EDTE456

Curriculum and Teaching in Primary School 6

S2 Day 2015

Dept of Education

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer - Education
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Credit points
3

Prerequisites
(EDTE403 and EDTE455) or (TEP403 and TEP418 and TEP419)

Corequisites
EDTE404

Co-badged status

Unit description
This sixth and final unit in the primary curriculum series focuses on strategies that combine the six key learning areas to build meaningful connections within and across subject boundaries. Programming for this teaching approach includes consideration of learning outcomes, coherent teaching sequences, and assessment strategies. This dynamic learning situation is reinforced as students continue their professional experience in schools.

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 the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of, and relationships between concepts and

processes across the six Key Learning Areas;

Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;

Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;

Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;

Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners;

Develop understanding of the requirements of a Graduate Teacher.

General Assessment Information

Assessment Overview

The purpose of these three assessment tasks is to enable students to:

- plan, develop, present and consolidate an integrated curriculum plan across at least four (4) Key Learning Areas and ICT using common learning processes and assessments; and

- differentiate for students from groups who are from an AITSL priority group. You are to choose from students with

- diverse linguistic, cultural, religious or socioeconomic backgrounds;
- Aboriginal and Torres Strait Islander students;
- students with a disability, or
- students with specific learning needs.

Students should also use and consolidate the knowledge and skills gained in TEP248 and in other elective units in these assessments.

Assessment 1 (*Developing the plan*) and Assessment 2 *(Presenting an overview)* will build towards the assessment items that you expect students to produce at the end of a **five-week teaching period or approximately 5 hours** teaching time per week for Assessment 3.

Assessment 3 will be a production of student work, which should include skills and knowledge in the chosen KLAs.

Students are not required to teach the unit or write formal lesson plans/learning experiences.

- The planning of this unit recognises that other on-going learning activities (e.g., reading groups, spelling, maths groups) will also continue within the 5 week period but do not need to be documented;

- Students are not permitted to use worksheets, workcards or web-based resources that do not meet the criteria of a 'quality assessment task'. All resources must be acknowledged in the reference section.

- The NSW, DET COGs unit topics and NSW syllabus units of work cannot be used for this assessment. If you draw substantial content, inspiration or activities from any existing units of work they must be accurately acknowledged and referenced and your work must differ substantially from the original source.

Please read the requirements and the marking criteria carefully for each assessment as they explain what is expected for each assessment task.

Assessment Submission

All three assessments must be submitted in order to complete requirements for EDTE456 and in order for a grade to be ascertained.

To ensure security, hardcopy assessments should be **submitted** through the Assessment Box on Level 3 of C3A. This box is cleared daily and assessments date stamped. When marked, assessments will be returned through the Student Services Office on Level 3 of C3A.

Students must download a Cover Sheet from http://www.humansciences.mq.edu.au/current_students/undergraduate/assessment_cover_sheet

All hard copy assessments **MUST** be word processed in coherent English and be free of grammatical, spelling and typographical errors. High standards of presentation are expected. All assessments must be referenced according to the APA style. Assessments must **NOT** be placed in plastic sleeves or display folders. Assessments will not be accepted via FAX or email attachment. For ease and uniformity of presentation students are requested to **use a clear font style** (not italics) such as Times New Roman, Arial, Palatino or Calibri in 10-12 size 1.5 spacing and 2.0 cm margins. Students are encouraged to print on A4 white paper and submit the assessment using double sided rather than single sided print. Additional blank pages or dividers to separate sections are **NOT** required. All assessments must also include a 'header' or 'footer' on each page detailing student name, student number, unit number and assessment number.

Applications for **extensions** must be made via https://ask.mq.edu.au **BEFORE** the submission date. Extensions can only be granted by the Unit Convenor: Dr Dean Dudley. This will ensure consistency in the consideration of such requests is maintained.

No assessable work will be 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 will be set. Unless an extension is granted, late submissions will be penalised up to 5 per cent of the total possible mark for the assessment for each day late.

Requests for, and resubmission of, assessments awarded a Fail must be made within seven days of the assessment being returned. If you wish to make a formal appeal about your grade, this should be made in writing to the unit convenor **within one week of the marked assessment being returned.** You will need to submit a clean, unedited copy of the assessment together with the marked copy and a covering letter to the School of Education Office (C3A 829).Clearly marked envelope: Attention of the convenor. The marker will only see the clean copy.

Students should keep a photocopy and an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the photocopy or e file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/ unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date. It is recommended that students also use the Assessment Dropbox on iLearn.

