspectives where appropriate. Justify this plan in the light of educational theories explored in this subject. (4,200 words)	2,3,4	S1 Week 14	70%

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/>

Australian Curriculum, Assessment and Reporting Authority (n.d.). *The Australian Curriculum V9*.
<https://v9.australiancurriculum.edu.au/>

Christian Schools Australia (2016). *Connecting learners with God's big story: Illuminating curriculum in Australian Christian schools*. Christian Schools Australia.

Commonwealth Parliament. (2019, July 18). School funding and improving education outcomes. Home – Parliament of Australia.

https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BriefingBook46p/SchoolFunding

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

Halliday, C. (2023, July 16). NSW schools finally close the door on open-plan classroom design. EducationDaily.live.
<https://www.educationdaily.live/teachers/nsw-schools-finally-close-the-door-on-open-plan-classroom-design-2523#:~:text=Thanks%20to%20complaints%20from%20students,inquiry%20undertaken%20in%20late%202022.>

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.

[SACE Board of South Australia \(n.d.\). *South Australian Certificate of Education*. https://www.sace.sa.edu.au/](https://www.sace.sa.edu.au/)

Visentin, L. (2021, November 4). "inciting culture wars": Labor states push back on Tudge's positive history curriculum bid. The Sydney Morning Herald. <https://www.smh.com.au/politics/federal/inciting-culture-wars-labor-states-push-back-on-tudge-s-positive-history-curriculum-bid-20211102-p595bg.html>

Walsh, J. A., and Sattes, B. D. (2015). *Questioning for classroom discussion: Purposeful speaking, engaged listening, deep thinking*. ASCD.

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