



EDTE354

Curriculum and Teaching in the Primary School 4

S2 Day 2014

Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

EDTE353(P) or TEP291(P) or (TEP319(P) and TEP320(P))

Corequisites

Co-badged status

Unit description

This unit is the fourth in the sequence of primary curriculum units. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and mathematics. It aims to develop a range of pedagogical strategies and resources for planning an integrated sequence of learning experiences that differentiate for learning in regular classrooms and enhance the students' skills in assessment and reporting.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum;
- demonstrate developed skills and a knowledge of pedagogies to:
 - plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities;
 - interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms;
 - select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

General Assessment Information

EXTENSIONS

Please read the following very carefully.

The Unit Convenor, will grant extensions only in special circumstances. Requests must be made ONLINE through the appropriate Faculty process.

There are **ONLY** two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control). **Professional experience commitments will be not accepted.**

Please note carefully.

Some of the following circumstances are *not* acceptable grounds for claiming either an extension or special consideration:

- The demands of paid employment or need for financial support;
- Professional experience and in school placements;
- Routine family demands and/or problems;
- Difficulty adjusting to university life or to the demands of academic work;
- Stress or anxiety associated with academic work; the pressure of accumulated assignments; or
- Routine demands of sport or clubs, or social or extra-curricular activities.

Please do not assume these reasons will be accepted.

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given.

If an extension is required for medical or other extenuating circumstances, students may request this by submitting an online request via ask.mq.edu.au with supporting documentary evidence (such as medical certificate, counsellor's note, or similar). **All requests for extensions must be made prior to the due date for the assignment.**

If an extension is granted, you will need to print the approval email and attach it to the assignment. Failure to do so will result in a late penalty being applied, as the marker will not know that an extension has been granted.

If you have any queries, please contact the staff in the Faculty of Human Sciences Student Services Centre in Level 3, Building C3A.

Please *do not* ask to be given an extension without the appropriate online form being completed: these are mandatory.

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a failure.

Late Submissions:

If you have not been granted an extension, or if you submit after your extension date, you will be penalised at a rate of 10% of the maximum mark for the assignment for each day it is late. ALL LATE WORK WILL BE PENALISED.

No assessable work is accepted after the return of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic must be set.

Lost assignments: Students should keep an electronic copy/photocopy of assignments. In all but exceptional circumstances, claims regarding "lost" assignments cannot be made where an electronic copy or photocopy cannot be produced.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: <http://www.mq.edu.au/policy/index.html>

UNIVERSITY POLICY ON GRADING

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central:

<http://www.mq.edu.au/policy/index.html>

Criteria for awarding grades for assessment tasks

Assignments in this unit will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. Tasks 1 and 2 do NOT receive numerical marks.

The following descriptive criteria are included for your information.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Grade	Descriptor
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

NOTE: Numerical marks are NOT awarded for individual assessment tasks. You will receive a GRADE. Standardised Numerical Marks are awarded only with your Final Unit Grade.

APPEALS AGAINST GRADES

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- A clerical error occurred in the determination of a final grade.
- The Unit Guide was not in accordance with the Unit Guide Policy.
- Due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration.
- The student had been disadvantaged in some way due to the conduct of an assessment task.
- The student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide.
- The assessor's judgement was not objectively applied.

Further information regarding the relevant policy and procedures can be found on the University's Policy Central website:

<http://www.mq.edu.au/policy/index.html>

Assessment Tasks

Name	Weighting	Due
<u>English Assessment</u>	35%	15/09/2014 - 4pm
<u>Mathematics Assessment</u>	35%	27/10/2014- 4pm
<u>Examination-Maths and English</u>	30%	Formal exam period

English Assessment

Due: **15/09/2014 - 4pm**

Weighting: **35%**

Design a sequence of engaging teaching and learning based on Quality Literature. Stage 2 or Stage 3

Word limit: Part B, C, E 1100 words

Lesson plans will be additional

You will be assessed on how well you:

- demonstrate a working knowledge of the Stage 2 or Stage 3 English Syllabus outcomes and content through reading and evaluating suitable literary texts;
- use strategies appropriate for teaching different language modes through the creation of learning tasks;
- display effective skills in planning a sequence of engaging learning activities appropriate to the class using the chosen text, and the outcomes of the Stage 2 or Stage 3 syllabus; and
- communicate appropriate knowledge of English syllabus content and pedagogy with satisfactory clarity, skill and critical reflection.

TASK: There are **5** parts.

PART A: Choice of Concept and Three Texts

Choose **ONE** concept from the following:

Resilience OR Australian identity OR Change

From the following list, which has been extracted from the *Suggested Texts for the English K-10 Syllabus NSW Board of Studies*, select **THREE** texts, for either Stage 2 or 3, that reflect your chosen concept.

Resilience

Flat Stanley

Jeff Browne

Into the Forest

Anthony Browne

Little Tim and the Brave Sea Captain

Edward Ardizzone

The Eighteenth Emergency

Betsy Byars

The Iron Man

Ted Hughes

Australian Identity

A Banner Bold: The Diary of Rosa Aarons

Nadia Wheatley

Stradbroke Dreamtime

Noonuccal Oodgeroo

The Little Refugee

Anh Do

Why I Love Australia

Bronwyn Bancroft

Lost! A True Tale From the Bush

Stephanie Owen Reeder

Change

The Great Bear

Libby Gleeson & Armin Greder

Just a Dog: Some Dogs Change Everything

Michael Gerard Bauer

The Peasant Prince

Li Cunxin

Little Brother

Allan Baillie

Piggybook

Anthony Browne

PART B: Rationale

State your Concept and the titles of your THREE texts.

Write a rationale explaining why you have chosen this concept, your reasons for selecting the three texts and how they reflect your concept.

State the Year group for whom you are planning this work.

Word limit 500

PART C: Text Selection

Select **ONE** of the three texts you have chosen for your concept. Justify why you have selected this text to use as the focus for planning three lessons.

Word limit 100

PART D: Lesson Plans

Plan a sequence of THREE lessons, of 40 minutes each, utilising **ONE** of the books you have selected and which you have justified in Part C.

The three lessons will use your selected text to support the content of the syllabus and will be designed to suit students in the Year you have selected.

The three lessons are a SEQUENCE of textual study and will include:

- learning experiences from across at least TWO of the three language MODES :

Speaking and Listening,

Reading and Viewing,

Writing and Representing

- K-6 English syllabus outcomes and content dot points for each lesson
- links to either a **cross-curriculum priority** or **general capability** and
- a variety of learning experiences that encourage imaginative, creative, interpretive and critical thinking.

The lesson plans must be presented in Macquarie University format and designed with NSW Quality Teaching Framework. An example of an appropriately detailed lesson plan will be given in tutorials in Week 2.