Assessment Tasks

Name	Weighting	Due
Plan Integrated Curriculum	50%	Week 9: (17th October 2015)
Assess student work	50%	Week 13 (2-6 Nov 2015)

Plan Integrated Curriculum

Due: **Week 9: (17th October 2015)**
Weighting: **50%**

Assessment 1: Planning and presenting an integrated unit of work

Planning Document Word Length: 1500 words (five pages)

Presentation Length: 5 minutes with a three page summary

Percentage Weighting: 50%

Due: Week 9: (During tutorial time)

Purpose: To develop and submit a plan of your unit of work based on syllabus outcomes from several KLAs. Two of which must be from PDHPE and Creative Arts. Present your unit of work in a 5 minute presentation to your tutorial class.

Professional Standards

1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4; 5.1

Students will:

Page 1: Question and Overview

- formulate a creative focus question or statement, appropriate to the grade/stage level that guides the teaching and learning of the unit; and
- complete a plan of the unit *Desired Results* and *Assessment Evidence* using the UBD template; (including preliminary ideas around the *Teaching and Learning Strategies* to be used).

Pages 2-4: Rationale

- explain how the central theme/focus question was developed or conceptualised; what motivated you to choose this question/ theme;
- demonstrate how the integrated learning outcomes, experiences and assessment strategies address the focus question;
- justify the use and distribution of KLAs of the unit in the whole classroom program;
- explain how literacy and numeracy will be addressed within the unit;
- explain how ICT will be integrated appropriately throughout;
- identify the chosen area for differentiation, some of the characteristics/needs of this group, and referenced justification of the strategies to be used; and
- discuss briefly any teaching and learning strategies you may use in your unit.

Page 5: Mindmap/Table

- create a mindmap, overview, diagram or other form of static media showing learning outcomes, links between the KLAs and the sequence of the learning.

The Presentation

The presentation will be assessed by the workshop leader at the time of presentation using the criteria stated below. Students are required to submit a (3) three page summary of their presentation (see above) to the workshop leader at the time of the presentation. All students must be ready to present and submit the hard copy in Week 9. Students will then be randomly chosen to present. Students will only receive feedback and grades after all presentations are completed and hard copies checked.

Presentation Assessment Criteria:

Students are assessed on their ability to:

Section 1:

- explain and/or demonstrate the central theme and how it was developed or conceptualised;
- provide a succinct overview of the focus, stage of learning, an indication of how the unit

will be administered (individually, in groups etc.), duration, resources required and suitable contexts for implementation;

- demonstrate how the focus question is linked to integrated learning outcomes and experiences and assessment tasks;
- explain how the unit will differentiate to accommodate your chosen group of students, i.e. explain the types of variations to learning experiences and assessment tasks to be used
- demonstrate how the quality/rich assessment tasks are linked to learning outcomes, including an example.

Section 2:

- use good communication skills, and
- include and demonstrate ICT skill.
- include appropriate references and correct style, and
- use a clear, concise writing style.

On successful completion you will be able to:

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of, and relationships between concepts and processes across the six Key Learning Areas;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Develop understanding of the requirements of a Graduate Teacher.

Assess student work

Due: **Week 13 (2-6 Nov 2015)**
Weighting: **50%**

Assessment 2: Produce and annotate differentiated pieces of integrated student assessment.

Purpose: Students are required to finalise the evidence of achievement in an integrated unit of work encompassing multiple KLAs.

Word Length: No set exemplar word length or artefact; however students need to present their annotated assessment and stakeholder feedback in a structured and succinct manner.

Percentage Weighting: 45%

Due: Week 12: 2nd- 6th November 2015

Professional Standards: 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4; 4.2; 5.1.

Assessment Criteria

Students are assessed on their ability to provide the following components in their unit of work:

Section 3: Assessment

- Produce at least (3) three pieces of differentiated assessment that address the stated outcomes of the unit designed in Assessment 1 & 2,
- Annotate these assessment items in a structured and succinct way which could be defended to a colleague

and

- Submit the criteria used to assess for each task. e.g., marking rubric.
- Produce a feedback report (one for each exemplar/artefact) regarding the student's achievement to
    - the student
    - a parent
    - a colleague

Please include your marked Assessment 1 with Assessment 3.

On successful completion you will be able to:
- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of, and relationships between concepts and processes across the six Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners;
- Develop understanding of the requirements of a Graduate Teacher.

Delivery and Resources

Students enrolled in EDTE456 will need regular access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in Room C5A210 can be accessed at specified times.

The iLearn web page for this unit can be accessed through: https://ilearn.mq.edu.au/login/MQ/

Students will need to use their own student username and password to login and choose EDTE456 from their My Online Units menu. All staff and students enrolled in EDTE456 have access to ILearn.

The EDTE456 iLearn facility provides students with access to:

- A copy of the Unit Outline, including assessments, assessment criteria and cover sheets for assessments;
- An iLecture (available after the lecture through ECHO);
- Powerpoint slides and accompanying resources (if applicable) of all lectures prior to the lecture;
- Tutorial notes;
- Selected curriculum units of work and sample programs;
- Selected policy documents, and
- Access to updated information about the unit schedule.

