EDTE354

Curriculum and Teaching in the Primary School 4

S2 Day 2016

Dept of Education

Contents

General Information

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Credit points 3
Prerequisites EDTE353(P) or TEP320(P))
Corequisites
Co-badged status
Unit description This unit is the fourth in the sequence of primary curriculum units. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics. It aims to develop a range of pedagogical strategies and resources for planning an integrated sequence of learning experiences that differentiate for learning in regular classrooms and enhance the students' skills in assessment and reporting.

Important Academic Dates

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

Learning Outcomes

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

demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum

demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;

demonstrate effective strategies, skills and classroom practices to enhance student

learning ensuring appropriate assessment and reporting;
reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment Tasks

Name	Weighting	Due
ENGLISH UNIT OF WORK	35%	Sept 8, 2016
MATHEMATICS UNIT OF WORK	35%	Nov 3, 2016
Evidence based development	5%	Nov 11, 2016
Exam	25%	Exam period

ENGLISH UNIT OF WORK

Due: **Sept 8, 2016**
Weighting: **35%**

TASK 1 ENGLISH UNIT OF WORK

TASK: You will design a unit of work of English content for either Stage 2 or 3 based on 'Australia! Story Country'.

Date due: ASSESSMENT ONE English Assessment Due Thursday September 8, 2016 (8am) to Turnitin.

Word limit: **~ 800 words + Unit of work**

Unit outcomes assessed: **1,2, 3, 5**

Graduate capabilities assessed: **1, 2, 4, 5, 6, 9**

Australian Professional Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 6.2, 6.4

You will be assessed on how well you:

- demonstrate a working knowledge of the Stage 2 or 3 English Syllabus outcomes and content through reading and evaluating suitable literary texts;
- use strategies appropriate for teaching different language modes through the creation of learning tasks;
- display effective skills in planning a sequence of engaging learning activities appropriate to the class using the chosen text, and the outcomes of the Stage 2 or 3 syllabus; and

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

'Australia! Story Country' is the theme of the 2016 Children's Book Week (The Children's Book Council of Australia). How would you interpret this theme?

From the following list, select **at least ONE** text (fiction or non-fiction), for either **Stage 2 or 3**, that reflect your interpretation of 'Australia! Story Country':

- NSW BOSTES: Suggested Texts for the English K – 10 Syllabus
- NSW Premier's Reading Challenge 2016 book list https://online.det.nsw.edu.au/prc/booklist/home.html
- The Children's Book Council of Australia – Book of the Year (2016 and past winners and notables) https://cbca.org.au/book-of-the-year

You can add complementary multimedia texts from other sources (e.g. YouTube, Pixar, ABC.com.au, National Geographic, National Indigenous Television…etc.).

None of the texts introduced in lectures or tutorials may be used. The list of texts to be used in lectures/tutorials will be uploaded to iLearn by Week 3.

There are two parts to the assignment, and you must answer both parts.

PART A: Rationale (15%)

In Part A, you will explain the rationale of the design of your unit of work of English content. You should include the following sections:

1. State the titles of your chosen text(s): **Explain** your reasons for selecting the texts and how the texts may enable students to develop understanding about the book week theme, 'Australia! Story Country' (~200-word).

1. Describe the **Year group** in the Stage for whom you are planning this work, and provide some information about your group. The unit of work must consider the diversity of learners. You must show how you will plan the learning experiences for students of varying abilities, including EALD students (~100-word).

1. **Critique** published teaching resources of your texts and explain your planned adaptations with reference to at least FIVE relevant academic readings: You are expected to source teaching resources of your texts (e.g. resources published by authors/publishers/libraries/teachers…etc.) and then explain how you adapt the materials in your unit of work based on cited academic readings (~500-word).

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

- Use APA referencing.
- None of the prescribed academic articles introduced in lectures or tutorials may be counted towards your FIVE academic readings.
- Academic readings must be sourced from reputable academic journals and publishers, and should be relevant to English teaching and learning with primary school students.
- Doctoral and Master dissertations do not count towards your FIVE academic readings.
- Media publications (e.g. newspaper, magazine) and social media publications (e.g. blog, tweet) are not counted as academic reading.
- Government-published (state, national or international) reports, curricular documents and teaching guides are not counted as academic reading (e.g. NSW K – 6 Syllabus).

Include a word count for each section. A substantially short presentation will be penalized.

PART B: Unit of work for the English programme (20%)

In Part B, you will present a unit of work based on your chosen Cross-Curriculum Priority and text(s):

1. The duration must be 5 weeks with 2 lessons per week;
1. The unit is to be used in an English programme, the selection of Outcomes should be relevant to the NSW K – 10 English Syllabus;
1. The unit should be suitable for Stage 2 or 3 students, with adjustments for students of different capabilities;
1. The unit should include teaching, learning and assessment activities;
1. The unit should address the theme, ‘Australia! Story Country.’, and it should be sequenced coherently across 5 weeks;
1. The unit could be adapted from published teaching resources, but you are expected to make considerable adaptations.
1. The unit must be presented in the template provided to you on iLearn.
1. The unit should be written so that a grade colleague could teach from them without questions needing to be asked to clarify your intentions.

