# Unit Outline

## Curriculum Construction: Analysis & Perspectives

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>ED620</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
<td>$1,875</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Study Hours:** | Seminar, 3 hours per week (total = 36 hours)  
Private study, 10 hours per week (total = 120 hours) |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |

<table>
<thead>
<tr>
<th><strong>Unit Coordinator:</strong></th>
<th>Dr Natalie Leitão</th>
<th><strong>Phone:</strong></th>
<th>9221 8170</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:nleitao@sheridan.edu.au">nleitao@sheridan.edu.au</a></td>
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Introduction
This unit will engage you in an exploration of curriculum development and design. You will examine the Australian curriculum in light of political issues, both locally and internationally, along with other curriculum models. Worldview assumptions underlying curriculum design and curriculum choices will be investigated. Various curriculum perspectives and practices will be critiqued including those you identify in your own work environment. Curriculum development is an ongoing process and educators, as one of the stakeholders, should lead curriculum change. This unit will enable you to develop your leadership potential in this area.

Master of Education Program Learning Outcomes (PLOs)
The Sheridan College Master of Education is currently being considered for accreditation by the Tertiary Education Quality and Standards Agency (TEQSA) and confirmed as meeting the standards set by the Australian Qualifications Framework (AQF).

A Master of Education qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.

Upon completion of the Master of Education you will be able to:

- Demonstrate a mastery of theoretical knowledge and workplace practice in education.
- Demonstrate your knowledge of research principles and methods in the discipline of education.
- Critically evaluate current and past scholarship and professional practice in the field of education in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Demonstrate your ability to investigate, analyse and synthesise complex information, problems, concepts and theories in education for application across multi-disciplinary contexts.
- Demonstrate your intellectual independence by making complex, creative and original contributions to the body of knowledge and workplace practice in education at both an abstract and practical level.
- Justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences through prepared presentations and projects in a variety of settings.
- Plan and execute a substantial research project.
- Model a high level of self-discipline, professional judgment, personal integrity, teamwork and respect for the dignity of individuals and groups in study and workplace settings.

Each unit you take in the Master of Education program will contribute towards the fulfilment of these broader learning outcomes.
Curriculum Construction: Analysis & Perspectives Unit Learning Outcomes (ULOs)

Upon completion of this unit, students will be able to:

1. Critically examine the role of curriculum and make links with education in national and international contexts.
2. Apply knowledge of the Australian curriculum and relate this to education practice in Australian schools, including a focus on Aboriginal and Torres Strait Islander contexts.
3. Justify the importance of developing school-based values education programs.
4. Extend current understanding of curriculum issues, become familiar with various models of curriculum ideology and explain their relationship to practice.
5. Build theoretical understanding of curriculum and analytical skills and apply these to school curriculum.

Graduate Attributes (GAs)

Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs do not necessarily follow in a direct line from Unit Learning Outcomes (ULOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

<table>
<thead>
<tr>
<th>COLLEGE VISION STATEMENT</th>
<th>COLLEGE GRADUATE ATTRIBUTES</th>
<th>METHODS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ... love truth...
1. **Lovers of truth who:**
   - a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   - b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   - c. Can identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ... seek wisdom...
2. **Seekers of wisdom who:**
   - a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   - b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   - c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ... embrace innovation...
3. **Innovative thinkers who:**
   - a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   - b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   - c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ... and become instruments of peace in the world.
4. **Effective communicators who:**
   - a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   - b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   - c. Promote respect, hospitality and understanding towards cultures and groups.

5. **Independent learners who:**
   - a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   - b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   - c. Take responsibility for their own learning and research.

6. **Servant leaders who:**
   - a. Model respectful and ethical behaviour in team environments.
   - b. Serve the local, national and global community.
   - c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Learning Calendar
The Sheridan College Master of Education uses a trimester model and may be completed in one year if you were taking a full-time load or in two years if part-time. The units are delivered in twelve-week learning blocks apart from the Action Research Project which is delivered in one final twenty-four week learning block. The table below gives you an idea of how your academic program might look if you were taking a full-time load.