The EDTE456 webpage provides facility for sending e-mail messages to the Unit Convenor and workshop leaders but it cannot be used for sending e-mail messages to individual students. **The EDTE456 webpage will provide facility for reading and posting messages by students that should only refer to the unit content**.

Please do NOT contact the Unit Convenor regarding iLearn technical support. CONTACT http://informatics.mq.edu.au/help/

Changes made relative to previous offerings

As a result of formal and informal feedback received from students and academic staff and to meet requirements of the Australian Professional Standards for Teachers the following changes have been made to the 2013 offering of EDTE456:

- the differentiation requirements in Assessments 1 and 2 have been changed; previously students differentiated according to three ability levels, now students may choose to differentiate according to one of the priority areas (Aboriginal and Torres Strait Islander Education, Classroom Management, Information & Communication Technologies, Literacy & Numeracy and Students with Special Educational Needs).

Unit Schedule

Week	Lecture (1 hour)	Workshop (2 hours)
3 11 Aug 15	**Unit introduction and integrated curriculum** **Big ideas in Education, Big ideas in Society** *This lecture:* · provides an overview of the unit; and · starts a debate about the role of education in Australia and the world.	**What is high quality integrated learning…and how do you teach that?** · reviews the philosophical underpinnings of the NSW Quality Teaching Framework; · refers to the status of Australian National Curriculum and the NSW K-6 curriculum and the role of integration within these; and · identifies benefits and limitations of integrated units. **Professional Standards 2.1; 2.2; 2.5; 2.6; 3.1; 3.2: 3.3**.
4 18 Aug 15	**Specialist vs Generalist Primary Teacher Debate: The Role of a Primary School Teacher** *This lecture:* · examines the historical specialist vs generalist primary teacher debate; and · explores the qualities of effective teaching and curriculum integration.	**Cross-curricula mapping to high quality learning** *Students will:* · identify common learning outcomes across all Key Learning Areas using exemplars; · classify outcomes for similarities and differences in content and process; and · devise focus questions to align with common areas of inquiry. **Readings:** Hinde, E. (2005). Revisiting curriculum integration: A fresh look at an old idea, *The Social Studies*, May, 105-111. Shriner, M., Schlee, B.M. & Libler, R. (2010) Teachers' perceptions, attitudes and beliefs regarding curriculum integration. *Australian Educational Researcher 37* (1) 51-62. **Professional Standards 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4.**

Week	Lecture (1 hour)	Workshop (2 hours)
5 25 Aug 15	**Models of curriculum integration and constructive alignment** *This lecture:* · examines examples of various approaches to curriculum integration including teacher-directed and student-centred approaches; and · explores several examples of integrated units across several KLAs. **Readings:** Murdoch, K. (2007). *A basic overview of the Integrated Inquiry planning model.* http://www.inquiryschools.net/page10/files/Kath%20Inquiry.pdf Biggs, J. (1999). What the student does: teaching for enhanced learning. *Higher Education Research and Development. 18*(1): 57-75 Biggs, J. Enhancing learning through constructive alignment. *Higher Education.* 32: 347-364. **Professional Standards: 1.2; 2.1; 2.2; 2.5;2.6; 3.1; 3.2: 3.3; 3.4:**	**Creating rich and integrated assessment tasks** *This lecture:* *Students will:* · analyse examples of integrated units and categorise for key concepts and outcomes, and · identify limitations of integrated units. · devise alternative learning experiences that integrate the same outcomes as the modelled lesson; and · discuss different pedagogical strategies to approach an integrated lesson. **Professional Standards 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4; 3.6; 5.1; 5.3; 5.4.** **Readings:** Clarke, D. & Clarke, B. (2002). *Using rich assessment tasks in mathematics to engage students and inform teaching.* Gardiner, G. (2003). Creative engagement: The place of arts-rich education in Australian schools. *Curriculum Leadership 6*(1). http://k6.boardofstudies.nsw.edu.au/linkages/Curriculum/curriculum_intro.html http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/units_intro.html Murdoch, K. (1998). *Classroom connections*, pp. 1-4. Murdoch, K. & Hornby, D. (1997). *Planning curriculum connections* (pp. 1-15). Melbourne: Eleanor Curtin Pub http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/cogsresources.htm NSW Department of Education & Training (2008) Assessment in science & technology. http://www.assessmentforlearning.edu.au/assessment_tasks/assessment_tasks_landing.html

