

<b>Subject Title:</b>	Humanities Secondary Curriculum 2		
<b>Subject Code:</b>	EDU4GH2	<b>Credit Points:</b>	15
<b>Teaching Period:</b>	Semester 2	<b>Mode:</b>	Blended
<b>Prerequisite:</b>	NA	<b>Level:</b>	4
<b>Subject Description:</b>			
<p>In this subject, pre-service teachers (PSTs) begin to specialise their knowledge and skills within the senior secondary-level History/Geography/Cultural Studies learning areas, particularly as they relate to the Victorian Certificate of Education curriculum and other key current curriculum frameworks in the Australian context.</p> <p>PSTs will expand their understanding of contemporary theory, concepts and skills in teaching, learning and assessment through the range of senior secondary History/Geography/Cultural Studies learning areas, through an exploration of curriculum, pedagogy, planning, assessment and reporting in senior secondary History. Theoretical concepts, pedagogical principles and state and national curriculum structures within senior secondary History teaching, learning and assessment are taught, examined and applied across the learning activities and assessment tasks.</p> <p>PSTs will consider, demonstrate and reflect upon a theoretically-, pedagogically- and research-informed professional understanding of senior secondary History/Geography/Cultural Studies -specific concepts, issues and developments, external and internal assessment requirements and practice, safety and legal responsibilities, application of learning technologies, audio-visual materials and resources.</p>			
<b>Intended Learning Outcomes (ILOs) &amp; Australian Professional Standards for Teachers (APST)</b>			
Upon successful completion of this subject, you will be able to:		APST	
1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies in Senior Secondary (particularly the Victorian Certificate of Education, but also other relevant Australian and Victorian Curricula) History (and those subjects that have a History element);  Articulate a professional and pedagogical position in this field.	2.1	
2	Evaluate, critique and reflect on a range of teaching, learning and assessment programs, demonstrating appreciation of a variety of teaching strategies that cater for student diversity, embed inclusion and engagement, incorporate literacies and numeracies, and develop confidence and skills in digital technologies (used safely, responsibly and ethically).	1.5, 2.2, 2.5, 2.6, 3.2, 3.4, 3.6, 4.1, 4.4, 4.5	
3	Demonstrate a critical, theoretical and practical understanding of the requirements of discipline-appropriate strategies and approaches to assess, provide feedback and report on student learning in the various subjects at this level;  Apply this understanding to the development and modification of curriculum documents and teaching, learning and assessment plans.	2.3, 3.1, 3.6, 5.1, 5.2, 5.4	
4	Utilise and review professional, community and industry supports to broaden teaching knowledge and practice and to improve student learning in senior secondary History subjects.	6.2, 6.4, 7.4	

<b>Assessment:</b>				
Assessment Summary		Word Count Equivalence	%	APST
1	Pedagogical reflection	1600	40	2.1, 6.2, 6.4, 7.4
2	Response to a Senior Secondary Study Design	2400	60	1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6, 4.1, 4.4, 4.5, 5.1, 5.2, 5.4, 6.2, 6.4, 7.4
Assessment Details (including Assessment Criteria)				
1	<p><b>Reflection on discipline-specific knowledge development and the subsequent impact on pedagogies within the discipline</b></p> <p>PSTs will present a well-researched, pedagogically-focused critical reflection regarding a selected teaching and learning area within the Senior Secondary History/Geography/Cultural Studies areas. PSTs are to demonstrate a genuine engagement with the heritage of the History method tradition (epistemologies, social functions, academic developments) in order to understand the traditions shaping pedagogies and practices in History teaching, learning and assessment. This is to include a critical consideration of the contemporary form of the selected teaching and learning area, and potential developments in coming decades.</p> <p>Criteria:</p> <p><u>Knowledge of discipline area:</u> (APST 2.1)</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the concepts, substance and structure of the content in the selected Senior Secondary discipline area;</li> <li>• Demonstrate knowledge and understanding of the range of appropriate teaching strategies and trends in the selected Senior Secondary discipline area;</li> <li>• Critically explore, through research and analysis, approaches, resources and technologies relevant to the teaching method area.</li> </ul> <p><u>Pedagogy and praxis:</u> (APST 2.1, 6.2, 6.4, 7.4)</p> <ul style="list-style-type: none"> <li>• Articulate a professional and pedagogical position in this field, in relation to the curriculum, the heritage and trends, the contemporary form and potential developments within the selected Senior Secondary discipline area;</li> <li>• Reflect upon personal and professional growth;</li> <li>• Identify developing pedagogical approaches, resources and technologies within the teaching method area.</li> </ul> <p><u>Research and communication:</u> (APST 6.2, 6.4, 7.4)</p> <ul style="list-style-type: none"> <li>• Incorporate research and references to strengthen and illustrate claims made;</li> <li>• Contextualise reflections within broader arguments regarding education and schooling;</li> <li>• Effectively communicate ideas, including use of appropriate academic and referencing style.</li> </ul>			

