



# EDTE251

## Curriculum and Teaching in Primary School 1

S1 Day 2015

*Dept of Education*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	12
<u>Policies and Procedures</u>	16
<u>Graduate Capabilities</u>	17

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

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

Corequisites

EDUC258 and EDUC260

Co-badged status

### Unit description

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

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## Assessment Tasks

Name	Weighting	Due
<a href="#">ONLINE QUIZ</a>	10%	Week 4 (Mar 13)
<a href="#">MATHEMATICS Lesson design</a>	30%	Week 6 (Apr 2 4pm)
<a href="#">ENGLISH ASSESSMENT</a>	30%	Week 11 (May 22 )
<a href="#">FINAL EXAMINATION</a>	30%	exam week

### ONLINE QUIZ

Due: **Week 4 (Mar 13)**

Weighting: **10%**

Available online through *iLearn*

At end of Week 3 from Friday until Monday Week 4 (Mar 13, 7 pm to Mar 16, 7am)

Weighting: **10%**

Unit outcomes assessed: **1**

Graduate capabilities assessed: **1,2,5,**

An online quiz of 15 multiple-choice questions will occur at the end of Week 3. It will focus on your understanding of the content from Lecture 1 and from your careful reading of syllabus documents for Mathematics and English and your preparation/ knowledge of the elements of lesson planning. You may use your syllabus reference material – it is open-book.

This task is designed to consolidate your knowledge of the key concepts underpinning the use of the KLA syllabus documents and the components of lesson planning.

The questions will be generated randomly in our iLearn unit and will be available for your completion within a limited time period from Friday afternoon (week 3) until Monday morning (week 4). You have one opportunity to complete this quiz within a time limit. You will receive the score at the end of Week 4.

Further instructions will be posted in *iLearn*.

This quiz must be completed as an **INDIVIDUAL** task only. You cannot confer with anyone else to complete this quiz.

**No extensions permitted due to the time period allowed for this quiz.**

On successful completion you will be able to:

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English

## **MATHEMATICS Lesson design**

Due: **Week 6 (Apr 2 4pm)**

Weighting: **30%**

**TASK 2: MATHEMATICS Lesson design**

**WORKING MATHEMATICALLY through NUMBER and ALGEBRA**

Date due: **Week 6 (Apr 2 4pm)**

Weighting: **30%**

**Word limit:** 1,500 words

**2 lesson plans/resources**

**Unit outcomes assessed:** 1, 2, 3, 4

**Graduate capabilities assessed:** 1, 2, 4, 5, 9

Professional standards: 2.1 - 2.6, 3.1 - 3.4

**Purpose: This assignment focuses on the planning and resourcing of two Mathematics learning experiences where you develop content from *Number and Algebra* integrating *Working Mathematically*.**

You will be assessed on how well you:

- demonstrate a working knowledge of the Stages 1 or 2 or 3 Mathematics Syllabus outcomes and content through selecting suitable content from the *Number and Algebra*, and from *Working Mathematically* processes;
- display effective skills in planning engaging learning activities appropriate to support and extend students' mathematical thinking and the outcomes of the Stage 1 or 2 or 3 syllabus;
- use strategies appropriate for teaching Mathematical concepts through the creation of effective resources including utilisation of ICT;

and

- communicate appropriate knowledge of Mathematical syllabus content and pedagogy with satisfactory clarity, skill and critical reflection.

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

**PART A:** Overview of your 2 lesson plans (maximum 500 words) including:

- a descriptive overview of the purpose of the unit; the main content of the unit;
- the Stage/s for which the unit is intended and how it will address the varying abilities and needs of the students - a statement about how you will support and extend students' mathematical thinking (be specific);
- a statement of planned learning outcomes and specific indicators of learning from the K-6 Mathematics syllabus; and
- a brief outline of the resources you will use; and

**PART B:** Lesson planning

**Prepare 2 lesson plans** to address the information you have provided in Part A (above).

You need to include your specific outcomes and indicators; your sequence of Teaching/Learning experiences; resources; links with further learning.

Make clear how you will support and extend students' mathematical thinking.

The lesson plans must be presented in Macquarie University format. An example of an appropriately detailed lesson plan will be given in tutorials in Week 1.

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.

### **PART C Resource development**

**Develop 2 resources to accompany your lessons and to support students' learning of your key concepts.**

One of these resources must utilise technology tools.

Explain clearly how your 2 resources will be used in the lessons. You must include your resources or access to these in your submission.

Maximum: 500 words of explanation.

### **PART D: Critical reflection about student learning (maximum 500 words)**

Imagine that you have now taught this sequence of teaching/ learning and used your resources.

