



# Course Outline

EDGDS6003 SCHOOL CURRICULUM:A DESIGN FOR LEARNING

**Title:** SCHOOL CURRICULUM:A DESIGN FOR LEARNING

**Code:** EDGDS6003

**Formerly:** TD822

**School / Division:** School of Education

**Level:** Advanced

**Pre-requisites:** Nil

**Co-requisites:** Nil

**Exclusions:** (TD822)

**Progress Units:** 15

**ASCED Code:** 070105

## Objectives:

After successfully completing this course, students should be able to:

### Knowledge:

- investigate and explain the main features of effective and responsive curriculum design, development and delivery; investigate and explain the relationship between school curriculum decisions and contemporary issues and trends in the wider society;
- understand that curriculum is always a field of contestation between diverse values and beliefs;

### Skills:

- analyse historical and contemporary patterns of schooling in Australia;
- analyse and critically explain school curriculum policy in Australia, with particular reference to Victorian policy;
- consider how organisational patterns in schools and school systems influence curriculum;
- analyse and critically explain the responsibilities of school communities in relation to school curriculum development and evaluation;
- explore the interrelationships among curriculum, pedagogy and assessment; design and develop curriculum materials/resources; develop processes of curriculum design and evaluation;

### Values:

- adopt and articulate a considered personal stance on significant school curriculum issues;



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## Content:

Topics may include:

- Concepts, theories and models of curriculum: academic/vocational; input/outcome-based; mandated/negotiated.
- Curriculum policy in Victoria: evolution in curriculum policy from the 1970s to the present; including Victorian Certificate of Applied Learning; Vocational Education and Training; and the Victorian Essential Learning Standards and progression points.
- Curriculum in society: historical patterns of and justifications for schooling; curriculum and the information revolution; schooling in a democratic society; community involvement in curriculum decision making.
- Curriculum and competing values: concept of 'basics'; patterns of resourcing; issues of justice and inclusiveness.
- Organisation: system and school decision-making structures; patterns of school organisation; pathways and links with TAFE and higher education.
- Contemporary curriculum issues: (for example) middle years concerns and strategies; literacy and numeracy across the curriculum; integration of information and communication technologies; curriculum for students 'at risk'; giftedness and special needs curriculum; lifelong learning.
- Curriculum, pedagogy and assessment: the ways in which these three 'sign systems' affect each other; forms of assessment; assessment for learning.
- Evaluation and ongoing review of curriculum: action research as a form of ongoing reflection and review.

## Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Participation in a group research project ('rich task') to develop interdisciplinary curriculum resources/guidelines around a significant question	Group narrative and individual evaluation of the process as well as a completed curriculum resource	40- 60%
School based research project	Analytical essay with a focus on assessment	40 - 60%

## Adopted Reference Style:

APA