Week	Lecture (1 hour)	Workshop (2 hours)
6 **1 Sep 15**	**Teacher directed vs student centred learning: A lesson in false dichotomies** This lecture: * examines the evidence pertaining to teacher directed and student centred approaches to learning * debunks notions of teacher as a sage, and teacher as a facilitator * explores the notion of the teaching 'activator'	**Teaching strategies that facilitate integrated learning** *Student will:* · Explore the key concepts and pedagogical strategies associated with Concept-teaching (CT) and Problem-based Learning (PBL); and · Analyse the evidence associated with CT and PBL as teaching strategies in the context of integrated learning. **Readings:** Hattie (2011). *Visible Learning for Teachers; Maximising Impact on Learning*. Routledge: London (Chapters TBA) Killen, R. (2009). Chapter 9 Using Problem Solving as a teaching strategy. *In: Effective Teaching Strategies: Lessons from research and practice (5th Ed.).* Arends, R. (2009). Chapter 9 Concept Teaching. *In: Learning to Teach (8th Ed.).*
7 **8 Sep 15**	**Celebrating Student Achievement (Self & Peer Assessment of Integrated Learning)** *This lecture:* · outlines and review common features of quality assessment tasks peculiar to integrated learning/ pedagogy and curriculum, and · examines the assessment criteria and reporting issues associated with integrated units of work.	**Celebrating Student Achievement (Self & Peer Assessment of Integrated Learning)** *Students will:* · examine examples of assessment strategies and assessment of learning linked to designing integrated curriculum; and · review assessment rubrics for evaluating learning outcomes. **Readings:** Brady, L. & Kennedy, K. (2011). Chapter 5: Strategies for self and peer assessment. *In: Assessment and Reporting: Celebrating Student Achievement* **Professional Standards: 2.1; 2.3; 5.3; 5.5.**
14-25 Sep 2015	**Mid-Semester Break**	

Week	Lecture (1 hour)	Workshop (2 hours)
8 29 Sep 15	**Celebrating Student Achievement (Reporting to key stakeholders)** *This lecture:* · outlines and review common features of the Teacher-parent interview/ conference · examines the student-led conference, and · identifies other strategies for reporting student achievement	*Students will:* · role play a typical teacher-parent interview · critique the effectiveness of strategies used in reporting student achievement to stakeholders *Readings* Brady, L. & Kennedy, K. (2011). Chapter 7: Reporting student achievement *In: Assessment and Reporting: Celebrating Student Achievement* NSW Board of Studies: Assessment Resource Centre http://arc.boardofstudies.nsw.edu.au/go/home/ NSW Department of Education & Training (2008) Assessment in science & technology http://www.assessmentforlearning.edu.au/assessment_tasks/assessment_tasks_landing.html http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/activity2_5.pdf
9 6 Oct 15	**Marking and grading performance across an integrated unit.** *This lecture:* · discuss the strengths and limitations of a common grading scale · outline differentiating performance within an integrated unit of learning; and · discuss holistic assessment of a learner	**Assessment 2**: Presentations Student presentations of integrated curriculum plan to peers (see Assessments). *Readings:* NSW Board of Studies: *Using A to E grades to report student achievement* *http://arc.boardofstudies.nsw.edu.au/go/gen-info/* **Professional Standards 1.2; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4: 5.1; 5.3.**

Week	Lecture (1 hour)	Workshop (2 hours)
10 13 Oct 15	**The flow of an integrated lesson: Clinical and empathetic teaching** *This lecture:* • define 'clinical teaching' • using evidence about what each student knows and understands at the start of the teaching period to inform their teaching interventions • discuss constructing appropriate teaching and learning environments for every student, whatever their developmental stage and current abilities • discuss why empathy is an essential component of early learning • describe processes for evaluating the impact of teaching *Readings* McLean Davis, L. et al (2013) Masterly preparation: embedding clinical practice in a graduate preservice teacher education programme: The clinical praxis exam in the Master of Teaching, *Journal of Education for Teaching: International research and pedagogy Vol. 39* (1), pp. 93 – 106 Dinham, S. (2012) 'Walking the Walk: The need for school leaders to embrace teaching as a clinical practice profession', Conference Proceedings, *ACER Research Conference, Sydney*, pp. 34-39	**Assessment 2:** Presentations continued. Student presentations of integrated curriculum plan to peers (see Assessments). **Professional Standards 1.2; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4: 5.1; 5.3.**
11 20 Oct 15	**Programming and evaluating multiple units across the KLAs** *This lecture:* · examines different approaches to whole class/ unit programming; · examines programming implications/ inclusions to differentiate for learners; and · develops student understanding of importance of planning and programming: curriculum outcomes. **Professional Standards 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4; 3.6; 5.1; 5.3: 5.4; 5.5**	*Students will:* · examine examples of programs K-6: · evaluate strengths and limitations of the scope and sequence; and · examine a range of organisational structures for programming. *Readings* Cornish, L. & Garner, J. (2008). *Promoting student learning.* Pearson Education. (pp. 96-111). https://pb.bos.nsw.edu.au **Professional Standards 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4; 3.6; 5.1; 5.3: 5.4; 5.5**