Assume that the students in your class have already been read the book in a lesson prior to your three lesson plans.

The lesson plans should be written so that a grade colleague could teach from them without any questions needing to be asked to clarify your intentions.

The 'Reflection after Teaching' section of your lesson plan will be deliberately left blank, as this would only be completed after you had taught the lesson.

PART E: Critical Analysis

Imagine that you have now taught your class this sequence of three lessons. Write a critical reflection about your planning, content and your lesson aims.

What are you hoping that your students will have learnt, achieved and understood by participating in these three lessons?

Word limit 500

Please note

The above texts have been placed on Reserve in the library.

Submission requirements

Cover sheet

Use the bar coded cover sheet for the Faculty of Human Sciences obtained from the Assessment section of iLearn.

Put the name of your tutor clearly on the cover sheet. Record your Turnitin number.

Components

Ensure all assignment parts are labelled clearly (B to E) and included in your submission.

Your assignment will be marked based on what is received. Any omissions will not be accepted for marking after the due date.

Submission of a hard copy of this assessment is required.

This assessment must be submitted in the box marked EDTE354 located on level 3, C3A, Faculty of Human Sciences Student Centre.

Task 1 Performance description standards

Grades

- Demonstrates a highly developed working knowledge of the Stage 2/3 Syllabus through text selection and justification, textual analysis and task creation;
- Displays substantial skills in planning highly effective and engaging learning activities;
- Applies exceptional understanding of Syllabus requirements to produce outstanding resources to support students' learning; and
- Communicates strong knowledge of content and pedagogy with outstanding clarity, skill and critical reflection.

HD (High Distinction)

Your assignment meets all the assignment outcomes in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.

- Demonstrates a well developed working knowledge of the Stage 2/3 Syllabus through text selection and justification, textual analysis and task creation;
- Displays very good skills in planning very effective and engaging learning activities;
- Applies excellent understanding of Syllabus requirements to produce excellent resources to support students' learning; and
- Communicates confident knowledge of content and pedagogy with excellent clarity, skill and critical reflection.

D (Distinction)

Your assignment clearly deserves a very high level of recognition as an excellent achievement in the unit.

- Demonstrates a developed working knowledge of the Stage 2/3 Syllabus through text selection and justification, textual analysis and task creation;
- Displays good skills in planning effective and engaging learning activities;
- Applies sound understanding of Syllabus requirements to produce effective resources to support students' learning; and
- Communicates sound knowledge of content and pedagogy with clarity, skill and critical reflection.

Cr (Credit)

Your assignment is substantially better than would normally be expected of competent students in the unit.

- Demonstrates a working knowledge of the Stage 2/3 Syllabus through text selection and justification, textual analysis and task creation;
- Displays effective skills in planning appropriate and engaging learning activities;
- Applies clear understanding of Syllabus requirements to produce appropriate resources to support students' learning; and
- Communicates appropriate knowledge of content and pedagogy with satisfactory clarity, skill and reflection.

P (Pass)

Your assignment satisfies the assignment outcomes

- Displays elementary knowledge of the Stage 2/3 Syllabus through the selection of a text with some reference to reasons and simple tasks;
- Shows elementary skills in planning learning activities
- Uses minimal understanding of Syllabus requirements to present basic resources; and
- Attempts to respond with elementary knowledge of content and pedagogy using simple language

F (Fail)

Your assignment does not meet the stated assignment objectives and outcomes.

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum;
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson

sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;

- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Mathematics Assessment

Due: **27/10/2014- 4pm**

Weighting: **35%**

*Design a sequence of quality teaching and learning MATHEMATICS experiences: Choose either **Stage 1/Stage 2** for your unit of work*

Length: 2000 words

Purpose: This assignment focuses on the planning, development and assessment of a sequence of mathematics learning experiences integrating Working Mathematically. It will provide opportunities for integration across the strands of the Mathematics K-6 Syllabus.

Plan a sequence of learning experiences involving:

- Four (4) mathematical learning experiences (each of about 30 - 40 minutes duration).
This may, for example, be a week's program of Mathematics lessons, or may be part of a larger unit of work, but must be complete unit of work in itself.
- The unit can be planned for students in Stage 1/ Stage 2.
- The unit must focus on integrating outcomes from any two content strands of the Mathematics K-6 Syllabus (Board of Studies NSW, 2012), and Working Mathematically processes.
- The unit must consider the diversity of learners. You must show how you will plan the learning experiences for students of varying abilities in order to both extend and support students. This means you plan for students working above the Stage level, at Stage level, and working towards the Stage level.
- Two (2) rich assessment tasks for the Stage for which you are planning the unit of work

Assessment specific tasks

PART A: Overview of the unit (maximum 300 words) including:

- a descriptive overview of the purpose of the unit; the main content of the unit—Mathematics Strands, Working Mathematically;
- the Stage/s for which the unit is intended and how it will address the varying abilities and needs of the students;
- a statement of planned learning outcomes and specific indicators of learning from the K-6 Mathematics syllabus; and
- a brief outline of the assessment tasks and how they will be administered (individually, in groups etc.), and an indication of the timing of the assessment tasks. NOTE: these tasks could be delivered at any stage through the unit (e.g. pre-assessment, formative, summative assessment etc.).

PART B: Learning Sequence (maximum 1000 words) including:

- a brief description of each of the four learning experiences; (do not include lesson plans);
- the specific outcomes and indicators to be addressed; and
- the plan for your differentiation of varying student abilities.

PART C: Assessment tasks (maximum of 300 words as word count will depend on the type of task) including:

- Create two rich Mathematics assessment tasks to assess the understanding demonstrated in your learning sequence (above). Make sure one task allows students of varying abilities to demonstrate their learning.
- Present the two tasks so that a grade colleague could teach from them without any questions needing to be asked to clarify your intentions.

PART D: Reflection and Analysis (maximum 400 words)

Imagine that you have now taught this sequence of teaching/ learning and administered your assessment tasks.

Write a reflection about your processes: your overall planning, selection of content, differentiation and assessment aims.

What are you hoping that your students will have understood, learnt and achieved by participating in these four lessons?

PART E: Referencing to be included

Include your evidence of reading of appropriate references

NOTE: all source material must be appropriately referenced.

Task 2

Performance description standards

Grades

- Demonstrates a highly developed working knowledge of the Stage 1/ Stage 2 Syllabus through Mathematics learning experiences and rich assessment tasks;
- Displays substantial skills in planning highly effective and engaging learning activities;
- Applies exceptional understanding of Syllabus requirements to produce outstanding resources to support the learning for students of varying abilities; and
- Communicates strong knowledge of content and pedagogy with outstanding clarity, skill and critical reflection.

HD (High Distinction)

Your assignment meets all the assignment outcomes in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.

