



# EDTE354

## Curriculum and Teaching in the Primary School 4

S2 Day 2017

*Department of Educational Studies*

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#### Disclaimer

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## General Information

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Credit points

3

Prerequisites

EDTE353 or TEP320

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:

1. 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
2. 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;
3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
4. 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;
5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses. (

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">ENGLISH UNIT OF WORK</a>	35%	No	Sept 11 (8am)
<a href="#">MATHEMATICS UNIT OF WORK</a>	35%	No	Nov 6 (8am)
<a href="#">EVIDENCE BASED PROFESSIONAL DE</a>	5%	No	Nov 10 (5pm)
<a href="#">Examination</a>	25%	No	Exam week

## ENGLISH UNIT OF WORK

Due: **Sept 11 (8am)**

Weighting: **35%**

**TASK:** You will design a unit of work of English content for either Stage 2 or 3 based on 'Escape to Everywhere'.

On successful completion you will be able to:

- 1. 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
- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses. (

## MATHEMATICS UNIT OF WORK

Due: **Nov 6 (8am)**

Weighting: **35%**

**You will design a mathematical sequence of five (5) learning experiences (a unit of work) for students in Stage 2.**

On successful completion you will be able to:

- 1. 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
- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;

- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses. (

## EVIDENCE BASED PROFESSIONAL DE

Due: **Nov 10 (5pm)**

Weighting: **5%**

Students are required to complete

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

On successful completion you will be able to:

- 2. 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;
- 4. 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;

## Examination

Due: **Exam week**

Weighting: **25%**

A 2-hour exam.

On successful completion you will be able to:

- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;

- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses. (

## Delivery and Resources

Weekly lecture (1 hour) and tutorial (2 hours) starting from Week 3.

Learning materials available from 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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://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 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
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. 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

## 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 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
- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. 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 PROFESSIONAL DE
- 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 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
- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. 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 PROFESSIONAL DE
- 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 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

- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
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- 5. 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 PROFESSIONAL DE
- 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 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
- 2. 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;

- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. 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 PROFESSIONAL DE
- 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 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
- 2. 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;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. 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 PROFESSIONAL DE
- 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

- 1. 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
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. 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;
- 5. 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 PROFESSIONAL DE
- Examination

## 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**

- 1. 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
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
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- 5. 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 PROFESSIONAL DE
- Examination