Week	Lecture (1 hour)	Workshop (2 hours)
12 27 Oct 17	**Collecting and making sense of effective teaching and learning evidence.** *This lecture:* · examine the concept of 'innovation fatigue'; · review how teachers' perceive and measure their efficacy on learning; and · correlate educational evidence and data with education policy.	*Students will:* · review the course outcomes and debate their application in teaching practice · revisit and defend their teaching philosophy based in learning they have undertaken throughout the subject and their undergraduate coursework/professional placements **Readings:** Dembo, M.H. & Gibson, S. (1985). Teachers' Sense of efficacy: An important factor for school improvement. *The Elementary School Journal*. 86(2): 173-184. Hattie, J.A. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge: London (Chapter TBA) Marsh, J., Pane, J., & Hamilton, L. (2006). *Making sense of data-driven decision making in education*. RAND Corporation: Washington http://www.rand.org/pubs/occasional_papers/OP170.html?src=mobile **Professional Standards 5.1, 5.2, 5.3, 5.4, 5.5**
13 3 Nov 15	**The Profession of Teaching (Myths, metaphors and miracles)** This lecture: * explores aspects and anecdotes of teaching that are not traditionally covered in teacher education course * questions the broader role teachers are expected to encompass in their communities * explores methods and strategies for maintaining teacher health	*Students will:* • Prepare and present a 2 minute adaption of the 'Hippocratic Oath' • Defend the profession of teaching against the current political climate of educational change and economic reform **Professional Standards 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4; 3.6; 5.1; 5.3: 5.4; 5.5**

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

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

- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners;

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

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 outcome

- Develop understanding of the requirements of a Graduate Teacher.

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

- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Develop understanding of the requirements of a Graduate Teacher.

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

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 the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of, and relationships between concepts and processes across the six Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;

- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners;

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

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

- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners;

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

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:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of, and relationships between concepts and processes across the six Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

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

- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

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

- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Develop understanding of the requirements of a Graduate Teacher.

Assessment tasks

- Plan Integrated Curriculum
- Assess student work

Assignment 1 Marking Criteria

EDTE456 Assessment 1 Criteria: Please attach a copy to the front of your assessment with the barcoded cover sheet on top - copies can be found on the iLearn page

http://www.humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet

Criteria	Fail	Pass Range	Credit Range	Distinction range	High Distinction Range
Unit Plan					
Introduction & Overview Focus and contributing questions	Questions are superficial and do not allow for deep learning to occur	Develops questions that show understanding of the processes associated with integration	Develops questions that show substantial understanding of fundamental educational concepts and integration process	Develops engaging questions that show insight and innovation to educational concepts and innovative KLA integration	Develops driving questions that show deep understanding, of educational concepts, innovative KLA integration and societal motive
Overview / UBD plan	Missing or lacking understanding of unit integration	Completes all the components of an integrated unit in an adequate by often superficial manner	Demonstrates understanding and application of the components of an integrated unit with evidence of independent thought	Demonstrates understanding and relevant skills in the development of an integrated unit with evidence of critical appraisal	Demonstrates deep and insightful understanding of the components of an integrated unit with evidence of creatively balancing competing concepts.

Rationale					
Explains development of central theme and conceptualisation	Exhibits some superficial skill and knowledge necessary to integrate curriculum design	Demonstrates the skills and knowledge necessary to integrate curriculum design;	Demonstrates the appropriate application knowledge and skills to address the issues involved in effective integrated curriculum design	Demonstrates acute awareness and applies critical analysis to the issues involved in effective integrated curriculum design; provides convincing justification	Demonstrates deep and critical understanding of the issues involved in effective integrated curriculum design; generates solutions and provides critical evaluation
Demonstrates how the integrated learning outcomes, experiences and assessment strategies address the focus question					
Justifies use, timing and distribution of KLAs					
Explains the role of literacy and numeracy and ICT in the unit					
Identifies and justifies the needs of the chosen area for differentiation					
Mindmap/Visual Creates a mind map, overview, diagram or other form of media learning. Includes outcomes and coding to show links	Presents a confusing visual representation of integration and/or does not demonstrate the links between the KLAs and the sequence of the learning	Shows some necessary links between the KLAs and the sequence of the learning using a visual medium	Shows the most critical links between the KLAs and the sequence of the learning using a visual medium	Shows critical links using concept mapping principles between the KLAs and the sequence of the learning using an effective visual medium	Shows deep understanding of the critical links using concept mapping principles between the KLAs and the sequence of the learning using an effective visual medium
Expected Competencies					
References: Includes appropriate references and uses a recognised scholarly referencing style	Inadequate of missing references; no recognised referencing method maintained	Minimal but adequate references and referencing for completed work; consistent referencing style maintained	Extended references that reference works other than syllabus documents; consistent referencing style maintained	Insightful references that reference works other than syllabus documents or those presented in the subject; consistent referencing style maintained	Evidence of broad scholarly research and referencing
Writing style: (i.e. spelling, grammar, punctuation and syntax etc) conforms to the conventions of English language and discipline	Poor and/or confusing communication of ideas; poor writing skills exhibited	Adequate communication of ideas and writing skills	Clear conveyance of ideas in a fluent style;	Excellent conveyance of a continuity of thought using an effective writing style	Clear, concise, and effective scholarly writing style
Presentation					

