



# EDTE354

## Curriculum and Teaching in the Primary School 4

S2 Day 2015

*Dept of Education*

### Contents

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|                                      |    |
|--------------------------------------|----|
| <u>General Information</u>           | 2  |
| <u>Learning Outcomes</u>             | 2  |
| <u>Assessment Tasks</u>              | 3  |
| <u>Delivery and Resources</u>        | 8  |
| <u>Policies and Procedures</u>       | 8  |
| <u>Graduate Capabilities</u>         | 9  |
| <u>Changes since First Published</u> | 14 |

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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

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| Unit convenor and teaching staff<br>Alice Chik<br><a href="mailto:alice.chik@mq.edu.au">alice.chik@mq.edu.au</a>   |
| Credit points<br>3   |
| Prerequisites<br>EDTE353(P) or TEP320(P))  |
| Corequisites   |
| Co-badged status   |
| Unit description<br>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:

UO1 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

UO2 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;

UO3 demonstrate effective strategies, skills and classroom practices to enhance student

learning ensuring appropriate assessment and reporting;  
UO4 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  
UO5 apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Assessment Tasks

| Name                          | Weighting | Due                |
|-------------------------------|-----------|--------------------|
| <u>ENGLISH ASSESSMENT</u>     | 35%       | September 7, 2015  |
| <u>Mathematics Assessment</u> | 35%       | Oct 26, 2015       |
| <u>Examination</u>            | 30%       | Examination period |

### ENGLISH ASSESSMENT

Due: **September 7, 2015**

Weighting: **35%**

**TASK: There are 3 parts. You must answer ALL three parts.**

#### **PART A: Choice of Cross-Curriculum priority and TWO Texts**

Part A is not assessed.

Choose **ONE** cross-curriculum priority from the following:

- **Sustainability**
- **Aboriginal and Torres Strait Islander histories and cultures**
- **Asia and Australia's engagement with Asia**

From the following list, select **TWO** texts, for either Stage 2 or 3, that reflect your chosen priority.

None of the texts introduced in lectures or tutorials may be used.

#### **PART B: Rationale**

1. **Concept:** State your cross-curriculum priority and the titles of your TWO texts (350 words, plus or minus 10 per cent)

Explain why you have chosen this cross-curriculum priority, your reasons for selecting the **two** texts and how the texts may enable students to develop understanding about and address the contemporary issues they face.

2. **Year Group:** State the Year group in the Stage for whom you are planning this work (150 words, plus or minus 10 per cent). The lessons must consider the diversity of learners. You must show how you will plan the learning experiences for students of varying abilities, including EALD

students.

3. **Rationale:** With reference to FIVE academic reading, explain the design logic (planning, content, lesson aims, assessment) of each of your lesson (1000 words, plus or minus 10 per cent). You can choose to discuss one focal activity of a lesson, or you can discuss the global design of a lesson.

4. **Reference list** (no word limit):

- Use APA referencing.
- None of the prescribed academic articles introduced in lectures or tutorials may be counted towards your FIVE academic reading.
- Sources of academic reading must be sourced from reputable academic journals and publishers.
- Media publications (e.g. newspaper, magazine) and social media publications (e.g. blog, tweet) are not counted as academic reading.
- Government-published (state, national or international) reports, curricular documents and teaching guides are not counted as academic reading (e.g. NSW K – 6 Syllabus).

Include a word count for each section.

### **PART C: Lesson Plans**

Plan a SEQUENCE of THREE lessons, of 40 (FORTY) minutes each.

The three lessons will use your selected texts to support the content of the syllabus and will be designed to suit students in the Year you have selected. Text 1 and 2 should be used in at least one of the three lesson plans (e.g. Text 1 is used in Lesson 1, and Text 2 in Lesson 2 and 3; Text 1 is used in Lesson 1 and 2, and Text 2 in Lesson 2 and 3...etc).

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

- **Lesson 1:** includes learning experience adapted from the Teaching Guide of a text (Text 1 only); this lesson can focus on any of the six modes (Speaking and Listening, Reading and Viewing, Writing and Representing);
- **Lesson 2:** focuses on the Speaking and Listening mode, you can use Text 1 or Text 2;
- **Lesson 3:** focuses on the Reading and Viewing mode, you can use Text 1 or Text 2;
- K-6 English syllabus outcomes and content dot points for each lesson
- links to **general capability**
- catering strategies for learner diversity. You must show how you will plan the learning experiences for students of varying abilities, including EALD students.

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 3.

Assume that the students in your class have already read the books in lessons 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.

On successful completion you will be able to:

- UO1 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
- UO2 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;
- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO5 apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Mathematics Assessment

Due: **Oct 26, 2015**

Weighting: **35%**

### ***Assignment specific tasks***

**PART A:** Overview of the unit (1000 words, plus or minus 10 per cent) including:

- the stage for which the unit is intended; a descriptive overview of the purpose of the lesson plan; and an explanation of how you integrated the lesson plans with Working Mathematically;

- A *brief* explanation of what will be addressed in EACH of the three lesson plans and explain how each lesson plan will build on the previous one. (This means that the three lesson plans are linked, however the content of each must differ.
- an explanation of the strategies for differentiation that will be used for students of varying abilities in EACH lesson plan.
- this does not mean that your assessment tasks are merely observations or verbal questions. They must be SUBSTANTIAL in terms of informing your teaching.

**PART B:** Lesson plans (I.E YOUR 3 LESSON PLANS IN MACQUARIE UNIVERSITY FORMAT) including:

- the purpose of the lesson, and the specific outcomes and indicators to be addressed
- the plan for your differentiation of varying student abilities.
- any task or worksheets you design must be submitted as an attachment. If your task requires online resources, mention what they are and how they will be used.

**PART C:** Assessment tasks (500 words – I.E. 250 WORDS FOR EACH TASK, plus or minus 10 per cent):

- DESIGN two rich mathematics assessment tasks to assess the understanding demonstrated in your lesson plan sequence (above).
- explain when the tasks will be administered and why you chose those particular tasks
- explain how the information obtained from the assessment tasks will inform your teaching.

**PART D:** Referencing

- Include your evidence of reading of appropriate references
- **DO NOT REFERENCE MATERIALS THAT WERE NOT DIRECTLY LINKED TO YOUR WORK**
- you must reference ALL sources of your material.

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- UO2 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;
- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO5 apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Examination

Due: **Examination 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.

On successful completion you will be able to:

- UO1 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
- UO2 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;
- UO3 demonstrate effective strategies, skills and classroom practices to enhance student

learning ensuring appropriate assessment and reporting;

- UO4 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
- UO5 apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Delivery and Resources

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 11<sup>st</sup> August, 2015 at 3pm in Price 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.timetables.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.

## 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](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](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](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/](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](http://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](http://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](http://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

### 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**

- UO2 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;
- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO4 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
- UO5 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

## **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**

- UO1 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
- UO2 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;

- UO5 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

## 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

- UO1 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
- UO2 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;
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- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO4 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
- UO5 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

## 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

- UO2 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;
- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO4 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
- UO5 apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

### Assessment tasks

- ENGLISH ASSESSMENT
- Mathematics Assessment

## 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

- UO2 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;

- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO4 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
- UO5 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

## **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**

- UO2 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;
- UO3 demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- UO5 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

## 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:

## Learning outcomes

- UO2 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;
- UO5 apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Assessment task

- Examination

## Changes since First Published

| Date       | Description  |
|------------|--|
| 20/07/2015 | Correction: The unit will start on 'Tuesday 11st August, 2015' (Week 3). |