2 PSTs will select a Study Design within a Senior Secondary History/Geography/Cultural Studies subject, and develop a pedagogical justification for the teaching, learning, assessment and technology-related assumptions and features. This response to a VCE Study Design should include evidence of research, and engagement with theory and pedagogy as relevant to the selected area. PSTs are to demonstrate careful consideration of strategies for building and maintaining inclusive senior secondary History/Geography/Cultural Studies learning environments, and note ways in which the teacher might utilise available supports to ensure inclusive, sensitive, challenging and contemporary strategies and approaches.

Criteria:

1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and of teaching, learning and assessment strategies in the selected subject (APST 2.1);
2. Identification of key elements within the Study Design and other relevant curriculum documents (APST 2.1, 2.2, 3.2, 6.2, 6.4);
3. Articulation of assumptions and features within curriculum documents, noting impacts and repercussions for teaching, learning, assessment and supports through the subject (APST 2.1, 2.2, 2.3, 3.2, 3.6, 4.1, 5.1, 5.2);
4. Explicit incorporation, evaluation and reflection of inclusion, differentiation, challenging and safe teaching, literacies, numeracies, digital technologies, and learning and assessment principles and practices (APST 1.5, 2.5, 2.6, 3.4, 3.6, 4.1, 4.4, 4.5);
5. Knowledge of discipline-appropriate assessment, feedback and reporting strategies and approaches, relevant for the selected subject and its effective teaching (APST 2.3, 3.1, 3.6, 5.1, 5.2, 5.4);
6. Articulation, justification, and examination of ideas and interpretations, against pedagogy and research (APST 3.6, 6.2, 6.4, 7.4);
7. Polished, professional presentation of sequence, through written communication, referencing, organisation and presentation itself.

**Learning Resources**

## Required Texts

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| 1 | Taylor, T., Fahey, C., Kriewaldt, J., & Boon, D. (2012). <i>Place and time: Explorations in teaching Geography and History</i> . Frenchs Forest, NSW: Pearson. |
| 2 | Victorian Certificate of Education subject documents and materials   |

## Recommended Reading

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| 1 | Gilbert, R., & Hoepper, B. (Eds.). (2014). <i>Teaching Humanities and Social Sciences, History, Geography, Economics and Citizenship in the Australian Curriculum</i> (5 <sup>th</sup> ed.). South Melbourne: Cengage. |
| 2 | Marsh, C., & Hart, C. (Eds.). (2011). <i>Teaching the Social Sciences and Humanities in the Australian Curriculum</i> (6 <sup>th</sup> ed.). Frenchs Forest, NSW: Pearson Education.                                   |
| 3 | Subject support texts, as recommended in the subject curriculum website pages  |

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Introduction to senior secondary level: State (Victorian) and national Curriculum overviews	What Senior Secondary subjects are available; Key elements, concepts, terms, assumptions, skills; Comparison of VCE with other curricula. (APST 2.1)
2	Senior Secondary Humanities teaching, learning and assessment: Theoretical underpinnings; common pedagogies; historical and political context	Senior Secondary education: how does it differ from secondary education, and what are its purposes? Trends in subject selections and how they affect subjects. (APST 2.1, 6.2, 7.4)
3	Using the senior secondary curriculum: Study Design, Advice for Teachers, examinations and resources	Delving into what's in the curriculum: what pre-service teachers need to know. (APST 2.1, 6.2, 6.4, 7.4)
4	Key design, planning, teaching and learning principles in Senior Secondary Humanities curriculum (Backward Design, Inquiry, 5Es, Experiential/Active, field trips and excursions)	Delving into what's in the curriculum: what pre-service teachers need to know. (APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 4.1, 4.4, 4.5)
5	Elements of the effective senior secondary learning environment and teaching-learning-assessment sequence	What does effective Senior Secondary History teaching-learning-assessment look like? How might reflection facilitate efficacy? (APST 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 4.1, 4.4, 4.5, 5.1, 5.2)
6	Digital technologies and resources	What's available and appropriate; Evaluation criteria; Subject-specific technologies; Using technologies and resources for developing and demonstrating historical knowledge and skills (APST 1.5, 2.1, 2.6, 3.2, 3.4, 4.1, 4.4, 4.5, 7.4)
7	Sourcing, developing and evaluating resources for teaching, learning and assessing in Senior Secondary History	Evaluation criteria; Knowing what's appropriate – how, when, why; Creating and adapting resources. (APST 1.5, 2.6, 3.4, 4.1, 4.4, 4.5, 6.2)
8	Reflective Senior Secondary teaching	Evaluating teaching, understanding practice, being critically reflective, developing future plans; Teaching senior secondary History/Geography/Cultural Studies students 'reflection'. (APST 3.6, 4.1, 5.2, 5.4, 6.4)
9	Inclusion, engagement, diversity and differentiation in Senior Secondary	What freedoms and creative scope might the Senior Secondary History teacher have? (APST 1.5, 3.1, 3.6, 4.1, 4.4, 6.4)
10	Assessment, evaluation, reporting, monitoring, feedback and critical reflection in Senior Secondary Humanities	Understanding assessment, principles and forms of assessment in Senior Secondary Humanities Curriculum, the role of feedback and reporting; SACs and examinations; How to prepare your Senior Secondary students for Senior Secondary assessment types, pressures and formats;