- Demonstrates a well developed working knowledge of the Stage 1/ Stage 2 Syllabus through mathematics learning experiences and rich assessment tasks;
- Displays very good skills in planning very effective and engaging learning activities;
- Applies excellent understanding of Syllabus requirements to produce excellent resources to support the learning for students of varying abilities; and
- Communicates confident knowledge of content and pedagogy with excellent clarity, skill and critical reflection.

D (Distinction)

Your assignment clearly deserves a very high level of recognition as an excellent achievement in the unit.

- Demonstrates a developed working knowledge of the Stage 1/ Stage 2 Syllabus through Mathematics learning experiences and rich assessment tasks;
- Displays good skills in planning effective and engaging learning activities;
- Applies sound understanding of Syllabus requirements to produce effective resources to support the learning for students of varying abilities; and
- Communicates sound knowledge of content and pedagogy with clarity, skill and critical reflection.

Cr (Credit)

Your assignment is substantially better than would normally be expected of competent students in the unit.

- Demonstrates a working knowledge of the Stage 1/ Stage 2 Syllabus

through Mathematics learning and rich assessment tasks;

- Displays effective skills in planning appropriate and engaging learning activities;
- Applies clear understanding of Syllabus requirements to produce appropriate resources to support the learning for students of varying abilities; and
- Communicates appropriate knowledge of content and pedagogy with satisfactory clarity, skill and reflection.

P (Pass)

Your assignment satisfies the assignment outcomes

- Displays elementary knowledge of the Stage 1/ Stage 2 Syllabus through Mathematics learning experiences and rich assessment tasks;
- Shows elementary skills in planning learning activities
- Uses minimal understanding of Syllabus requirements to present basic resources; and
- Attempts to respond with elementary knowledge of content and pedagogy using simple language

F (Fail)

Your assignment does not meet the stated assignment objectives and outcomes.

Submission requirements

Cover sheet

Use the bar coded cover sheet for the Faculty of Human Sciences obtained from the Assessment section of iLearn.

Put the name of your tutor clearly on the cover sheet. Record your Turnitin number.

Components

- Ensure all assignment parts are labelled clearly and included in your submission.
- Your assignment will be marked based on what is received – any omissions will not be accepted.

Submission of a hard copy of this assignment is required

- This assignment must be submitted in the box marked EDTE354 located on level 3, C3A, Faculty of Human Sciences Student Centre.

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum;

- demonstrate developed skills and a knowledge of pedagogies to:
 - plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities;
 - interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms;
 - select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Examination-Maths and English

Due: **Formal exam period**

Weighting: **30%**

Length: 2 hours + 10 minutes reading time

Format:

Details will be provided on iLearn.

Content: will be drawn from the Modules of this unit:

You will need to be familiar with the lecture material and slides and the key concepts of this unit. Revise your studies by focusing on, and thinking about, the core groupings/topics that have framed this unit. Consider the key points of each topic and the important elements.

The prescribed Readings for each week will enhance and develop your understanding of the key issues and you should revise your knowledge of the main points. Review the lecture focus. Samples and guidelines will be provided on *iLearn*.

NO materials may be taken into the examination room.

The University Examination period in Semester 2 commences during the week after classes finish.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. The date will be prescribed.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum;
- demonstrate developed skills and a knowledge of pedagogies to:
 - plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities;
 - interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms;
 - select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Delivery and Resources

ABOUT THIS UNIT

EDTE354 Curriculum and Teaching in the Primary School 4 is the fourth unit in the Primary Teacher Education Program curriculum and methodology sequence. This unit builds on the previous units in the sequence, in particular, the knowledge and skills gained in EDTE251 Curriculum and Teaching in the Primary School 1.

EDTE354 is a 3-credit point unit of one semester's duration. It aims to further develop students' pedagogical content knowledge of the **NSW English K-10 Syllabus: English K-6, and the Mathematics K-10 Syllabus: Mathematics K-6** (Board of Studies NSW, 2012). The unit consolidates the knowledge gained in EDUC258 Mathematics in Schools, EDUC260 Language, Literacy and Learning, and EDUC371 Reading Acquisition in the Primary Curriculum in a practical way by developing appropriate and explicit pedagogical strategies particular to English and Mathematics.

EDTE354 will develop strategies for planning, implementation and assessment of sequential, enriching learning experiences in English and Mathematics across the Stages of learning. Successful completion of EDTE354 will enable students to develop a wide range of pedagogical strategies and cater for the needs of a diverse range of students. Students will create a sequence of learning experiences in Mathematics and English, differentiate for student needs and develop strategies for programming, assessment and reporting.

TEACHING STAFF

Unit convenor:

Mrs Megan Darin

Room: 906, Building C3A

Phone: 02 9850 8628

Email: megan.darin@mq.edu.au

Consultation: Wednesdays 1-2 pm. Please email to make an appointment.

Other teaching staff

Susan Busatto susan.busatto@mq.edu.au

Alison Ford

Rowena Lee rowena.lee@mq.edu.au

Natalie Pratt natalie.pratt@mq.edu.au

If you have an administrative question about EDTE354, you must first consult both this unit guide and the *iLearn* unit page. If you need to discuss matters relating to the unit please contact either the Convenor or your tutor via their university email.

If you become ill, experience some misfortune, or encounter any other problem, which you think may disrupt your work during the semester you are advised to inform the Convenor by email as soon as possible. If you withdraw from the unit, please let the Convenor know by email as soon as possible.

NB: **ALL** correspondence will be made through students' official Macquarie University email addresses only. Please check your student email regularly.

CLASSES

EDTE354 has ONE lecture per week of one hour's duration and one two-hour tutorial. Tutorials and lectures **will** begin Week 3 **of Semester 2; the lecture is Tuesday 19th August at 12pm in Lotus Theatre**. Students must attend one two-hour tutorial per week at the time they have been allocated. Classes **cannot** be changed on a weekly basis. Students may **NOT** change classes without the permission of the Unit Convenor and any changes must be made through e-student online. The timetable for classes can be found on the University website at: <http://www.timetable.s.mq.edu.au/>

EDTE354 is offered through lectures and tutorials. Attendance at lectures is compulsory. The

lecture will introduce important content and **active engagement with lecture material will prepare students for each assessment task and the final examination.**

Tutorials are essential for developing the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at tutorials is therefore **compulsory**. Student engagement with the lecture and tutorial material builds the necessary knowledge and skills for the completion of assessment tasks.

The procedures of the University assessment policy state that to be eligible for continuation in a unit, students must “attend required classes and complete all assessment tasks.” The unit convenor reserves the right to exclude students from the unit for unsatisfactory attendance.