SAMPLE M. Ed. PROGRAM

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
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<tbody>
<tr>
<td>Worldview Foundations in Education (3cp)</td>
<td>Servant Leadership in Education (3cp)</td>
<td>Assessment and Evaluation: Refining Understandings and Practices (3cp)</td>
</tr>
<tr>
<td>Curriculum Construction: Analysis and Perspectives (3cp)</td>
<td>-</td>
<td>Leading Change (3cp)</td>
</tr>
<tr>
<td>Action Research in Education (3cp)</td>
<td>Action Research Project (continued in Trimester 3)</td>
<td>Action Research Project (6cp)</td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional ten (10) hours per week of private study, immersing yourself in the course material and completing the assessment requirements.

Reading and preparation should be done prior to each seminar. You may choose to keep a journal of insights and questions to contribute during the week’s discussion.

Canvas
Canvas is the Learning Management System (LMS) used at Sheridan College. Canvas allows you to view your courses, communicate with staff and other students, access assessment scores, participate in online discussions and much more.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Aberdeen Street campus if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.
Location
The unit will be taught at one of the following locations:

- **Quinns Baptist College**, 8 Salerno Drive, Mindarie, WA, 6030
- **Austin Cove Baptist College**, Inlet Boulevard, South Yunderup, WA, 6028
- **Alkimos Baptist College**, 60 Seagrove Boulevard, Merriwa WA 6030
- **Aberdeen St Campus**, Suite 18, 7 Aberdeen St, Perth WA 6000

Learning Resources

Unit Text

Prescribed Reading(s)


Recommended Reading


Mills, C., & Gale, T. (2010). Acquiring a feel for the game. In Schooling in disadvantaged communities: Playing the game from the back of the field (pp. 89-104). Dordrecht: Springer.


Additional Resources
http://www.aare.edu.au/
http://www.calvin.edu/kuyers/

Relevant journal articles may be found in the following journals:
- Assessment in Education: Principles, Policy and Practice
- Educational Measurement: Issues and Practice
- Journal of Christian Education
- Journal of Education and Christian Belief
- The Australian Educational Researcher
- The Australian Journal of Early Childhood Education
- The Australian Journal of Teacher Education
- Theory Into Practice

College Library Resources
In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:
1. Academic OneFile from Cengage Gale (now active)
2. Oxford University Press Arts and Humanities Collection (now active)
3. EBSCO collections (to be activated from 1 February 2017), including:
Cunningham Library
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


The Cunningham Library will be an invaluable resource for Sheridan College educators across all disciplines in keeping current with educational research in curriculum design, assessment, course delivery (including andragogical methodologies).

Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals

Community Memberships
Community memberships are available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.
Community memberships are available as follows:

- Edith Cowan University $88 ($22 with concession)  
- Murdoch University ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40)  
- UWA $99 ($50 with concession)  
  http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Community members who wish to access online resources at some of these institutions may only be able to access those resources while logging in from a terminal within the library itself. However, the resources of the Vose Seminary are fully available to community members.

Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen Street campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>ULOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short Essay: Critical evaluation of the literature (500 words)</td>
<td>15%</td>
<td>Seminar 4</td>
<td>1, 2</td>
<td>1, 4</td>
</tr>
<tr>
<td>2. Essay: Values education in the school curriculum (2000 words)</td>
<td>40%</td>
<td>Seminar 9</td>
<td>2, 3, 4</td>
<td>2, 3</td>
</tr>
<tr>
<td>3. Curriculum evaluation (3500 words)</td>
<td>45%</td>
<td>Seminar 12</td>
<td>3, 4, 5</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the course requirements.
1. Short Essay: Critical evaluation of the literature

Format: Short Essay
Length: 500 words minimum
Weighting: 15%

Use the literature to address one (1) of the following three (3) topics:

1. Explain the role various stakeholders have in influencing the development of school curriculum.
2. What should the purposes be of a twenty-first century curriculum for Australia?
3. Identify the benefits and challenges of Australia now having a nation-wide curriculum.