1. The unit should be represented in a legible manner, and submitted in Cambria/Times New Roman (Font size 12).

1. There is no word count for this part.

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

MATHEMATICS UNIT OF WORK

Due: **Nov 3, 2016**
Weighting: **35%**

TASK 2 MATHEMATICS UNIT OF WORK

TASK: You will design a mathematical sequence of ten (10) learning experiences (unit of work) for students in Stage 2.

Design a sequence of learning experiences (unit of work) for Stage 2 students based on related concepts from two substrands of the Mathematics K-6 Syllabus and Working Mathematically. The learning experiences should be based around a specific focus question, problem, context or theme that is focussed on the mathematical concepts.

Date due: ASSESSMENT TWO Mathematics Assessment Due Thursday November 3, 2016 (8am) to Turnitin.

Word limit:	**1500 words**
Unit outcomes assessed:	**1,2, 3, 5**
Graduate capabilities assessed:	**1, 2, 4, 5, 6, 9**

Australian Professional Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 6.2, 6.4

You will be assessed on how well you:

- demonstrate a working knowledge of the Stage 2 Mathematics K-6 Syllabus outcomes and content by linking to suitable learning experiences;
- use differentiation strategies so that students who are: working towards the Stage (support); working at Stage (core group); and working beyond the Stage (enrichment) is included;
- display effective skills in planning a sequence of ten (10) engaging learning experiences that link together with Working Mathematically and at least two Mathematics substrands, e.g. Measurement (area) linked with Geometry (tessellations), or Measurement (area) linked with Number (multiplication)..
- communicate appropriate knowledge of the Mathematics K-6 syllabus content and pedagogy with satisfactory clarity, skill and critical reflection

There are two parts to the assignment, and you must answer both parts.

PART A: Rationale: 300 words

In this section you will explain the rationale for the design of your ten learning experiences. Please ensure that:

1. You state the Year group for whom you are planning this work
1. You provide a rationale for the suitability of your chosen focus question, problem, context or theme, i.e. what are the mathematical concepts being developed?
1. You indicate the two strands or substrands of the Mathematics K-6 Syllabus that will be addressed across the ten learning experiences. NOTE: EVERY learning experience must be integrated with Working Mathematically.
1. You explain your reasons for creating the learning experiences linking two substrands, and why you believe it will be appropriate for your selected Year group.
1. You must support your arguments with at least FIVE academic readings.
1. You include the word count at the end of Part A

PART B: The sequence of learning experiences (1200 words)

In Part B you will present a description of the sequence of learning.

1. The unit must be presented in the template provided to you on iLearn.
1. Your unit of work spans 10 learning experiences (not 10 lessons) over a period of 4 weeks, and that you explain how each learning experience will enable students to develop an understanding of the particular concepts and skills.
1. Each learning experience builds on the previous ones in a logical manner.
1. The unit should be suitable for Stage 2 students, with planning for students of different abilities;
1. The description should include teaching, learning and assessment activities;
1. The sequence of learning experiences should be linked to your question, problem, context or theme.
1. The unit should be written so that a Stage 2 teacher could teach from it without questions needing to be asked to clarify your intentions.
1. The unit should be submitted in Cambria/Times New Roman (Font size 12) with 1.5 - 2 line spacing.
1. A word count should be included at the end of Part B

PART C:

Reference list (not included in your word limit):

- Use APA referencing.
- Academic readings must be sourced from reputable academic journals and publishers, and should be relevant to Mathematics teaching and learning with primary school students. Please see this Unit Guide's reference list.
- Doctoral and Master dissertations do not count towards your academic readings.
- Media publications (e.g. newspaper, magazine) and social media publications (e.g. blog, tweet) are not counted as academic reading.
- Government-published (state, national or international) reports, curriculum documents and teaching guides are not counted as academic reading (e.g. NSW K – 6 Syllabus).

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
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- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Evidence based development

Due: **Nov 11, 2016**
Weighting: **5%**

TASK 3: EVIDENCE BASED PROFESSIONAL DEVELOPMENT (5%)

Students are required to complete

Either 1) Research participation **OR** 2) Critical analysis of a research study

Date due: Upload to Turnitin (November 11, 2016, 4pm).