Student Workload and Requirements

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend **approximately 9 hours per week** studying EDTE354. Study includes attending or listening to lectures weekly, attending tutorials, completing set readings and background readings, completing assignments punctually, and using the online system *iLearn*.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We understand that students often have significant domestic and work-related responsibilities. However, to be fair to our staff and to other students these reasons **cannot** be used to justify absences, incomplete work or extension requests.

Disruption to Studies

Macquarie University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The following link is to the University's Disruption to Studies policy:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

TECHNOLOGY REQUIREMENTS AND UNIT WEB PAGE

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to *iLearn* is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and resource materials, including reading and note making templates to assist your study.

Various activities and materials for discussion and critical reflection will be added throughout the semester. Electronic links and suggested references will be included. Please check the *iLearn* unit regularly.

NB: Online protocols:

While you are encouraged to use the Discussion tool to share knowledge and ideas with other students **about this unit**, this is not the appropriate place to complain, disrespect others, or to

seek any advantage in assessment tasks by not reading carefully and thinking for yourself.

Staff will not be providing individual tuition through the *iLearn* Forum.

This unit focuses on the APPROPRIATE use of language for your audience, purpose and context.

You are reminded to reflect carefully on the TONE you use and the way you express yourself. Please address all participants respectfully in conventional written English. Avoid casual or SMS type language forms. You are in a professional context and showing your professional identity online.

Access and technical assistance

Information for students about access to the online component of this unit is available at <http://ilearn.mq.edu.au>. You will need to enter your student username and password. Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Assistance is available from IT Help desk (1800 67 4357). OneHelp (<https://help.mq.edu.au>) is the online IT support service for both students and staff.

Lectures will be available on *iLearn* through the *ECHO lecture* component. All Powerpoint slides will be available in *iLearn* in advance of a lecture. This will guide your note taking, your reflection activities, and your learning outcomes for each topic.

Turnitin is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism (see Section 11). The system also serves as a digital repository if anything should happen to your hard copy submission or personal backup. Please ensure you have printed your *Turnitin* receipt number on your Faculty of Human Sciences coversheet. A link to *Turnitin* is embedded in *iLearn*.

Word processing, visual representations, and document formatting: You are required to use an appropriate form of word processing to document and present your assignments.

Library databases: You may be required to use various research databases to locate sources for your assignment. **Library databases:** You may be required to use various research databases to locate sources for your assignment.

REQUIRED AND RECOMMENDED TEXTS AND RESOURCES

English Texts and resources (Weeks 3-8)

English K-10 Syllabus Volume 1: English K-6 Board of Studies, NSW (2012). <http://syllabus.bos.nsw.edu.au/english/>

Additional Support Materials, Board of Studies, NSW (2013).

- Suggested Texts for the English K-10 Syllabus. (pp. 1-85) NSW: Board of Studies.
- Scope and sequence of grammar and punctuation for K-6
- Scope and sequence of phonological and graphological processing skills

- <http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/>

Recommended reading:

Revise from EDUC260

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5th edition). *Language and Learning: An Introduction for Teaching*. South Melbourne, Victoria: Oxford University Press

Syllabus Documents and Support Materials

Australian Curriculum Assessment and Reporting Authority [ACARA]. (2011). <http://www.australiancurriculum.edu.au/>

Australian Curriculum: English: <http://www.australiancurriculum.edu.au/English/Rationale>

English for the Australian Curriculum Units of work supported by digital resources and interactive worksheets <http://e4ac.edu.au/primary/>

Board of Studies, Teaching and Educational Standards NSW (BOSTES) Program Builder <http://pbs://pb.bos.nsw.edu.au/>

The Asia Education Foundation: http://www.asiaeducation.edu.au/teachers/professional_learning/english_and_history_modules/english_and_history_modules.html

- Equipping yourself to teach Asia
- Years 5-6 Integrated English and History <http://www.australiancurriculum.edu.au/>

NSW Department of Education and Training <http://www.curriculumsupport.education.nsw.gov.au/literacy/index.htm>

- State Literacy and Numeracy policy & plan; literacy resources etc.

Prescribed Weekly Readings

Your prescribed weekly readings are available through e-reserve on the library's web page. The access is linked through *iLearn*.

Suggested and additional references for your reading are also provided in the program of lectures and tutorials.

Additional Resources

Bayetta, A. (2013). (2nd ed.). *Read, Record, Respond. Linking reading assessment to instruction*. South Melbourne, Victoria: Oxford University Press.

Bayetta, A. (2011). *Spell, Record, Respond. Moving from assessment to instruction*. South Melbourne, Victoria: Oxford University Press.

Cox, R. (2012). *Primary English Teaching An Introduction to Language, Literacy and Learning*. Victoria: Hawker Brownlow

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5th e). *Language and Learning: An Introduction for Teaching*. South Melbourne. Victoria: Oxford University Press.

Hill, S. (2012). (2nd ed.). *Developing early literacy. Assessment and teaching*. South Yarra, Victoria: Eleanor Curtain Publishing.

Kalantzis M, & Cope, B. (2012). *Literacies*. Port Melbourne, Vic: Cambridge University Press.

Lewis, M. (2011). *Listen, Read, Write. Building Fluency and Vocabulary*
South Melbourne, Victoria: Oxford University Press.

Walsh, M. (2011). *Multimodal Literacy. Researching Classroom Practice*. Marrickville, NSW: Primary English Teachers Association.

Winch, G., Johnston, R., March, P., Ljungdahl, L., & Holliday, M. (2010). (4th ed.). *Literacy: Reading, Writing & Children's Literature*. South Melbourne, Victoria: Oxford University Press.

Online resources

e is for english website – pedagogically focused materials; English, language, literacy and learning ideas for the classroom <http://www.educ.mq.edu.au/ee>

The Australian Literacy Educators' Association: <http://www.alea.edu.au/>

Australian Journal of Language and Literacy – a refereed journal, linking theory with classroom practice.

Practically Primary – practical classroom ideas for primary teachers

Literacy Learning: the Middle Years - for teachers of literacy from year 5 to secondary.

The Australian Association for the Teaching of English: <http://www.aate.org.au>

English in Australia – refereed and peer-reviewed journal covering the field of English, language and literacy.

See this site for policy papers and further relevant publications.

Scootle provides web based resources and learning objects for school use across all KLAs. Students should be familiar with this content and incorporate it in their practice. MQ students have access to these resources. Students will need to register using the following URL: <http://scootle.edu.au/ec/register.action?key=OzQqWWKO>

You will need to use their University email address as their username.

This link will remain the same moving forward, and won't change from year to year.

STELLA: Standards for Teachers of English Language and Literacy in Australia <http://www.stella.org.au/>

Provides standards for the teaching of language and literacy.

MyRead. Strategies for teaching reading in the middle years. <http://www.myread.org/>

Resources to support the teaching of underperforming students in the middle years (4-9).

