



EDTE251

Curriculum and Teaching in Primary School 1

S1 Day 2014

Education

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

Admission to BEd(Prim) or BEd(Sec) or 24cp including (EDUC105 and EDUC106)

Corequisites

EDUC258 and EDUC260

Co-badged status

Unit description

This is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and mathematics, and the development of knowledge of their associated pedagogical strategies. Students have the opportunity to apply this knowledge during their participation in a school experience program.

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:

a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for Mathematics and English
the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes

a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
a developing understanding of the strategies needed to cater for the diversity of learners
the ability to think critically about the potential of information and communication technologies (ICT) to enhance the quality of learning and teaching

Assessment Tasks

Name	Weighting	Due
<u>Diagnostic Task</u>	10%	Week 3
<u>Resource Presentatio</u>	30%	Week 6
<u>Lesson Plans</u>	30%	Week 11
<u>Exam</u>	30%	Exam week

Diagnostic Task

Due: **Week 3**

Weighting: **10%**

During the workshop (Week 3) students will write a 200-word argument or opinion on designated area of workshop and lecture discussion.

Resource Presentatio

Due: **Week 6**

Weighting: **30%**

This assessment requires students to:

- design a creative English **and** a Mathematics game suitable for developing knowledge and skill in the primary classroom for individual or group work based on a designated picture book (below);
- demonstrate pedagogical content knowledge appropriate to syllabus stage;
- demonstrate excellent presentation skills;
- demonstrate deep understanding/originality in planning for a lesson/learning experience using the game; and
- critically analyse all aspects of the process.

On successful completion you will be able to:

- a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for Mathematics and English
- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- a developing understanding of the strategies needed to cater for the diversity of learners

Lesson Plans

Due: **Week 11**

Weighting: **30%**

The purpose of this assessment is for students to demonstrate:

- the ability to write clear and concise lesson plans from provided content;
- a deep understanding of pedagogical content and appropriate teaching strategies for Mathematics and English through planning a creative and original sequence of two lessons in both English and Mathematics,
- a referenced justification of the approach, the choice of the content and teaching strategies used in this lesson/learning experience, and
- the ability to critically evaluate the demonstrated strategies, including reference to the Quality Teaching Framework elements.

On successful completion you will be able to:

- a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for Mathematics and English
- the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- a developing understanding of the strategies needed to cater for the diversity of learners

Exam

Due: **Exam week**

Weighting: **30%**

A 2 (two) hour, mixed mode examination testing students' knowledge and understanding of the material covered in the lectures and workshops for both the English and Mathematics KLAs.

On successful completion you will be able to:

- a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for Mathematics and English
- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- the ability to think critically about the potential of information and communication technologies (ICT) to enhance the quality of learning and teaching

Delivery and Resources

EDTE251 is a three-credit point unit consisting of lectures, workshops and school-based professional experience that aims to develop students' pedagogical content knowledge of the **NSW (2012) English and Mathematics** syllabi and apply their understanding of how students learn in an initial professional experience context.

Unit Schedule

EDTE251 students will attend 1 x 1 hour lecture and 2 x 1 hour workshops each week.

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

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

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 outcomes

- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- the ability to think critically about the potential of information and communication

technologies (ICT) to enhance the quality of learning and teaching

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

- a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for Mathematics and English
- the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- a developing understanding of the strategies needed to cater for the diversity of learners

Assessment tasks

- Resource Presentatio
- Lesson Plans
- Exam

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

- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- the ability to think critically about the potential of information and communication technologies (ICT) to enhance the quality of learning and teaching

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Assessment task

- Resource Presentatio

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

- the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- a developing understanding of the strategies needed to cater for the diversity of learners

Assessment tasks

- Resource Presentatio
- Lesson Plans

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:

Assessment tasks

- Diagnostic Task

- Resource Presentatio