



TEP 429

Mathematics in the Secondary School I

S1 Day 2015

Dept of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

EDUC258 and (TEP388)P or TEP395(P))

Corequisites

TEP401

Co-badged status

Unit description

This unit provides an introduction to the secondary Mathematics curriculum and its teaching. There are three main themes: understanding the central concepts of school algebra; teaching methods, including lesson planning and the role of technology in Mathematics education; and practical and professional issues arising from students' concurrent professional experience in TEP401. Particular emphasis is given to learning and teaching Mathematics in years 7 to 10. Please consult the Secondary TEP Guide for recommended prior studies.

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 knowledge of the content of Stages 4 and 5 mathematics of the current NSW 7-10 syllabus and impending NSW syllabus for the Australian Curriculum

Demonstrate understanding of a range of teaching strategies related to the content of Stages 4 and 5 of the mathematics syllabuses

Implement teaching strategies for using ICT that engage students in their learning

Demonstrate knowledge and understanding of research into how students learn mathematical concepts

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet specific learning needs of students across a range of backgrounds and abilities
Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities
Prepare for and contribute to discussions about the teaching profession and mathematics teaching
Explore educational ideas through action research

Assessment Tasks

Name	Weighting	Due
Task 1	10%	Within a week of your SED
Task 2	20%	Week 4
Task 3	30%	Mid-Session break
Task 4	40%	Week 11

Task 1

Due: **Within a week of your SED**

Weighting: **10%**

Identify an issue related to professional experience and lead a 15 minute class discussion on it. Write a report on the significance of your issue.

You submit a soft copy of your report via Turnitin.

Information regarding penalties for late submission of the assignment can be found in the TEP429 Unit Guide.

On successful completion you will be able to:

- Demonstrate knowledge of the content of Stages 4 and 5 mathematics of the current NSW 7-10 syllabus and impending NSW syllabus for the Australian Curriculum
- Demonstrate understanding of a range of teaching strategies related to the content of Stages 4 and 5 of the mathematics syllabuses
- Implement teaching strategies for using ICT that engage students in their learning
- Demonstrate knowledge and understanding of strategies for differentiating teaching to meet specific learning needs of students across a range of backgrounds and abilities
- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities

- Prepare for and contribute to discussions about the teaching profession and mathematics teaching

Task 2

Due: **Week 4**

Weighting: **20%**

Identify two websites/apps suitable for learning and teaching mathematics in secondary schools. Explain why the chosen resources are worthwhile and present them in class.

You submit a soft copy of your assignment via Turnitin.

Information regarding penalties for late submission of the assignment can be found in the TEP429 Unit Guide.

On successful completion you will be able to:

- Demonstrate knowledge of the content of Stages 4 and 5 mathematics of the current NSW 7-10 syllabus and impending NSW syllabus for the Australian Curriculum
- Demonstrate understanding of a range of teaching strategies related to the content of Stages 4 and 5 of the mathematics syllabuses
- Implement teaching strategies for using ICT that engage students in their learning

Task 3

Due: **Mid-Session break**

Weighting: **30%**

Investigate student understanding of equations.

You submit a soft copy of your assignment via Turnitin.

Information regarding penalties for late submission of the assignment can be found in the TEP429 Unit Guide.

On successful completion you will be able to:

- Demonstrate knowledge and understanding of research into how students learn mathematical concepts
- Explore educational ideas through action research

Task 4

Due: **Week 11**

Weighting: **40%**

Teach and evaluate a technology lesson.

You submit a soft copy of your assignment via Turnitin.

Information regarding penalties for late submission of the assignment can be found in the TEP429 Unit Guide.

On successful completion you will be able to:

- Demonstrate knowledge of the content of Stages 4 and 5 mathematics of the current NSW 7-10 syllabus and impending NSW syllabus for the Australian Curriculum
- Implement teaching strategies for using ICT that engage students in their learning
- Demonstrate knowledge and understanding of strategies for differentiating teaching to meet specific learning needs of students across a range of backgrounds and abilities
- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities

Delivery and Resources

The classes for TEP429 are workshops. There is one x 3hr workshop per week.

You will need to access a copy of the Years 7-10 Mathematics Syllabus and download the weekly learning activities from the TEP429 iLearn page.

We will discuss the role of technology in mathematics education at various times during the unit. You will use the university computers to practise using various software programs suitable for use in mathematics lessons. The requirement for technology use by students is that you bring your personal laptop or other device with internet connection to the workshops and prepare your assignments using a computer.

Unit Schedule

Details of the week by week schedule are provided in the full Unit Guide that is made available on enrolment in the unit.

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

- Demonstrate understanding of a range of teaching strategies related to the content of Stages 4 and 5 of the mathematics syllabuses
- Implement teaching strategies for using ICT that engage students in their learning
- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities

Assessment task

- Task 1

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge and understanding of research into how students learn mathematical concepts
- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities
- Prepare for and contribute to discussions about the teaching profession and mathematics teaching

Assessment task

- Task 4

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 knowledge of the content of Stages 4 and 5 mathematics of the current NSW 7-10 syllabus and impending NSW syllabus for the Australian Curriculum
- Demonstrate understanding of a range of teaching strategies related to the content of Stages 4 and 5 of the mathematics syllabuses
- Implement teaching strategies for using ICT that engage students in their learning
- Demonstrate knowledge and understanding of research into how students learn mathematical concepts
- Demonstrate knowledge and understanding of strategies for differentiating teaching to meet specific learning needs of students across a range of backgrounds and abilities
- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities
- Prepare for and contribute to discussions about the teaching profession and mathematics teaching

Assessment task

- Task 2

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

- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities
- Prepare for and contribute to discussions about the teaching profession and mathematics teaching

Assessment tasks

- Task 1
- Task 4

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 knowledge and understanding of research into how students learn mathematical concepts
- Explore educational ideas through action research

Assessment task

- Task 3

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge and understanding of research into how students learn mathematical concepts
- Plan and implement effective mathematics lessons that provide achievable challenges for students of varying backgrounds and abilities
- Prepare for and contribute to discussions about the teaching profession and mathematics teaching
- Explore educational ideas through action research

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4

Changes from Previous Offering

Since the last offering of the unit, the main change has been the introduction of the second assignment.