PETAA: Primary English Teaching Association Australia <http://www.petaa.edu.au>

Membership available; resources and publications

NAPLAN: National Assessment Program Literacy and Numeracy <http://www.naplan.edu.au/>

Sample assessment, reports and results for NAPLAN testing.

Australian Government Literacy and Numeracy week website <http://www.literacyandnumeracy.gov.au/>

Inspiring writers' talks http://www.tale.edu.au/tale/live/global/announcements/writers_talk_2010.jsp?muid=000000&taleUserId=-445990256&userType=u&username=&ssosource=cdagent

Graphic organisers: classroom resources <http://www.eduplace.com/graphicorganizer/>

Children's book news and reviews from The Children's Book Council of Australia <http://readingtime.com.au/>

State Library of Victoria book review site <http://www.insideadog.com.au/>

Reading and writing book reviews <http://teacher.scholastic.com/writewit/bookrev/readall.htm>

National Museum of Australia Classroom learning http://www.nma.gov.au/engage-learn/schools/classroom-resources/by_year

National Digital Learning Resources Network http://www.ndlrm.edu.au/using_digital_resources/australian_curriculum_resources/english.html

State Library of NSW online material http://www.sl.nsw.gov.au/services/learning_at_the_library/online.html

Children's Literature

<i>*Avocado Baby</i>	Burningham, John
<i>Collecting Colour</i>	Kylie Dunstan
<i>*Clancy of the Overflow</i>	Paterson, A B 'Banjo'
<i>Dragonkeeper</i>	Wilkinson, Carole
<i>*Every Day is Malala Day</i>	R McCartney ed
<i>*Eats, Shoots & Leaves</i>	Truss, Lynne
<i>*Hating Alison Ashley</i>	Klein, Robin
<i>*If the World Were a Village</i>	David Smith
<i>Is Your Grandmother a Goanna?</i>	Allen, Pamela
<i>Fox</i>	Wild, Margaret
<i>Mr Gumpy's Outing</i>	Burningham, John

<i>*My First Animalia</i>	Base, Graeme
<i>One Small Island: The Story of Macquarie Island</i>	Lester, Alison
<i>Pearl Barley and Charley Parsley</i>	Blabey, Aaron
<i>Rowan of Rin</i>	Rodda, Emily
<i>*Sadako and the Thousand paper Cranes</i>	Eleanor Coerr
<i>Soraya the Storyteller</i>	Hawke, Rosanne
<i>*Stuart Little</i>	White, E. B.
<i>*Sunday Chutney</i>	Aaron Blabey
<i>The Burnt Stick</i>	Anthony Hill
<i>The Riddle of the Trumpalar</i>	Bernard-Waite, Judy
<i>The Tale of Despereaux</i>	Di Camillo, Kate
<i>*The Tale of Jemima Puddleduck</i>	Potter, Beatrix
<i>*Uno's Garden</i>	Base, Graeme
<i>Where the Forest Meets the Sea</i>	Baker, Jeannie
<i>*Whoever You Are</i>	Mem Fox
<i>Who Sank the Boat?</i>	Allen, Pamela
<i>Yoko's Diary</i>	Paul Ham ed

*Additional texts to those in the Suggested Texts English K-10 Syllabus.

Mathematics Texts and resources (Weeks 9-13)

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2011). *Teaching mathematics foundations to middle years*. South Melbourne: Oxford University Press.

O'Brien, H. & Purcell, G. (2013). (4thed.) *Primary Maths Handbook*. South Melbourne: Oxford.

Syllabus Documents and Support Materials

Australian Curriculum Assessment and Reporting Authority [ACARA]. (2011). Australian Curriculum: Mathematics.

<http://www.australiancurriculum.edu.au/Mathematics/Rationale>

Board of Studies NSW (2012). *Mathematics K-10 Syllabus Volume 1: Mathematics K-6*. Sydney: Board of Studies NSW.

<http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/>

Board of Studies, Teaching and Educational Standards NSW (BOSTES)

Program Builder

<https://pb.bos.nsw.edu.au/>

DEC Curriculum, Programs and Support site. (It is very important to become familiar with DEC resources)

<http://www.curriculumsupport.education.nsw.gov.au/>

- Best Start
- Consistency of Teacher Judgement:

NSW Department of Education and Communities (2009). Count Me In Too

www.curriculum.support.education.nsw.gov.au/primary/

- SENA- Count Me In Too

<http://www.curriculumsupport.education.nsw.gov.au/countmein/assessment.html/>

Count Me In Too Indigenous-

<http://www.curriculumsupport.education.nsw.gov.au/indigenous/>

NSW Department of Education and Training (2002). *Developing efficient numeracy strategies. Stage One*. Ryde: NSW Department of Education and Training Curriculum Directorate.

NSW Department of Education and Training (2003). *Developing efficient numeracy strategies. Stage Two*. Ryde: NSW Department of Education and Training Curriculum Directorate.

NSW Department of Education & Training (2003). *Fractions: Pikelets and Iamingtons*. Ryde. NSW DET Curriculum Directorate

NSW Department of Education and Training (2003). *Teaching measurement: Early Stage 1 and Stage 1; Stages 2 and 3*. Ryde: NSW Department of Education and Training Professional Support and Curriculum Directorate.

Additional Resources

Bobis, J., Mulligan, J. T., & Lowrie, T. (2013). *Mathematics for Children (4e)*. Sydney: Pearson Education.

Downton, A., Knight, R. & Clarke, D. (2006). *Mathematics assessment for learning: Rich tasks and work samples*. Melbourne: Australian Catholic University.

Flewelling, G; Lind, J. & Sauer, R (2013) *Rich learning tasks in measurement and geometry for primary students Years 3-7*. Adelaide: Australian Association of Mathematics Teachers (AAMT).

Wright, R., Ellemor-Collins, D. & Tabor, P.D. (2012). Developing number knowledge. London. Sage Publications.

Online Resources

Australian Government Literacy and Numeracy week website <http://www.literacyandnumeracy.gov.au/>

'Top drawer teacher' resources to support mathematics curriculum implementation <http://topdrawer.aamt.edu.au>

The NRICH Project aims to enrich mathematical experiences of all learners <http://nrich.maths.org/frontpage>

The National Library of Virtual Manipulatives (NLVM) at Utah University. It has great examples of rich tasks as well as good professional reading. <http://nlvm.usu.edu/en/nav/vlibrary.html>

Consider the role of apps for iPad use in mathematics classrooms. This site will introduce you to good apps that you could use with students <http://www.pcadvisor.co.uk/features/software/3380559/best-maths-apps-for-children/>

<http://www.teachthought.com/apps-2/12-of-the-best-math-ipad-apps-of-2012>

An excellent source of problems and investigations with classroom notes www.maths300.esa.edu.au/

<http://maths-no-fear.wikispaces.com/posters>

<http://ab-ed.boardofstudies.nsw.edu.au/go/maths-k-6/>

www.learner.org/teacherslab/math/patterns

Teach for Australia www.teachforaustralia.org

<http://www.naplan.edu.au/>

Sample assessment, reports and results for NAPLAN testing.