Weighting: **5%**

Unit outcomes assessed: **1,2, 4, 5**

Graduate capabilities assessed: **1, 2, 4, 5, 6, 9**

Australian Professional Standards: 6.1, 6.2, 6.4

1). **Research participation**

1. TWO hours of research participation in studies being conducted by staff members in the Department. Credit will be awarded on a pro rata basis with 1 hour = 2%. Online study participation will be capped at 1 hour maximum; and

Task 3 Performance description standards (Research participation)

Credit

2 hours participation certified by project investigators

4%

1 hour participation certified by project investigator

2%

Participation not certified by project investigator

0%

Non participation

0%

1. A 250-word reflection (1%) on your participation experience (e.g. your understanding of academic research, the linkage between academic research and teacher professional development, academic careers…etc.).

Task 3 Performance description standards (Reflective essay)

Credit

A 250-word reflection essay that includes critical reflection with reference to the participated projects.

1%

Non-submission.

0%

You will be assessed on

- the quantity of your participation; and
- the quality of your reflective writing.

You will not be assessed on the choices of research projects. Project investigators will not access the research data until after the release of the final grades

Students are required to upload their participation certificates and reflective writing to Turnitin. A list of projects will be uploaded to iLearn by Week 3.

2) **Critical analysis of a research study**

1. Students are required to submit a 400-word critical analysis of a published study (the assigned readings will be uploaded to iLearn by Week 3);

1. A 250-word reflection (1%) on your academic experience (e.g. your understanding of academic research, the linkage between academic research and teacher professional development, academic careers…etc.).

You will be assessed on

- how critical you were in analysing the published study;
- how you make connection between the research and the Australian curricular documents; and
- the quality of your reflective writing.

Task 3 Performance description standards (Critical analysis)

Credit

A critical analysis of the study with reference to at least 2 other academic readings

4%

A competent analysis of the study with reference to 1 other academic readings.

3%

A competent analysis of the study with no reference to other academic readings.

2%

An adequate analysis of the study with no reference to other academic readings.

1%

Non submission

0%

Task 3 Performance description standards (Reflective essay)

Credit

A 250-word reflection essay that includes critical reflection with reference to the assigned academic reading.

1%

Non-submission.

0%

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Exam

Due: **Exam period**
Weighting: **25%**

To be held during the formal examination period.

Unit outcomes assessed: **UO1, UO2, UO3, UO4, UO5**

Graduate capabilities assessed: **GC1, GC4, GC5, GC6, GC7, GC9**

Australian Professional Standards: **2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4**

Length: **2 hours+10 minutes reading time.**

Format:

Details will be provided on *iLearn*. Content: will be drawn from the Modules of this unit:

You will need to be familiar with the lecture material and slides and the key concepts of this unit. Revise your studies by focusing on, and thinking about, the core groupings/topics that have framed this unit. Consider the key points of each topic and the important elements.

The prescribed Readings for each week will enhance and develop your understanding of the key issues and you should revise your knowledge of the main points. Review the lecture focus. Samples and guidelines will be provided on *iLearn*.

NO materials may be taken into the examination room.

The University Examination period in Semester 2 commences during the week after classes finish.

On successful completion you will be able to:

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Delivery and Resources

EDTE354 has ONE lecture per week of one hour's duration and one two-hour tutorial. Tutorials and lectures will begin Week 3 of Semester 2; the lecture is Thursday 18th August at 11 am in X5B T1. The lecture will introduce important content and active engagement with lecture material will prepare students for each assessment task and the final examination.

Tutorials are essential for developing the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at tutorials is therefore **expected**. Students must attend the tutorial per week at the time they have been allocated. Classes cannot be changed on a weekly basis. Students may **NOT** change classes without the permission of the Unit Convenor and any changes must be made through e-student online. The timetable for classes can be found on the University website at: http://www.timetables.mq.edu.au/. Student engagement with the lecture and tutorial material builds the necessary knowledge and skills for the completion of assessment tasks.

English (Weeks 3 – 8)

Required texts and academic readings

BOSTES (2015). *Phonics: A guide for teachers*. Sydney: BOSTES.

BOSTES (2010). *Dictionary of classroom strategies K – 6*. Sydney: BOSTES.

Your prescribed weekly readings are available through *e-reserve* on the library's web page. The access is linked through *iLearn*.

Mathematics (Weeks 9-13)

Required texts

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2015). *Teaching mathematics: Foundations to middle years*. (2nd ed.) South Melbourne: Victoria Oxford University Press.

O'Brien, H. & Purcell, G. (2013). (4thed.) *Primary Maths Handbook*. South Melbourne: Oxford.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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 a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and

resources;

Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
- Evidence based development
- Exam

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

- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
- Evidence based development
- Exam

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 a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
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- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
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Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
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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

- demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs

and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;

- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
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Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
- Evidence based development
- Exam

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 effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and

Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
- Evidence based development
- Exam

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 a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 – Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- demonstrate developed skills and a knowledge of pedagogies to: • plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; • interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; • select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
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Assessment tasks

- ENGLISH UNIT OF WORK
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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

- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
- Evidence based development
- Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession; and
- apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- ENGLISH UNIT OF WORK
- MATHEMATICS UNIT OF WORK
- Evidence based development
- Exam