**ULO**s addressed 1, 2.

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically examine the role of curriculum and make links with education in national and international contexts.</td>
<td>Limited or no evidence of understanding or analysis.</td>
<td>Demonstrates understanding with reference to the literature characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis supported with evidence from the literature.</td>
<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively supported with evidence from the literature.</td>
<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively supported with evidence from the literature.</td>
</tr>
<tr>
<td>Apply knowledge of the Australian curriculum and relate this to education practice in Australian schools.</td>
<td>No or limited application.</td>
<td>Application with reference to the literature.</td>
<td>Pronounced application strongly supported with evidence from the literature.</td>
<td>Pronounced application strongly supported with evidence from the literature.</td>
<td>Superior application strongly supported by an extensive range of literature with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Clearly articulated definitions and evidence of an understanding of the concepts.</td>
<td>No or limited articulation and/or evidence of understanding.</td>
<td>Clear articulation and understanding demonstrated supported by the literature, characterised by accurate description.</td>
<td>Clear articulation and pronounced understanding demonstrated strongly supported by the literature with evidence of analysis.</td>
<td>Clear articulation and pronounced understanding demonstrated with evidence of analysis and reasoned judgment strongly supported by a wide range of literature.</td>
<td>Clear articulation and superior understanding demonstrated, with evidence of complex analysis and reasoned judgment strongly supported by an extensive range of literature.</td>
</tr>
</tbody>
</table>
2. Essay: Values education in the school curriculum
Format: Essay
Length: 2000 words
Weighting: 40%

With reference to your reading of the literature, prepare a written essay to include all of the following sections:

- Discuss the importance of values education in today’s society (10%).
- Describe the place you believe values education should have in the school curriculum today and use references to validate your view (10%).
- Drawing on your own experiences as an educator and/or as a student, explain how values can be relayed through pedagogy and school leadership (20%).

NB: This essay may be written in the first person. Where references are made to actual people and places ensure pseudonyms are used.

ULOs addressed 2, 3, 4.

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of the Australian curriculum and relate this to education practice in Australian schools.</td>
<td>No or limited application and relationships.</td>
<td>Application and relationships supported with reference to the literature.</td>
<td>Pronounced application and relationships strongly supported with evidence from the literature.</td>
<td>Pronounced application and relationships strongly supported with evidence from a wide range of literature.</td>
<td>Superior application and relationships strongly supported by an extensive range of literature.</td>
</tr>
<tr>
<td>Justify the importance of developing school-based values education programs.</td>
<td>No or limited justification.</td>
<td>Justification with reference to the literature.</td>
<td>Pronounced justification strongly supported with evidence from the literature.</td>
<td>Pronounced justification strongly supported with evidence from a wide range of literature such that independent scholarly judgements begin to emerge.</td>
<td>Superior justification strongly supported by an extensive range of literature with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Extend current understanding of curriculum issues, become familiar with various models of curriculum ideology and explain their relationship to practice.</td>
<td>No or limited understanding.</td>
<td>Demonstrates ability to engage with the topic.</td>
<td>Demonstrates pronounced ability to engage with and analyse the issues in the topic.</td>
<td>Demonstrates pronounced ability to analyse the issues in the topic such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior ability to analyse and critique all of the issues in the topic with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Critical self-reflection on own experiences.</td>
<td>Limited or no evidence of ability to ground reflection in personal experience.</td>
<td>Demonstrates ability to ground reflection in personal experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal experience with provide examples of professional growth.</td>
<td>Demonstrates a superior ability to ground reflection and analysis in personal experience, provide examples of professional growth and possibilities for further development.</td>
<td></td>
</tr>
</tbody>
</table>
3. Curriculum Evaluation

Format: Essay
Length: 3500 words
Weighting: 45%

This assignment comprises three (3) parts, all of which must be completed.

Part A: Introduction, (5%)  
Identify an area of the curriculum to be evaluated at your own workplace (if you are not currently working you may refer to a past workplace or request a case study from the unit instructor). Briefly describe this particular area of the curriculum.

Part B: Theory, (20%)  
Select one of the models* as covered in this unit that is most suited for your curriculum evaluation and address the following:  
- a description of the model  
- a diagram of the model (either sourced from a publication or one you create yourself)  
- justification for the selection of this particular model  
- a proposal for how the curriculum evaluation will take place.  
* if an eclectic approach is taken, describe the models used and explain how and why they have been combined.

Part C: Application, (20%)  
Carry out and then report on the curriculum evaluation. Describe how the evaluation was carried out, what was discovered and what is proposed as the next step towards improvement in this area of the curriculum.

ULOs addressed 3, 4, 5.