MANSW (Primary Association for Mathematics PAMphlets) <http://www.aamt.edu.au>

Online communities of teachers of mathematics and researchers www.aamt.edu.au/Activities-and-projects/Connect-with-Maths.

AAMT Aboriginal Program- <http://connectwith.indigenous.aamt.edu.au>

<http://connectwith.earlyyears.aamt.edu.au>

TEACHING AND LEARNING STRATEGIES

This unit is taught in lecture and tutorial modes and reading is an important component. Students are required to complete the weekly readings in advance of each tutorial. Copies of the lecture slides are available in advance of lectures from the University's *iLearn* webpage for EDTE354.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete tasks as individuals, in pairs or small groups.

THE CURRICULUM COLLECTION

The Curriculum Collection on Level 1 contains a wide variety of classroom support materials and resources for lesson preparation and teaching. These resources are primarily for the use of students enrolled in teaching practicum units. Curriculum materials purchased more than 5 years ago or not used within the last 5 years are located into the ARC - Curriculum collection.

Access to the collection is available to all Library users and guests. Access to the ARC - Curriculum collection is available by placing an ARC request in [MultiSearch](#). Requests for an item from this collection are able to be placed by all Library users and guests.

The Centre contains: curriculum documents, textbooks, curriculum projects children's literature, kits, games, audio-tapes, school magazines, posters, charts, pamphlets, publishers' catalogues and reference books.

All items in the collection may be borrowed on a two-week basis. Students are encouraged to use the Centre to the fullest in order to enrich their teaching with the most appropriate supporting resource materials.

The University Library also provides a range of learning opportunities aimed at developing student capabilities in research and information technology. Topics covered include:

- computer kick start;
- getting started – finding library materials;
- project on-line training;
- researching a topic; and
- searching the catalogue.

You can choose to learn online or at face-to-face sessions in the Library.

More information is available at: www.lib.mq.edu.au – follow the links to 'Training'. Phone: 9850 7399.

Unit Schedule

1. PROGRAM OF LECTURES AND TUTORIALS

Weeks: 3 & 4 Module 1: **SPEAKING AND LISTENING- Communicating**

Lectures: Tuesday 19th August & Tuesday 26th August 2014

Tutorials: Weeks 3 & 4

This module addresses the language modes of Speaking and Listening. Effective communicators use considered language to entertain, inform, and persuade an audience for a wide range of purposes. This module will focus on the importance of active listening behaviours being developed in order to gather specific information and ideas. It will address how spoken and written texts differ, the significance of identifying and building on prior knowledge, and how the effect of purpose, audience and context shapes the presentation of spoken texts.

Week & Date	Lecture	Tutorial/Workshop	Prescribed & Recommended Readings/ Resources
Week 3 Tuesday 19 th August	Revisiting NSW 2012 English K-6 Syllabus; Make meaning through oral language Communicating effectively for a variety of audiences, purposes and context Programming for Speaking and Listening	The role of oral language in use in context- Strategies for Speaking and Listening in the classroom Programming for oral and aural communication	Access the K-10 English syllabus online. http://www.bostes.nsw.edu.au/wps/portal/home Page references below are for hard copy. <ul style="list-style-type: none"> • Stage Statements ES1-S3 pp. 18-20 • Content and Text Requirements for ES1-S3 p 26 • Speaking & Listening content 1&2 ES1-S3
Week 4 Tuesday 26 th August	Recognising organisational patterns and features in spoken texts Assessment and evaluation of Speaking and Listening Assessment 1 will be addressed in this lecture.	Exploring effective questioning, debating, summarising and retelling in relation to a variety of texts Oral and Aural Assessment strategies	NOTE: National Literacy & Numeracy Week 25-31 August Edwards Groves, C (2014). Talk Moves. PETAA, 195. Recommended reading: Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5 th edition). <i>Language and Learning: An Introduction for Teaching</i> . South Melbourne, Victoria: Oxford University Press. Chapter 2: Doing Things with Language

Weeks: 5 & 6 Module 2: **READING AND VIEWING**

Lectures: Tuesday 2nd September & Tuesday 9th September 2014

Tutorials: Weeks 5 & 6

This module addresses the language modes of Reading and Viewing and there is a focus on the importance of reading and viewing imaginative, informative and persuasive texts and visual images. A range of quality texts, including literature from a range of cultures will be highlighted. Discussion of themes and issues within texts will be identified and an exploration of how grammatical features work to influence an audience's understanding of written, visual media and multimodal texts.

Week & Date	Lecture	Tutorial/ Workshop	Prescribed & Recommended Readings/ Resources
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Week 5 Tuesday 2nd September	<p>Concepts of texts for the English classroom</p> <p>Identify the skills, strategies and knowledge required to read and view complex texts and visual images</p> <p>Programming for Reading and Viewing</p>	<p>Selecting texts for the English classroom</p> <p>Exploring graphological, phonological, syntactic and semantic knowledge in reading</p> <p>Reviewing strategies for developing a critical approach to reading and viewing text</p> <p>Refer to CBC Shortlisted texts</p>	<p><i>Suggested texts for the English K-10 syllabus</i> (BOS, NSW)</p> <p>http://www.bostes.nsw.edu.au/wps/portal/home</p> <p>· Scope and sequence of phonological and graphological processing skills</p> <p>K-6 pp. 1-7</p> <p>· Reading & Viewing Content 1&2 ES1-S3</p> <p>Gehling, K (2012) <i>Choosing texts for teaching and learning</i> PETAA Paper 185</p> <p>Davis, A (2011) <i>Metacognition matters: Raising reading comprehension achievement</i> PETAA Paper 182</p> <p>www.cbc.org.au</p> <p>http://www.pinterest.com/michaeljfmurray/quality-literature-for-nsw-primary-english/</p> <p>Recommended reading:</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5th edition). <i>Language and Learning: An Introduction for Teaching</i>. South Melbourne, Victoria: Oxford University Press.</p> <p>Chapter 7: Phonology and the Relationship between Letters and Sounds</p>
Week 6 Tuesday 9th September	<p>Understanding purpose, audience, context and content in a range of texts</p> <p>Exploring media, multimedia and digital texts</p> <p>Assessment and evaluation of Reading and Viewing</p>	<p>Identifying skills and strategies to develop comprehension skills through the use of a wide range of quality literature, texts and visual images</p> <p>Features of classroom practice to consider in teaching Reading and Viewing: intellectual quality, quality learning environment and significance</p>	<p><i>Suggested Texts for the English K-10 Syllabus</i> (BOS, NSW).</p> <p>Mallan, K; Henderson, D; Cross, A & Allan, C (2014) <i>Developing Intercultural Understanding through Asian- Australian Children's Literature</i> PETAA Paper 193</p> <p>Recommended reading:</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5th edition). <i>Language and Learning: An Introduction for Teaching</i>. South Melbourne, Victoria: Oxford University Press.</p> <p>Chapter 11: Learning Literacy</p>

