



# EDTE251

## Curriculum and Teaching in the Primary School 1

S1 Day 2016

*Dept of Education*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	10
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	12

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Alice Chik

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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; and

4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

## Assessment Tasks

Name	Weighting	Due
<u>Mathematics</u>	35%	Week 4
<u>English</u>	35%	Week 11
<u>Examination</u>	30%	Exam Period

### Mathematics

Due: **Week 4**

Weighting: **35%**

#### ***TASK 1: Designing a Mathematics lesson: Working Mathematically through Number and Algebra***

**Date due:** Week 4 (Thursday March 24, noon)

**Weighting:** 35%

**Word limit:** 1,500 words

**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 one Mathematics lesson where you develop content from the *Number and Algebra* strand of the syllabus integrated with *Working Mathematically*.

The assessment criteria are as follows:

- demonstrate a working knowledge of either the Stage 1 or Stage 2 Mathematics Syllabus outcomes and content for the design of one lesson plan which is linked to the *Number and Algebra* strand, and *Working Mathematically* processes;
- display effective skills in planning engaging learning experiences which will support and extend students of different abilities;
- use a range of resources, including ICT tools, to effectively teach the lesson content and support student learning, and
- demonstrate clarity and coherence in the documentation of the lesson plan with

appropriate reference to the Mathematics syllabus and other resources.

***Please see Criteria for awarding grades for assessment tasks in this Unit Guide***

### **Assignment components**

**PART A:** Overview of your lesson plan (300 words) including:

- a descriptive overview of the purpose of the lesson as well as the Stage for which it is intended;
- a clear description of how the lesson will be adapted to meet the range of abilities of students in the class;
- a brief description of how student progress will be assessed and monitored, and
- a rationale for use of the resources.

**PART B:** Lesson planning (700 words – excludes outcomes, references)

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

The lesson should be planned for 40-minutes duration. You need to include: specific outcomes and content; your sequence of Teaching/Learning experiences; assessment, resources, and links with further learning.

Explain clearly how you will support and extend students' mathematical thinking.

The lesson plan must follow the pedagogical structure and format for EDTE251 (attached and available on iLearn). An example of an appropriately detailed lesson plan will be discussed in tutorials in Week 1.

The lesson plan should be written coherently and in detail so that a colleague could teach from it without any need for clarification.

**PART C Resource description (300 words)**

**Describe two resources that you could use to support students' learning of the key concepts.**

One of these resources must be linked to an ICT tool (e.g. website, app).

Explain clearly how your two resources will be used in the lesson. You must attach a description and /or visual representation (e.g., screenshot) of your resources at the end of the assignment (i.e. after Part E). The words in the attachment DO NOT count towards the 300 word limit)

**PART D:** Links with further learning (where to next?) (maximum 200 words)

If you were to teach a lesson after this plan, what would be the outcomes and focus of the lesson? How might you accommodate individual differences? Ensure that the lesson ties in smoothly with the lesson plan you have submitted

**PART E:** References are to be included using the APA citation style. Visit <http://libguides.mq.edu.au/referencing> for further information on how to reference your assignments correctly.

**Note: you must reference ALL sources of your material. (Please see the section on Academic Honesty in the Unit Guide).**

### Assignment submission

- You need to submit a HARD COPY and attach a coversheet ([http://humansciences.mq.edu.au/current\\_students/undergraduate/assignment\\_cover\\_sheet](http://humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet)).
- A soft copy should also be submitted to Turnitin (via iLearn).
- Ensure all assignment parts are **labelled clearly** in your submission.
- Your assignment will be marked based on what is received in the printed copy – 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; and
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

## English

Due: **Week 11**

Weighting: **35%**

### Task 2: English Lesson Design

**Design a lesson of English Teaching and Learning based on Poetry: Stage 1 or Stage 2**

<b>Date due:</b>	<b>Week 11 (May 27, noon)</b>
<b>Weighting:</b>	<b>35%</b>
<b>Inclusions:</b>	<b>1500 words</b> Maximum 5 PowerPoint slides Part C 1 Lesson plans (and TWO resources)
<b>Unit outcomes assessed:</b>	<b>1, 2, 3, 4</b>
<b>Graduate capabilities assessed:</b>	<b>1, 2, 4, 5, 9</b>
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.**

### **Choice of Concept and Three Poems**

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

**Celebration** or **Family** or **Heroes**

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

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.

