

EDUC90421 Integrating the Curriculum: Middle Years

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Dr Peter Ferguson
Contact:	Education Student Centre
Subject Overview:	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.
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # Review research literature related to curriculum and pedagogy in the middle years of schooling; # Demonstrate an understanding of some of the organising principles for curriculum integration used in current educational contexts; # Demonstrate an understanding of the relationship between experiential knowing, holistic knowledge and subject disciplines. # Demonstrate an understanding of key models and approaches for curriculum integration in the middle years; and # Apply this understanding in the design of an integrated unit of work.
Assessment:	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%)
Prescribed Texts:	Collection of readings
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:

	<ul style="list-style-type: none"># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.# Be flexible and able to adapt to change through knowing how to learn;# Understand the significance of developing their practice on the basis of research evidence;# Work in teams with skills in cooperation, communication and negotiation;# Be independent of mind, responsible, resilient, self-regulating;# Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Primary) Master of Teaching (Secondary) Master of Teaching (Secondary)