		Constructive alignment, processes and practice in assessment, feedback and reporting. (APST 2.3, 3.1, 3.6, 5.1, 5.2, 5.4, 6.2, 6.4)
11	Debates, values and ethics in Senior Secondary Humanities	Contentious issues: what's your personal opinion, what is your pedagogical response? What should students be taught? Are all interpretations equal? (APST 2.1, 4.1, 4.4, 4.5)
12	Subject review and consolidation	Coming full circle: your Senior Secondary History/Geography/Cultural Studies pedagogy and praxis – who are you as the teacher, and why? (APST 2.1, 6.2)

<b>Assessment</b>	
<b>Assessment Task No.</b>	<b>Description of task:</b>
1	Pedagogical reflection
<b>APST</b>	<b>Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed</b>
2.1 6.2 6.4 7.4	<p>The APSTs are taught through readings (preparation for teaching and learning activities, and undertaken as part of teaching and learning activities) and teaching and learning content (for instance, lectures and materials). The APSTs taught through the weekly topics are noted in the 'Learning Activities Overview' table: all listed are taught explicitly and PST understanding will be supported and scaffolded through the teaching and learning activities.</p> <p>The APSTs are practiced through the learning activities. Learning activities are both individual and group, and undertaken through the teaching and learning sessions. PSTs will trial and reflect on their application and practice of these APST elements as part of their engagement with the learning topics, content, materials and activities. The APSTs practiced through learning activities are noted in the 'Learning Activities Overview' table: all listed, in addition to being explicitly taught, will be trialled and practiced by PSTs, with modelling and reflection opportunities.</p> <p>The APSTs are assessed through the assessment tasks, with the demonstration of PSTs' understanding and knowledge. Assessment criteria are to be provided to PSTs alongside descriptive rubrics, illustrating through quantitative and qualitative descriptors measures and standards of success. Feedback provided to PSTs through descriptive assessment rubrics allows PSTs to consolidate their learning regarding the APSTs. The APSTs assessed are noted in the 'Assessment Details' criteria lists.</p>
<b>Assessment Task No</b>	<b>Description of task:</b>
2	Response to a Senior Secondary Study Design
<b>APST</b>	<b>Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed</b>
1.5 2.1 2.2 2.3 2.5 2.6 3.1 3.2 3.4 3.6 4.1 4.4 4.5 5.1 5.2 5.4 6.2 6.4 7.4	<p>The APSTs are taught through readings (preparation for teaching and learning activities, and undertaken as part of teaching and learning activities) and teaching and learning content (for instance, lectures and materials). The APSTs taught through the weekly topics are noted in the 'Learning Activities Overview' table: all listed are taught explicitly and PST understanding will be supported and scaffolded through the teaching and learning activities.</p> <p>The APSTs are practiced through the learning activities. Learning activities are both individual and group, and undertaken through the teaching and learning sessions. PSTs will trial and reflect on their application and practice of these APST elements as part of their engagement with the learning topics, content, materials and activities. The APSTs practiced through learning activities are noted in the 'Learning Activities Overview' table: all listed, in addition to being explicitly taught, will be trialled and practiced by PSTs, with modelling and reflection opportunities.</p> <p>The APSTs are assessed through the assessment tasks, with the demonstration of PSTs' understanding and knowledge. Assessment criteria are to be provided to PSTs alongside descriptive rubrics, illustrating through quantitative and qualitative descriptors measures and standards of success. Feedback provided to PSTs through descriptive assessment rubrics allows PSTs to consolidate their learning regarding the APSTs. The APSTs assessed are noted in the 'Assessment Details' criteria lists.</p>