Curriculum Evaluation Rubric

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
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<tbody>
<tr>
<td>Extend current understanding of curriculum issues, become familiar with various models of curriculum ideology and explain their relationship to practice.</td>
<td>Limited or no evidence of ability demonstrated.</td>
<td>Demonstrates ability supported with evidence from the literature characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis strongly supported with evidence from the literature.</td>
<td>Demonstrates pronounced understanding, analysis and reasoned judgment strongly supported with evidence from a wide range of literature.</td>
<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively supported with evidence from the literature.</td>
</tr>
<tr>
<td>Build theoretical understanding of curriculum and analytical skills and apply these to school curriculum.</td>
<td>Limited or no evidence of ability demonstrated.</td>
<td>Demonstrates ability with reference to the literature.</td>
<td>Demonstrates pronounced ability strongly supported with evidence from a wide range of literature with evidence of independent scholarly judgements begin to emerge.</td>
<td>Pronounced ability strongly supported with evidence from a wide range of literature with evidence of genuinely independent scholarly judgements.</td>
<td>Superior ability strongly supported by an extensive range of literature with evidence of genuinely independent scholarly judgements.</td>
</tr>
</tbody>
</table>
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used in accordance with APA levels of headings.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Please note also that Sheridan College deploys plagiarism-detection software. The Sheridan College Academic Integrity Policy can be located at http://sheridan.edu.au/index.php/home/policy-library.

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. An APA guide has been uploaded to Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your instructor no later than one week before the due date and provide documentation from a medical practitioner or the student counsellor as to why you cannot adhere to the stated due date. Your instructor may then approve a new due date.

- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- All assignments must be submitted to assignments@sheridancollege.com.au.

- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

Assessment Moderation

- Your assessments may be marked by an external examiner in addition to your instructor. This is common practice in the higher education industry and is designed to ensure your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | Part 1 (a) The Social Contexts of Curriculum Construction  
- The school curriculum and its stakeholders: Who owns the curriculum?  
- An Australian curriculum: Process, politics and issues | Text: Chapters 1-2  
| 2    | Part 1 (b) The Social Contexts of Curriculum Construction  
- School curriculum and diversity: Equity for all students  
- Worldview assumptions | Text: Chapter 3  
| 3    | Part 2 (a) Curriculum Priorities and their Social Contexts  
- Understanding 21st century students and the contexts that influence them | Text: Chapter 4  
| 4    | Part 2 (b) Curriculum Priorities and their Social Contexts  
- General capabilities and integrated curriculum | Text: Chapter 5 | Short essay |
| 5    | Part 2 (c) Curriculum Priorities and their Social Contexts  
- Digital technology and classroom learning  
- The Australian curriculum and its Asian contexts: Towards inclusive engagement | Text: Chapters 6-7 |  |
| 6    | Part 2 (d) Curriculum Priorities and their Social Contexts  
- Values for Australian students | Text: Chapter 8 |  |
| 7    | Part 3 (a) Curriculum Planning for Schools  
- Curriculum planning models: Theory and practice  
Part 3 (b) Curriculum Planning for Schools  
- Curriculum process: System and school | Text: Chapters 9-10 |  |
| 8    | Part 3 (c) Curriculum Planning for Schools  
- Curriculum translation in classrooms: Teachers as decision makers | Text: Chapter 11 |  |
| 9    | Part 4 (a) Assessment, Evaluation and School Review  
- Assessment issues and the school curriculum  
- Reporting student outcomes to parents and community | Text: Chapters 12-13 | Essay |
| 10   | Part 4 (b) Assessment, Evaluation and School Review  
- Curriculum and program evaluation | Text: Chapter 14 |  |
<table>
<thead>
<tr>
<th></th>
<th>Part 4 (c) Assessment, Evaluation and School Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- School review processes and continuous improvement</td>
</tr>
<tr>
<td></td>
<td>- National School Improvement Tool</td>
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</tbody>
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<table>
<thead>
<tr>
<th>12</th>
<th>Part 5 Changing the School Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Curriculum issues in promoting teaching and learning</td>
</tr>
<tr>
<td></td>
<td>- Teachers leading curriculum change</td>
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|   | Pre-Exam Study Week |

| 13 | There is no examination for this unit. |