

UNIT OUTLINE FOR EDU231.7 Curriculum Development

Name of Unit 1 (Unit Code 1)

Curriculum Development (EDU231.7)

SECTION 1 – GENERAL INFORMATION

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>
Bachelor of Education – Master of Teaching Primary	One semester	2 nd 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).

Unit credit points	Total course credit points
6 credit points	240 credit points

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	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.

Pre-requisite: EDU131.5 Curriculum Understandings

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

Content includes some or all of the following: Determinants of Curricula; Differentiation – Lesson plans; The Parallel Curriculum; The Parallel Curriculum Workshop; Micro-teaching using The Parallel Curriculum

How to create a balanced and engaging Unit Plan; Integrated Curriculum and conceptual planning; Adapting Curriculum to meet student needs: Aims, activities, assessment/ Modification and Extension; Alternative Curriculum models: Discussion and workshop; How to incorporate, model and practise values within your curriculum planning; Using Curriculum to inform record keeping and reporting.

Learning outcomes for the unit.

1. Identify and discuss Primary years curriculum issues facing schools;
2. Identify and discuss the content and effectiveness of various Primary Years curricula programs including sociological, psychological, political and philosophical assumptions in curriculum design
3. Apply skills in Primary years classroom curriculum development which demonstrate sensitivity to individual student needs, contribute to wider school curricula development, and are cohesive with school ethos;
4. Demonstrate an ability to create, use and judge the effectiveness of Primary classroom assessment processes.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Primary Curriculum writing and evaluation Integrated Unit Plan using the Parallel Curriculum Model (2500 words)	3,4	S1	50%
Curriculum issues: research, pyramid teaching and reflection Chosen topic is researched, taught to a small group and reflected upon (1250 words)	1,2,4	S1	25%
Curriculum evaluation e-journal Responses to Forums on various curricula and their application (1250 words)	1,2	S1	25%

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:

Tomlinson, C. (2009). *The Parallel Curriculum: A Design to Develop High Potential and Challenge High Ability Learners* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Recommended reading:

Benson, J. (2014). *Hanging in : Strategies for teaching the students who challenge us most*. Alexandria, Virginia: ASCD. (Secondary)

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Milton Park, England: Routledge.

Howell, J. (2013). *Teaching with ICT: Digital pedagogies for collaboration and creativity*. Melbourne: Oxford University Press.

McKenna, T. (2013). *Engaging the disengaged*. Port Melbourne, Vic: Cambridge University Press.

McTighe, J. (2013). *Essential questions opening doors to student understanding*. Alexandria, VA: ASCD. (Years K-12).

Poore, M. (2013). *Using Social Media in the classroom*. London: Sage Publications Ltd.

Tomlinson, C. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*. ASCD.

Wilson, J., & Wing Jan, L. (2012). *Focus on Inquiry: a practical approach to curriculum planning*. Education Services Australia.