ASSESSMENT ONE Due: MONDAY 15th September 2014 4.00pm

Weeks 7 & 8: Module 3: **WRITING AND REPRESENTING**

Lectures: Tuesday 16th September & Tuesday 7th October 2014

Tutorials: Week 7 & 8

This module addresses the language modes of Writing and Representing exploring multimodal imaginative, informative and persuasive texts and images created for a wide range of purposes and audiences. Emphasis will be placed upon effective evaluation of texts through drafting, proofreading, editing, reviewing and publishing, with a focus on grammatical features, spelling and conventions of writing. The presentation of texts and visual images using a fluent writing

style and digital technology will be examined.

Week & Date	Lecture	Tutorial/Workshop	Prescribed & Recommended Readings/ Resources
Week 7 Tuesday 17th September	Writing imaginative, informative and persuasive texts Programming, assessment and evaluation for Writing and Representing	Identifying skills and strategies used to develop the writing skills of students at each Stage Recognising audience, purpose, context and form when composing imaginative, informative and persuasive texts	http://www.bostes.nsw.edu.au/wps/portal/home BOSTES English K-6 Syllabus <ul style="list-style-type: none"> Writing & Representing content 1 & 2 ES1-S3 Chamberlain, L (2012), Writing, pp. 37-50 in R. Cox (ed.), <i>Primary English Teaching. An Introduction to Language, Literacy and Learning</i> . Victoria: Hawker Brownlow. Recommended reading: Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5 th edition). <i>Language and Learning: An Introduction for Teaching</i> . South Melbourne, Victoria: Oxford University Press. Chapter 5: Discourse analysis and text linguistics
Week 8 Tuesday 7th October	Teaching language conventions including effective sentence structure, grammatical features, punctuation and handwriting in texts Effective reporting of student learning in English	Teaching language conventions: including comparing sentence structure, vocabulary and punctuation in texts Identifying strategies for teaching spelling, grammar and handwriting Programming for student achievement of Stage outcomes in English Refer to 'WriteOn'	http://www.bostes.nsw.edu.au/wps/portal/home BOSTES English K-6 Syllabus <ul style="list-style-type: none"> Scope and sequence of grammar and punctuation skills K-6 pp. 1-6 Recommended reading: Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2010) (5 th edition). <i>Language and Learning: An Introduction for Teaching</i> . South Melbourne, Victoria: Oxford University Press. Chapter 4: An Introduction to Linguistics and Grammar Chapter 6: Syntax, morphology and lexicology

Weeks 9 & 10: **MATHEMATICS: WORKING MATHEMATICALLY**

Lectures: Tuesday 14th October & Tuesday 21st October 2014

Tutorials: Weeks 9 & 10

This module will develop pedagogical approaches through Working Mathematically across the scope and sequence of three strands of the Mathematics K-6 Syllabus (2012), building on EDTE251 and in EDUC 258 Mathematics in Schools. This is addressed through practical examples of quality mathematics teaching and learning and assessment through rich tasks.

Week & Date	Lecture	Tutorial/ Workshop	Prescribed & Recommended Readings/ Resources
Week 9 Tuesday 14 October	<p>Working Mathematically in the NSW Mathematics K-6 Syllabus and links with the Australian Curriculum-Mathematics as Proficiencies.</p> <p>Reviews pedagogical strategies for establishing quality mathematics learning across and between strands; (refer NSW Quality Teaching Model)</p>	<p>Problem solving and the importance of developing mathematical thinking</p> <p>Examine examples of quality teaching/ learning experiences and investigations in mathematics to demonstrate deep knowledge and substantive communication</p> <p>Working Mathematically with rich tasks across three strands</p> <p>Consider the water problem solving activities</p> <p>www.aamt.edu.au/Activities-and-projects/Connect-with-Maths</p>	<p>Text: Siemon et al. (2011). Chapter. 4: Thinking Mathematically, pp. 71 – 81.</p> <p>Quality Teaching in NSW Public Schools</p> <p>www.det.nsw.edu.au/profilearn/docs/pdf/EPSColor.pdf</p> <p>Recommended reading:</p> <p>Bobis et al. (2013) text. Chapter 2. Challenging children to think mathematically: concepts and processes pp28-51</p> <p>Reach for the Stars –theme for this year's Numeracy focus (AAMT)</p> <p>Whitlin P. & Whitlin, D (2008). Learning to solve problems in primary grades. <i>Teaching Children Mathematics</i>, 14 (7), 426-432.</p> <p>Attard, C. (2012). Applying a framework for engagement with mathematics in the Primary classroom. <i>Australian Primary Mathematics Classroom</i>, 17(4), 22-27.</p>
Week 10 Tuesday 21 October	<p>Pedagogical strategies for developing Working Mathematically</p> <p>Integration of mathematical concepts and WM processes within and across strands</p> <p>Examine role of integrated learning within the mathematics syllabus</p> <p>Examine integration of mathematical concepts and processes across other strands</p>	<p>Review examples of integrated tasks (within and between strands)</p> <p>Design assessment criteria for rich tasks and qualitative measures of quality teaching and learning</p> <p>Consider the <u>affordances of</u> authentic integrated learning</p> <p>Discuss appropriate focus questions which would facilitate rich integration of teaching and learning</p> <p>Explore strategies for differentiating assessment tasks for diversity of learners.</p>	<p>Text: Siemon et al. (2011). Chapter 5: Making Connections in Mathematics, pp. 83 – 96.</p> <p>St. Julien, L. (2008). 7000 pancakes (science and mathematical lessons to third grade students). <i>Teaching Children Mathematics</i>. 14(9), pp. 500-507</p> <p>Vanderhye, C. M. & Demers, C. Z. M. (2007). Assessing students' understanding through conversations. <i>Teaching Children Mathematics</i>. 14(5), pp. 260-264</p>

ASSIGNMENT TWO Mathematics Assessment Due Monday 27th October, 4pm.

Weeks 11 & 12: PROGRAMMING, ASSESSMENT and REPORTING in MATHEMATICS

Lectures: Tuesday 28th October & Tuesday 4th November 2014

Tutorials: Weeks 11 & 12

This module will develop an understanding of the nature and purpose of assessment and reporting in Mathematics. Examples of formal assessment and alternative qualitative measures of mathematics assessment will be explored especially in relation to enhancing student learning.