Conceptualisation of central integration theme	Missing or poor demonstration of the central theme and its development	Describes the central theme and its development	Explains the choice of the theme and how it was developed	Justifies the choice of theme and its conceptualisation	Critically evaluates the choice of the theme and its conceptualisation
Overview of focus, stage of learning, indication of how the unit will be administered (individually, in groups etc), duration, resources required and suitable contexts for implementation	Missing components or superficial overview of the unit and its administration and implementation	Completed overview of the unit and its administration and implementation; some justification	Provides a succinct overview of the unit; shows substantial understanding of the administration requirements and implementation; appropriate coherent justification	Shows ability to relate and apply relevant skills and concepts of the administration and implementation of a unit of work; justifies and evaluates strategies used	Demonstrates deep and insightful understanding of the components, administration and implementation of a highly integrated unit: critical evaluation of problems, their solutions and their implications
Focus question and integration of learning outcomes and experiences and assessment tasks	Missing, confusing or fails to demonstrate how focus question links to outcomes, learning experiences and assessment tasks	Links the focus question, outcomes, learning experiences and assessment tasks with acceptable justification	Describes the focus question links to outcomes, learning experiences and assessment tasks; provides convincing justification	Explains how focus question links to outcomes, learning experiences and assessment tasks	Critically evaluates the links between the focus question and integrated learning outcomes and experiences and assessment tasks
Differentiation for student learning	Missing or poor differentiation strategies in learning strategies and assessment tasks	Describes differentiation strategies in learning experiences and assessment tasks adequately; some justification	Describes differentiation strategies and demonstrates these well in learning experiences and assessment tasks; good justification	Demonstrates applied differentiation strategies in learning experiences and assessment task with a strong justification for inclusion	Demonstrates deep understanding of student differences and accommodates these through evidence-based differentiation strategies in learning experiences and assessment tasks
Assessment tasks linked to learning outcomes; examples	Missing explanation of links between learning outcomes and assessment task; missing or poor example	Demonstrates the links between learning outcomes and assessment tasks	Describes the links between learning outcomes and assessment tasks; understands quality assessment	Justifies links between learning outcomes and assessment tasks; shows substantial understanding of a rich assessment task	Critically integrates theory and practice in an example of high quality rich assessment
Communication skills: including voice projection, communication with audience, body language, timing, etc.	Poor communication of ideas	Adequate communication skills	Communicates ideas fluently and clearly	Engaging presentation that integrates theory and practice	Creative, clear and highly engaging and integrated presentation
Inclusion and demonstration of ICT skills	Does not use an ICT program/s; demonstrates poor ICT skills in presentation	Appropriate ICT program/s chosen; demonstrates competent ICT	Applies advanced ICT skills in presentation of the unit	Demonstrates creativity in design and presentation of the unit	Demonstrates substantial originality and creativity in design and presentation of the unit

Assignment 3 Marking Criteria

EDTE456 Assessment 2 Marking Criteria: Please attach a copy to the front of your assessment with the barcoded cover sheet on top - copies can be found on iLearn

http://www.humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet

Criteria	Fail	Pass Range	Credit Range	Distinction Range	High Distinction Range
Conceptualisation of central integration theme	Missing or poor demonstration of the central theme and its development	Describes the central theme and its development	Explains the choice of the theme and how it was developed	Justifies the choice of theme and its conceptualisation	Critically evaluates the choice of the theme and its conceptualisation
Overview of focus, stage of learning, indication of how the unit will be administered (individually, in groups etc), duration, resources required and suitable contexts for implementation	Missing components or superficial overview of the unit and its administration and implementation	Completed overview of the unit and its administration and implementation; some justification	Provides a succinct overview of the unit; shows substantial understanding of the administration requirements and implementation; appropriate coherent justification	Shows ability to relate and apply relevant skills and concepts of the administration and implementation of a unit of work; justifies and evaluates strategies used	Demonstrates deep and insightful understanding of the components, administration and implementation of a highly integrated unit: critical evaluation of problems, their solutions and their implications
Focus question and integration of learning outcomes and experiences and assessment tasks	Missing, confusing or fails to demonstrate how focus question links to outcomes, learning experiences and assessment tasks	Links the focus question, outcomes, learning experiences and assessment tasks with acceptable justification	Describes the focus question links to outcomes, learning experiences and assessment tasks; provides convincing justification	Explains how focus question links to outcomes, learning experiences and assessment tasks	Critically evaluates the links between the focus question and integrated learning outcomes and experiences and assessment tasks