Write a reflection about what were you hoping that your students will have understood, learnt and achieved by participating in these lessons. How will you make an assessment of your students' learning? Provide some explanation and guidance as to how you will do this. What forms will your assessment take and how will you make your judgment of students' learning?

### **PART E: References to be included**

**Include your evidence of reading/ use of appropriate references**

**Note: you must reference ALL sources of your material.**

### **Cover sheet**

Use the EDTE 251 Submission Cover sheet. The softcopy is available on iLearn, you will be penalized if you do not submit your assignment with the specified cover sheet.

### **Components**

- Ensure all assignment parts are labelled clearly and included in your submission.
- Your assignment will be marked based on what is received – any omissions will not be accepted.

On successful completion you will be able to:

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## ENGLISH ASSESSMENT

Due: **Week 11 (May 22 )**

Weighting: **30%**

### **TASK 3: ENGLISH ASSESSMENT**

***Design lessons of ENGAGING TEACHING and LEARNING based on POETRY: Stage 1 or Stage 2***

**Date due:** **Week 11 (May 22 4pm)**

**Weighting:** **30%**

**Inclusions:** **Part B and E: 700 words total**

Maximum 5 PowerPoint slides Part C

3 Lesson plans (and any resources)

**Unit outcomes assessed:** **1, 2, 3, 4**

**Graduate capabilities assessed:** **1, 2, 4, 5, 9**

Australian Professional Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4

You will be assessed on how well you:

- demonstrate a working knowledge of the Stage 1 or 2 English Syllabus outcomes and content through selecting suitable poetic texts;

- use strategies appropriate for teaching different language modes through the creation of learning tasks;
- display effective skills in planning engaging learning activities appropriate to the class using a chosen text, and the outcomes of the Stage 1 or 2 syllabus;

and

- communicate appropriate knowledge of English syllabus content and pedagogy with satisfactory clarity, skill and critical reflection.

**TASK: There are 5 parts.**

### **PART A: Choice of Concept and Three Poems**

Choose **ONE** focus topic from the following:

**Unusual Characters** or **Travel Adventures** or **Animal Activities**

**Find three (3) poems suitable for Stage 1 or Stage 2 students based on your topic.**

The *Suggested Texts for the English K-10 Syllabus NSW Board of Studies* will give you examples of Poetry Anthologies where you can start your selection.

The 3 poems you select need to be appropriate to:

- Your topic;
- Your Stage and Year group and students' interests and abilities; and
- Use in interesting ways in class to develop a range of learning activities

None of the texts introduced in lectures or tutorials may be used. Only one set of song lyrics or one prose poem can be included as part of your 3 choices.

### **PART B: Poems and Rationale**

State your Topic and the full titles of your THREE poems. Make sure you include the poets' names.

Write a brief rationale explaining why you have chosen this focus topic for your class and what you plan to explore in the topic, your reasons for selecting the **three** poems and how they reflect your focus topic.

State the Year group in the Stage for whom you are planning this work.

Word limit: 300 words

### **PART C: The Poems**

Prepare 4 to 5 PowerPoint slides showing your Focus Topic and the FULL TEXT of each of your 3 poems.



Remember these slides must be clearly and professionally presented and ready to use in the classroom to show your students.

You need to print out each slide to include in your assignment submission- these must be easy to read.

### **PART D: Lesson Plans**

Plan THREE lessons, of 40 minutes each; you may use one or more poems per lesson but each of the 3 poems must be included somewhere in the 3 lessons. In total you create 3 lesson plans and these do not have to be linked.

The lessons will use your poem(s) to explore your Focus Topic in some way, support the relevant content of the syllabus and will be designed to suit students in the Year you have selected.

#### **Each lesson will include:**

- The poetry as the main text –you may use one or more poems per lesson but each of the 3 poems must be included somewhere in the 3 lessons.
- The focus topic being developed
- Each one lesson will highlight ONE of the following:
  - Speaking and listening activities
  - Language based activities for poetry
  - Writing and representing activities

**This means you prepare 3 lessons so these 3 aspects will have been covered.** Each lesson provides varied, engaging learning activities and targets different language skills. For example, one lesson, using one or more poems, will focus on speaking and listening activities.

- K-6 English relevant syllabus outcomes and content dot points for each lesson; and
- A clear list / presentation of any **resources** you will use in the lesson, including ICT.

The lesson plans must be presented in Macquarie University format. An example of an appropriately detailed lesson plan will be given in the lecture and tutorials in Week 1.

These 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.