Week & Date	Lecture	Tutorial/ Workshop	Prescribed & Recommended Readings/ Resources
11 Tuesday 28th October	<p>Planning, scaffolding and assessing for quality mathematics teaching and learning</p> <p>Consider principles of authentic assessment;</p> <p>Examine place of assessment in the K-6 Mathematics Syllabus</p> <p>Overview of assessment programs and strategies including Best Start, NAPLAN, standardised achievement tests <u>PATMaths</u> (ACER), CMIT and PASA.</p>	<p>Critically evaluate assessment tasks/questions/ resources that can improve the design of assessing learning experiences</p> <p>SENA (Count Me in Too) and students assess one student's understanding;</p> <p>Analyse work samples of mathematics learning for achievement of specific indicators of learning (Board of Studies)</p> <p>Discuss different reporting strategies;</p> <p>Share experiences of assessment in their own professional experience placements</p>	<p>Text: Siemon et al. (2011). Chapter. 7: Assessment and Reporting pp. 122 – 139.</p> <p>Recommended reading:</p> <p>Ellemor-Collins, D. L. & Wright, R. J. (2008). Assessing student thinking about arithmetic: videotaped interviews. <i>Teaching Children Mathematics</i> 15 (2). 106-111.</p> <p>Mulligan, J.T. & Mitchelmore, M.C. (in press) Pattern and Structure Assessment (Foundation, Year 1, Year 2). Melbourne : ACER (draft will be made available on ilearn)</p> <p>Diezmann, C. (2008) On-the-spot assessments. <i>Teaching Children Mathematics</i>. 15 (5), pp. 290-294</p> <p>Count Me In Too</p> <p>www.curriculum.support.education.nsw.gov.au/primary/</p> <p>SENA-CMIT</p> <p>http://www.curriculum.support.education.nsw.gov.au/countmein/assessment.html/</p> <p>http://www.naplan.edu.au/</p> <p>http://www.curriculum.support.education.nsw.gov.au/beststart/index.htm</p>
12 Tuesday 4 th November	<p>Planning, programming, (including assessing and reporting) in Mathematics</p> <p>Demonstrate different programming techniques, examine examples of maths programs/ programming;</p> <p>Examine strategies for planning, programming and assessment in Mathematics learning frameworks;</p> <p>Review reporting strategies for Mathematics;</p> <p>Discuss effective ways to deliver feedback to parents and students</p>	<p>Examine examples of teacher and school-based maths programs/programming</p> <p>Review units of work within maths strands, across maths strands and across other KLAs;</p> <p>Demonstrate knowledge of a variety of ways of programming for mathematics, considering content, processes, student diversity, modes of learning, differentiation, technology, outcomes and assessment (Intellectual Quality, Quality Learning Environment and Significance)</p>	<p>Bobis, J., Mulligan, J.T. & Lowrie, T. (2013). <i>Mathematics for Children: Challenging children to think mathematically (4e.)</i>. Sydney: Pearson Education. Chapter. 11 pp258-288 Linking assessment and pedagogy</p> <p>http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/programming/</p> <p>Sullivan, P. Clarke, D.J. & Clarke, D. M. (2012). Choosing tasks to match the content you are wanting to teach. <i>Australian Primary Mathematics Classroom</i> 17 (3). 24-27</p>

Lecture: Tuesday 11th November Week: 13 BECOMING A PROFESSIONAL TEACHER OF

MATHEMATICS

Tutorial: Week 13

This module will consider the professional knowledge, personal attributes, and professional practices of excellent teachers in mathematics. Consider practical ideas related to planning, assessment and reporting in the context of mathematics teaching.

Week & Date	Lecture	Tutorial/ Workshop	Prescribed & Recommended Readings/ Resources
Week 13 Tuesday 11 November	<p>Mathematics in practice for the graduate teacher (casual or permanent)</p> <p>Explore ways students can utilise the knowledge and skills developed in both casual teaching situations and in their own classrooms;</p> <p>Managing the learning environment</p> <p>Collaborative and independent learning;</p> <p>Review resources available for Mathematics teaching and learning;</p> <p>Relate Mathematics, graduate teacher standards (AITSL) and Quality Teaching Elements;</p> <p>Critically evaluate quality, differentiated mathematics strategies and mini units of work for the beginning/ graduate teacher</p>	<p>Present units developed in previous week's tutorial</p> <p>Classroom management transitions;</p> <p>Creating positive learning environments that encourage learning with understanding;</p> <p>Effective communication practices in the mathematics classroom;</p> <p>Review of a range of strategies for assessing primary mathematics including rich teaching /learning/ assessment including integration across strands and substrands with a focus on WM and differentiation where appropriate.</p>	<p>Bobis, J., Mulligan, J.T. & Lowrie, T. (2013). <i>Mathematics for Children: Challenging children to think mathematically (4e.)</i>. Sydney: Pearson Education. Chapter. 12 pp 291-317 Managing the learning environment</p> <p>Text: Siemon et al. (2011). Chapter.29 Becoming a Professional Teacher of Mathematics pp. 664-677</p> <p>Recommended reading:</p> <p>O'Shea, H. (2009) The ideal mathematics class for grades 5 and 6; what do the students think? <i>Australian Primary Mathematics Classroom</i>, 14 (2), 18-23</p>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

[t/policy.html](#)

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement.

They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and

Assessment tasks

- English Assessment
- Mathematics Assessment
- Examination-Maths and English

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these

Key Learning Areas in the K-6 Curriculum;

- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- English Assessment
- Mathematics Assessment
- Examination-Maths and English

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting

Assessment tasks

- English Assessment
- Mathematics Assessment
- Examination-Maths and English

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting

Assessment tasks

- English Assessment
- Mathematics Assessment
- Examination-Maths and English

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum;

- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- English Assessment
- Mathematics Assessment
- Examination-Maths and English

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum;
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting
- reflect critically and show an understanding of the professional role of the teacher

including an awareness of 'The Code of Conduct' for the teaching profession; and

- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- English Assessment
- Mathematics Assessment
- Examination-Maths and English

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Examination-Maths and English

Changes from Previous Offering

Prior to 2014, components of EDTE354 were offered as TEP492, TEP494, TEP418 and TEP419, which provided methodology in the six primary KLAs. The unit has been refined, delivering instruction in the curriculum and methodology of English and Mathematics. While the unit has evolved from the previously offered units, a considerable amount of content from those units remain and, therefore, EDTE354 cannot be counted as a unit of study with either of TEP 492, 494, 418 or 419. The unit has been rewritten for offering as EDTE 354 Session 2, 2014, new content and references have been included, and the lectures and assessment tasks have been revised.

Changes since First Published

Date	Description
16/01/2014	The Corequisites was updated.