EDTE455

Curriculum and Teaching in the Primary School 5

S1 Day 2015

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
John De Nobile
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Credit points
3

Prerequisites
EDTE354 or admission to BEd(Prim)

Corequisites
EDTE403 or TEP403

Co-badged status

Unit description
This fifth unit in the primary curriculum series emphasises reflective practice and quality teaching through interaction with units of work focusing on the Key Learning Areas of Geography, Civics and Citizenship, and Science and Technology. It builds on the previous units in the sequence and provides students with the opportunity to implement and evaluate these teaching and learning experiences in EDTE403.

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:

4 analyse and critically reflect on pedagogical issues relating to teaching and learning in Australian Curriculum: Geography and Civics & Citizenship and Science & Technology

3 plan a curriculum that promotes inquiry based learning using skills relating to research process and use of sources

2 plan a curriculum that promotes inquiry based learning through working scientifically in the area of Science & Technology

1 demonstrate knowledge of best practice in pedagogical processes for effective teaching in the learning areas of Australian Curriculum: Geography, History, Civics & Citizenship and Science & Technology.

Assessment Tasks

Name	Weighting	Due
Analysis of a Science strategy	40%	10/04/15
Critical reflection	40%	29/05/15
Examination	20%	June 2015

Analysis of a Science strategy

Due: **10/04/15**
Weighting: **40%**

This assignment provides an opportunity for final year students to become more competent in planning for effective Science teaching by being observant, analytical and pedagogically-focused in their approach. You will be required to put a teaching strategy used in Science 'under the microscope' and use findings from subsequent critical analyses to develop your own strategy to encourage your students to **work scientifically**.

On successful completion you will be able to:

- 4 analyse and critically reflect on pedagogical issues relating to teaching and learning in Australian Curriculum: Geography and Civics & Citizenship and Science & Technology
- 2 plan a curriculum that promotes inquiry based learning through working scientifically in the area of Science & Technology
- 1 demonstrate knowledge of best practice in pedagogical processes for effective teaching in the learning areas of Australian Curriculum: Geography, History, Civics & Citizenship and Science & Technology.

Critical reflection

Due: **29/05/15**
Weighting: **40%**

Write a **critical reflection** of 1800 words in length on your professional experience, thus far, focussing on an aspect of your teaching in the HSIE area (History, Geography, Civics & Citizenship, Religious Ed, or other).

On successful completion you will be able to:

- 4 analyse and critically reflect on pedagogical issues relating to teaching and learning in Australian Curriculum: Geography and Civics & Citizenship and Science & Technology
- 1 demonstrate knowledge of best practice in pedagogical processes for effective

teaching in the learning areas of Australian Curriculum: Geography, History, Civics & Citizenship and Science & Technology.

Examination

Due: **June 2015**
Weighting: **20%**

The examination paper will require students to respond to questions based on case studies. It will be based mostly on the content of lectures and readings.

On successful completion you will be able to:

- 3 plan a curriculum that promotes inquiry based learning using skills relating to research process and use of sources
- 2 plan a curriculum that promotes inquiry based learning through working scientifically in the area of Science & Technology
- 1 demonstrate knowledge of best practice in pedagogical processes for effective teaching in the learning areas of Australian Curriculum: Geography, History, Civics & Citizenship and Science & Technology.

Delivery and Resources

1 hour lecture and 2 hour workshop 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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:

Assessment tasks

- Analysis of a Science strategy
- Critical reflection

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

- 4 analyse and critically reflect on pedagogical issues relating to teaching and learning in Australian Curriculum: Geography and Civics & Citizenship and Science & Technology
- 3 plan a curriculum that promotes inquiry based learning using skills relating to research process and use of sources
- 2 plan a curriculum that promotes inquiry based learning through working scientifically in the area of Science & Technology

Assessment tasks

- Analysis of a Science strategy
- Examination

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 outcome

- 1 demonstrate knowledge of best practice in pedagogical processes for effective teaching in the learning areas of Australian Curriculum: Geography, History, Civics & Citizenship and Science & Technology.

Assessment tasks

- Analysis of a Science strategy
- Critical reflection