### **PART E: Activities and Reflection**

Provide ONE specific example of an activity, using at least 2 of your 3 poems as a reference, to

develop the students' skills and understanding in **each** of the following:

- Creative word play
- Patterns of sound

Explain briefly what you are hoping your students will understand, learn and achieve in these activities. Be clear about your purpose and your processes. You may use one or two poems per activity.

Word limit for this Part: 400

## **Submission requirements**

### **Cover sheet**

Use the EDTE 251 Submission Cover sheet. The softcopy is available on iLearn, you will be penalized if you do not submit your assignment with the specified cover sheet.

### **Components**

Ensure all assignment parts are labelled clearly (B to E) and included in your submission.

Your assignment will be marked based on what is received – any omissions will not be accepted.

On successful completion you will be able to:

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
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## **FINAL EXAMINATION**

Due: **exam week**

Weighting: **30%**

To be held during the formal examination period.

<b>Weighting:</b>	<b>30%</b>
<b>Unit outcomes assessed:</b>	<b>1,2,3,4</b>
<b>Graduate capabilities assessed:</b>	<b>1,2,3,5,</b>
Professional standards assessed:	2; 3
<b>Length:</b>	<b>2 hours+10 minutes reading time.</b>

**Format: will be advised through iLearn**

**Content:** You will be examined on your knowledge and understanding of the material covered in the lectures and workshops for both the English and Mathematics KLAs.

One component of the examination will require students to demonstrate their ability to write (printing and cursive styles) using NSW Foundation Handwriting.

**You will need to be familiar with the lecture material and slides and the key concepts of this unit and the material explored in your Workshops. Revise your studies by focusing on, and thinking about, the core groupings/topics that have framed this unit.**

**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 First Half Year commences during the week after classes finish.**

**You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.**

**<http://www.timetables.mq.edu.au/exam>**

**The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at**

**<http://www.reg.mq.edu.au/Forms/APSCon.pdf>**

**If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. The date will be prescribed.**

**You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official**

## examination period.

On successful completion you will be able to:

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- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## Delivery and Resources

Session 1 starts on Feb 23, 2015, lectures and tutorials will start in Week 1.

Lectures 1 – 6 will be delivered by Susan Busatto, and Lectures 9 – 13 will be delivered by Alice Chik. There are no lectures/tutorials during Weeks 7 and 8 (Apr 20 – May 1, 2015).

### Mathematics

*Prior readings:*

Students who have completed EDUC 258 Mathematics in Schools or are enrolled in 2015 should also refer to this Unit's readings and Student Manual.

### Required Text

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2011). *Teaching mathematics foundations to middle years*. South Melbourne: Oxford University Press.

### Recommended texts

Bobis, J., Mulligan, J. T., & Lowrie, T. (2013). *Mathematics for Children* (4e). Sydney: Pearson Education.

O'Brien, H. & Purcell, G. (2013). (4<sup>th</sup> ed.) *Primary Maths Handbook*. South Melbourne: Oxford

Patilla, P. (2008). *Oxford primary maths dictionary*. Oxford: Oxford University Press.

Reys, R., Lindquist, M. M., Lambdin, D. V. & Smith, N. L. (2012). *Helping children learn mathematics. 1<sup>st</sup> Australian ed.* Milton, Qld. John Wiley & Sons Australia

Wright, R., Ellemor-Collins, D. & Tabor, P.D. (2012). *Developing number knowledge*. London. Sage Publications.

### ***Syllabus documents and support materials***

Australian Curriculum Assessment and Reporting Authority [ACARA]. (2011). Australian Curriculum: Mathematics.

<http://www.australiancurriculum.edu.au/Mathematics/Rationale>

Board of Studies NSW (2012). *Mathematics K-10 Syllabus Volume 1: Mathematics K-6*. Sydney: Board of Studies NSW.

<http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/>

Board of Studies, Teaching and Educational Standards NSW (BOSTES)

Program Builder

<https://pb.bos.nsw.edu.au/>

DEC Curriculum, Programs and Support site. (It is very important to become familiar with DEC resources)

<http://www.curriculumsupport.education.nsw.gov.au/>

- Best Start
- Consistency of Teacher Judgement:

NSW Department of Education and Communities (2009). *Count Me In Too*

[www.curriculum.support.education.nsw.gov.au/primary/](http://www.curriculum.support.education.nsw.gov.au/primary/)

- SENA- Count Me In Too

<http://www.curriculumsupport.education.nsw.gov.au/countmein/assesment.html/>

Count Me In Too Indigenous-

<http://www.curriculumsupport.education.nsw.gov.au/indigenous/>

NSW Department of Education and Training (2002). *Developing efficient numeracy strategies. Stage One*. Ryde: NSW Department of Education and Training Curriculum Directorate.

