

## UNIT OUTLINE FOR EDU231.7 Curriculum Development

<b>Name of Unit 1 (Unit Code 1)</b>
Curriculum Development (EDU231.7)

### 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>
Bachelor of Education – Secondary	One semester	2 <sup>nd</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	192 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.

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 Secondary years curriculum issues facing schools;
2. Identify and discuss the content and effectiveness of various Secondary Years curricula programs including sociological, psychological, political and philosophical assumptions in curriculum design
3. Apply skills in Secondary 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 Secondary classroom assessment processes.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Secondary Curriculum writing and evaluation</b> Integrated Unit Plan using the Parallel Curriculum Model (2500 words)	3,4	S1 Week 10	50%
<b>Curriculum issues: research, pyramid teaching and reflection</b> Chosen topic is researched, taught to a small group and reflected upon (1250 words)	1,2,4	S1 Week 7	25%
<b>Curriculum evaluation e-journal</b> Responses to Forums on various curricula and their application (1250 words)	1,2	S1 Week 14	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.