

## 460-653 Integrating the Curriculum: Middle Years

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, on campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Coordinator:</b>	Dr Peter Ferguson
<b>Subject Overview:</b>	This subject investigates in theory and practice models and approaches to curriculum organisation in the middle years of schooling. Teacher candidates will examine research into the middle years that highlights the significance of adolescent students' engagement in meaningful, world-connected learning; the range of models and approaches to curriculum planning that account for the transition in learning from Years 5-8; the variety of structural organisers available for curriculum integration in contemporary educational contexts, with particular focus on the Victorian Essential Learning Standards and the <i>Productive Pedagogies</i> framework; and the barriers and constraints to successful curriculum integration. Specifically, teacher candidates will be involved in a critical examination of the learning, needs and interests of 10-14 year old students through (i) analysis and application of key recommendations for teaching adolescents that have emerged from research, and (ii) participation in practical, task-based group and individual planning, demonstration and analysis of some of the models and approaches to curriculum organisation in the middle years.
<b>Objectives:</b>	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> <li># Review research literature related to curriculum and pedagogy in the middle years of schooling;</li> <li># Demonstrate an understanding of some of the organising principles for curriculum integration used in current educational contexts;</li> <li># Demonstrate an understanding of the relationship between experiential knowing, holistic knowledge and subject disciplines.</li> <li># Demonstrate an understanding of key models and approaches for curriculum integration in the middle years; and</li> <li># Apply this understanding in the design of an integrated unit of work.</li> </ul>
<b>Assessment:</b>	There are 2 assessment task: A literature review (2000 word) due mid semester (50%) An integrated unit for the middle years (2000 words) due mid semester (50%)
<b>Prescribed Texts:</b>	Collection of readings

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Primary)  Master of Teaching (Secondary)</p>