NSW Department of Education and Training (2003). *Developing efficient numeracy strategies. Stage Two*. Ryde: NSW Department of Education and Training Curriculum Directorate.

NSW Department of Education & Training (2003). *Fractions: Pikelets and lamingtons*. Ryde. NSW DET Curriculum Directorate

NSW Department of Education and Training (2003). *Teaching measurement: Early Stage 1 and*

Stage 1; Stages 2 and 3. Ryde: NSW Department of Education and Training Professional Support and Curriculum Directorate

### **Journals**

*Australian Primary Mathematics Classroom*

*Teaching Children Mathematics*

Mathematical Association of NSW. *PAMphlets series*. Ryde: Primary Association for Mathematics

### **Other resources**

NSW Department of Education and Communities (2009). Count Me In Too

[www.curriculum.support.education.nsw.gov.au/primary/](http://www.curriculum.support.education.nsw.gov.au/primary/)

- SENA- Count Me In Too
- <http://www.curriculum.support.education.nsw.gov.au/countmein/assessment.html/>
- [Count Me In Too Indigenous-](#)
- <http://www.curriculum.support.education.nsw.gov.au/indigenous/>

### **For all KLA resources:**

- **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.

### **English**

#### **Required Text:**

Cox, R. (ed.) (2012). *Primary English teaching: An introduction to language, literacy and*

*learning*. Victoria: Hawker-Brownlow.

### **Recommended Texts**

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015) (6<sup>th</sup> edition). *Language and Learning: An Introduction for Teaching*. South Melbourne, Victoria: Oxford University Press

Flint, A.S., Kitson, L., Lowe, K., Shaw, K. (2014). *Literacy in Australia: Pedagogies for Engagement*. Milton, Queensland: John Wiley & Sons.

Johnston, J. (2013). (Ed.). *Contemporary Issues in Australian Literacy Teaching*. Tarragindi, Queensland: Primrose Hall Publishing Group.

McLachlan, C., Flear, M., & Edwards, S. (2013). *Early Childhood Curriculum: Planning, Assessment and Implementation* (2<sup>nd</sup> Ed.). Port Melbourne, Victoria: Cambridge University Press.

### **Syllabus documents and support materials**

Australian Curriculum Assessment and Reporting Authority [ACARA]. (2011). Australian Curriculum: English: <http://www.australiancurriculum.edu.au/English/Rationale>

Board of Studies, NSW (2012). *English K-10 Syllabus Volume 1: English K-6* <http://syllabus.bos.nsw.edu.au/english/>

Additional Support Materials, Board of Studies, NSW (2013).

- Suggested Texts for the English K-10 Syllabus. (pp. 1-85) NSW: Board of Studies.
- Scope and sequence of grammar and punctuation for K-6
- Scope and sequence of phonological and graphological processing skills

<http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/>

English for the Australian Curriculum Units of work supported by digital resources and interactive worksheets <http://e4ac.edu.au/primary/>

### **Relevant websites**

Australian Government Literacy and Numeracy week website

- <http://www.literacyandnumeracy.gov.au/>

PETAA: Primary English Teaching Association Australia

<http://www.petaa.edu.au>

- Membership available; resources and publications

### **General reference list**

Burden, P.R., & Byrd, D.M. (2012). *Methods for effective teaching: Meeting the needs of all students*.

Grigg, R. (2010). *Becoming an outstanding primary school teacher*. Harlow. Pearson Education Ltd.

Groundwater, S., Ewing, R. & Le Cornu, R. (2011). *Teaching: Challenges and dilemmas 4e*. Southbank: Thomson.

## **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

- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement

and manage a range of learning environments

## Assessment tasks

- MATHEMATICS Lesson design
- ENGLISH ASSESSMENT

## 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

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## 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

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus

documents for Mathematics and English

- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## **Assessment tasks**

- MATHEMATICS Lesson design
- ENGLISH ASSESSMENT

## **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**

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## Assessment tasks

- ONLINE QUIZ
- MATHEMATICS Lesson design
- ENGLISH ASSESSMENT
- FINAL 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

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## Assessment tasks

- ONLINE QUIZ
- MATHEMATICS Lesson design
- ENGLISH ASSESSMENT
- FINAL EXAMINATION

## 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**

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## **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**

- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments

## Assessment tasks

- ONLINE QUIZ
- MATHEMATICS Lesson design
- ENGLISH ASSESSMENT
- FINAL 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

- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including ICT based, to plan, implement and manage a range of learning environments