Differentiation for student learning	Missing or poor differentiation strategies in learning strategies and assessment tasks	Describes differentiation strategies in learning experiences and assessment tasks adequately; some justification	Describes differentiation strategies and demonstrates these well in learning experiences and assessment tasks; good justification	Demonstrates applied differentiation strategies in learning experiences and assessment task with a strong justification for inclusion	Demonstrates deep understanding of student differences and accommodates these through evidence-based differentiation strategies in learning experiences and assessment tasks
Assessment tasks linked to learning outcomes; examples	Missing explanation of links between learning outcomes and assessment task; missing or poor example	Demonstrates the links between learning outcomes and assessment tasks	Describes the links between learning outcomes and assessment tasks; understands quality assessment	Justifies links between learning outcomes and assessment tasks; shows substantial understanding of a rich assessment task	Critically integrates theory and practice in an example of high quality rich assessment
Communication skills: including voice projection, communication with audience, body language, timing, etc.	Poor communication of ideas	Adequate communication skills	Communicates ideas fluently and clearly	Engaging presentation that integrates theory and practice	Creative, clear and highly engaging and integrated presentation
Inclusion and demonstration of ICT skills	Does not use an ICT program/s; demonstrates poor ICT skills in presentation	Appropriate ICT program/s chosen; demonstrates competent ICT	Applies advanced ICT skills in presentation of the unit	Demonstrates creativity in design and presentation of the unit	Demonstrates substantial originality and creativity in design and presentation of the unit
Expected Competencies					
References: Includes appropriate references and uses a recognised scholarly referencing style	Inadequate of missing references; no recognised referencing method maintained	Minimal but adequate references and referencing for completed work; consistent referencing style maintained	Extended references that reference works other than syllabus documents; consistent referencing style maintained	Insightful references that reference works other than syllabus documents or those presented in the subject; consistent referencing style maintained	Evidence of broad scholarly research and referencing

Writing style: (i.e. spelling, grammar, punctuation and syntax etc) conforms to the conventions of English language and discipline	Poor and/or confusing communication of ideas; poor writing skills exhibited	Adequate communication of ideas and writing skills	Clear conveyance of ideas in a fluent style;	Excellent conveyance of a continuity of thought using an effective writing style	Clear, concise, and effective scholarly writing style

Classes

EDTE456 students will attend:

- one 1 hour COMPULSORY lecture (Attendance will be taken)
- one 2 hour COMPULSORY workshop (Attendance will be taken)

The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/ and on the EDTE456 Unit web page.

Attendance

EDTE456 is a professional, lecture and workshop-based unit of study. Attendance at both lectures and workshops is required. Absences must be documented through ask@mq.edu.au.and be approved via a 'Disruption to Studies exemption'. Absences not accounted via a Disruption to Studies Exemption may result in unit failure.

At least 80% attendance is expected at both lecture and workshop components to be eligible to PASS this unit if Disruption to Studies have been approved. Where a student thinks their attendance may fall below the 80 per cent requirement they should be prepared to substantiate their reasons by supplying the relevant documentation (for example, doctors' certificates). Students should also consider lodging a 'special consideration' application through ask@mq.edu.au.

Students are NOT permitted to attend professional experience school visits during their allocated EDTE456 lectures and classes.

All enquiries regarding attendance should be directed to Dean Dudley by email. It is not necessary to phone the unit convenor, the workshop leader or the School of Education office if you are unable to attend through sickness or misadventure. However, an email and/or documentary evidence explaining any absences from class must be forwarded to Dean Dudley or the workshop leader either prior to, or as soon as possible following the absence from class. **An attendance register will be maintained and students are required to sign the register each week for lecture and workshop attendance.**

Disruption to Study Policy

The 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. Please see:

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

Graduate Professional Teaching Standards

The Australian Professional Standards for Teachers, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference point to describe, recognise and support the complex and varied nature of teachers' work. The standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers. http://www.teacherstandards.aitsl.edu.au/

Further information regarding the *Australian Professional Teaching Standards* can be found on the Institute's website http://www.aitsl.edu.au/