You can only choose poems from:

1. Poetry texts from 'Suggested Texts for the English K – 10 Syllabus' (<http://syllabus.bostes.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>);
2. Australian Poetry Library (<http://www.poetrylibrary.edu.au/>);
3. Children's Poetry Archive (<http://childrenspoetryarchive.org/>); and
4. Children's Poetry: The Poetry Foundation (<http://www.poetryfoundation.org/children/>).

**Poems taken from other sources are not accepted for this assignment.**

## **PART A: Overview of your lesson plan**

**This part includes:**

- your Topic (Celebration/Family/Heroes) and the full titles of your THREE poems. Make sure you include the poets' names.
- a brief explanation why you have chosen the 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;
- a descriptive overview of the purpose of the lesson;
- the Stage for which the unit is intended and how you will adapt the lesson to ensure you meet the varying abilities and needs of all the students;
- a brief description of how you will assess and monitor student progress; and
- a rationale for use of the resources; and
- an APA-styled reference list for your academic readings (the references will not count towards the 800-word limit).

Word limit: 800 words

## **PART B: The Poems on Powerpoint**

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. A maximum of 5 slides can be submitted.

### **PART C: Lesson Plan**

The lesson should be 40 minutes long. You need to include: specific outcomes and content; your sequence of Teaching/Learning experiences; assessment, resources; links with further learning.

Explain clearly how you will support and extend students' English learning. The lesson plan must follow the pedagogical structure and format for EDTE251 (attached and available on iLearn). An example of an appropriately detailed lesson plan will be discussed in tutorials in Week 9.

The lesson plan should be written coherently and in detail so that a colleague could teach from it without any need for clarification.

#### **Your lesson will include:**

- The poetry as the main text. You can use one or two or all three of your chosen poems;
- The focus topic being developed;
- K-6 English relevant syllabus outcomes and content dot points; and
- A presentation of any **resources** you will use in the lesson, including ICT.

### **PART D:**

#### **Describe and explain two resources that you could use to support students' learning of the key concepts (300-word)**

One of these resources must be linked to an ICT tool (e.g. website, app, .).

Explain clearly how your two resources will be used in the lesson, You must attach your resources and/or screenshot of your digital resources at the end of the assignment.

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; and

- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

## Examination

Due: **Exam Period**

Weighting: **30%**

### **TASK 3: FINAL EXAMINATION FOR ALL STUDENTS**

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.

**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>**

On successful completion you will be able to:

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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; and
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

## Delivery and Resources

EDTE251 students will complete a 1 x 1 hour lecture and a 1 x 2 hour workshop each week. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/> and on the Unit's iLearn website.

### **Attendance**

**The procedures of the University assessment policy state that to be eligible for continuation in a unit students must “attend required classes and submit required assessment tasks.”** Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at tutorials is therefore mandatory.

### LECTURES (1 hour/week)

You are strongly encouraged to attend all lectures. All lectures are recorded and can be accessed via iLearn. Students will be assessed on materials from both lectures and tutorials.

Please read the set text before attending your tutorials. Tutorials contain practical activities related to the lectures and set text.

Tutorial classes commence in Week 1 (2 hours/week)

You must attend the tutorial in which you have enrolled. Attendance at tutorials is compulsory.

Students are required to satisfy the tutorial requirements specified by the Department of Education, which states that students must attend and participate in 100 percent of the scheduled time. When the student fails to meet this requirement, they may be asked to show cause why they should not fail or be excluded from the unit. In extenuating circumstances, makeup work may be set by the unit coordinator.

Where a student thinks their attendance may fall below the 100 per cent requirement, they should be prepared to substantiate their reasons by supplying the relevant documentation (e.g.

medical certificates). Students should also consider lodging a 'special consideration' application through the University's Student Office.

**The unit convenors reserve the right to exclude students from the unit for unsatisfactory attendance.**

### ***Student Workload and Requirements***

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend **approximately 9 hours per week** studying EDTE251. Study includes attending or listening to lectures weekly, attending tutorials, completing set readings and background readings, completing assignments punctually, and using the online system *iLearn*.

## **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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](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](#).

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

- 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; and
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## **Assessment tasks**

- Mathematics
- English
- Examination

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- 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; and
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## Assessment tasks

- Mathematics
- English
- Examination

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- 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; and
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## Assessment tasks

- Mathematics
- English
- 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; and
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## **Assessment tasks**

- Mathematics
- English
- 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; and

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## **Assessment tasks**

- Mathematics
- English
- Examination

## **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**

- 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;
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## **Assessment tasks**

- Mathematics
- English
- Examination