The learning outcomes for EDTE456, the capstone unit for the Primary Teacher Education Program, relate to the *Australian Professional Standards* of with an emphasis in EDTE456 on:

- *Standard 1: Know students and how they learn*

By demonstrating;

- knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
- knowledge and understanding of research into how students learn and the implications for teaching.
- knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

- *Standard 2: Know the content and how to teach it*
    - Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
    - Organise content into an effective learning and teaching sequence.
    - Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
    - Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
    - Implement teaching strategies for using ICT to expand curriculum learning

opportunities for students

- *Standard 3: Plan and Implement effective teaching and learning,*
    - Set learning goals that provide achievable challenges for students of varying abilities and characteristics
    - Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
    - Include a range of teaching strategies.
    - Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning

and

- *Standard 5: Assess, provide feedback and report on student learning.*

By demonstrating;

- understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
- understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
- the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

However, as EDTE456 is the capstone unit, students will be provided with opportunities to hear and discuss professional requirements for graduate teachers as outlined by the Australian Professional Standards.

Required and Recommended Texts

Required Text: No general text required

Required Documents: Students are expected to consult all six NSW KLA syllabus documents and all support documents. The Board of Studies website is http://www.bosnsw-k6.nsw.edu.au

The following texts, articles, websites and other resources provide some background reading, and some EXAMPLES of integrated learning, planning, and assessment and do not provide an exhaustive list. Students are required to research and devise their own references pertinent to the assessment work. **Students should aim to EXTEND their range of resources previously compiled in other EDUC and EDTE units.**

References:

Arends, R.I. (2009). *Learning to teach 5e.* New York: McGraw Hill.

Australian Academy of Science. (2008). *Primary connections: Linking science with literacy*. Canberra: Australian Academy of Science.

Bobis, J., Mulligan, J. T. & Lowrie, T. (2008). *Mathematics for children* 3e. Sydney: Pearson Education.

Brady, L & Kennedy, K. (2011). *Assessment and reporting: Celebrating student achievement 4e*. Sydney: Pearson Education.

Cornish, L & Garner, J. (2008). *Promoting Student Learning*. Pearson.

Ewing, R., (2009). *Curriculum and assessment.* South Melbourne: Oxford University Press.

Ewing, R., Lowrie, T. & Higgs, J. (2010). *Teaching and communicating: Rethinking professional experiences*. South Melbourne, Vic.: Oxford University Press.

Fogelberg, E., Skalinder, C., Satz, P., Hiller, B., Bernstein, L., & Vitantonio, S. (2008). *Integrating literacy and math: Strategies for k-6 teachers*. New York: Guilford Press.

Harrison, N. (2008). *Teaching and Learning in Indigenous Education*. Melbourne: Oxford University Press.

Hattie, J.A. (2009). Visible Learning: A synthesis of over 800 meta-analyses into student achievement. Routledge: London.

Hattie, J.A. (2012). Visible learning for teachers: Maximising Impact on Learning. Routledge: London.

Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Melbourne: Thomson/Social Science Press.

Killen, R. (2007) *Effective teaching strategies: lessons from research and practice (4th ed.).* Melbourne: Thomson/Social Science Press.

McLeod, J., & Reynolds, R. (2007). *Quality teaching for quality learning: Planning through reflection.* South Melbourne: Thomson/Social Science Press.

Murdoch, K. & Hornby, D. (1997). *Planning curriculum connections.* Armadale, Vic: Eleanor Curtain Publishing.

Poston-Anderson, B. (2008). *Drama: learning connections in primary schools.* South Melbourne: Oxford University Press.

Reynolds, R. (2008). *Teaching studies of society and environment in the primary School*. South Melbourne: Oxford University Press.

Skamp, K. (Ed.) (2008). *Teaching primary science constructively* (3rd ed.). South Melbourne: Thomson.

Sinclair, C., Jeanneret, N. & O'Toole, J. (2009). *Education in the arts*: *Teaching and learning in the contemporary curriculum.* South Melbourne: Oxford University Press

Spurgeon, D. (1991). *Dance moves: From improvisation to dance.* Marrickville, NSW: Harcourt Brace Jovanovich.

Wilson, J., & Murdoch, K. (2008). *Learning for themselves: Pathways to independence in the classroom.* Melbourne: Curriculum Corporation.

Journals:

Asia-Pacific Journal of Teacher Education

Curriculum and Teaching

Curriculum Inquiry

Curriculum Journal

Curriculum Leadership

Curriculum Perspectives: an Australian Curriculum Journal

Curriculum Review

Gifted Child

Journal of Curriculum Studies

Practically Primary

Review of Educational Research

Young Children

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.

University Grading Policy

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 will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. 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.
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: Except where specified, numerical marks will NOT be awarded for individual assessment tasks. They will only be awarded with your final grade.