



# EDTE251

## Curriculum and Teaching in the Primary School 1

S1 Day 2017

*Department of Educational Studies*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Alice Chik

[alice.chik@mq.edu.au](mailto:alice.chik@mq.edu.au)

Contact via via email

X5B 358

By appointment

John De Nobile

[john.denobile@mq.edu.au](mailto:john.denobile@mq.edu.au)

Credit points

3

Prerequisites

Admission to BEd(Prim) or (24cp and EDUC105 and EDUC106 and EDUC267)

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:

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

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;

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

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.

## General Assessment Information

### Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

**In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:**

[http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

**Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays).** You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1: English Lesson Design</a>	35%	No	Mar 24 (8am)
<a href="#">TASK 2: Mathematics</a>	35%	No	May 28 (8am)
<a href="#">Exam</a>	30%	No	Exam Week

### Task 1: English Lesson Design

Due: **Mar 24 (8am)**

Weighting: **35%**

**Purpose:** This assignment focuses on the planning, resourcing, and presenting of one English lesson where you develop content for the topic ‘Escape to Everywhere’ using poetic texts.

**PART A: Overview of your lesson plan** This part includes the full titles of your three poems, and overview and justifications of your lesson plan.

**PART B: The Poems on Powerpoint** Prepare 4 to 5 PowerPoint slides showing the 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. A maximum of 5 slides can be submitted.

**PART C: English 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 to further learning. The lesson plan should not be longer than 2 pages.

On successful completion you will be able to:

- 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
- 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;
- 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
- 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.

## TASK 2: Mathematics

Due: **May 28 (8am)**

Weighting: **35%**

**Purpose:** This assignment focuses on the planning, resourcing, and presenting of one Mathematics lesson where you develop content from the *Number and Algebra* strand of the syllabus integrated with *Working Mathematically*.

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

**PART B:** Lesson planning. The lesson should be planned for 40-minutes duration. You must include: appropriate working mathematically and substrand outcomes which are aligned with the content you are addressing; your sequence of teaching / learning experiences; assessment, resources, and links with further learning.

**PART C** Resource description

**PART D:** Links with further learning

On successful completion you will be able to:

- 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
- 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;
- 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
- 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.

## Exam

Due: **Exam Week**

Weighting: **30%**

A 2-hour exam will be held during exam week

On successful completion you will be able to:

- 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

- 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;
- 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
- 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 has ONE lecture per week of one hour's duration and one two-hour tutorial. Tutorials and lectures will begin Week 1 of Semester 1; the lecture is **Monday 27<sup>th</sup> February at 11 am in E7B 100 Theatre**. 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 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://students.mq.edu.au/student\\_admin/timetables](http://students.mq.edu.au/student_admin/timetables). Student engagement with the lecture and tutorial material builds the necessary knowledge and skills for the completion of assessment tasks.

### ***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)

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

- 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
- 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;
- 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
- 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

- Task 1: English Lesson Design
- TASK 2: Mathematics
- 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 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

- 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;
- 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
- 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**

- Task 1: English Lesson Design
- TASK 2: Mathematics
- 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 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
- 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;
- 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
- 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**

- Task 1: English Lesson Design
- TASK 2: Mathematics
- Exam

## **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 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
- 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;
- 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
- 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**

- Task 1: English Lesson Design
- TASK 2: Mathematics
- 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 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
- 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;
- 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
- 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**

- Task 1: English Lesson Design
- TASK 2: Mathematics
- 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 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
- 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;

- 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
- 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**

- Task 1: English Lesson Design
- TASK 2: Mathematics
- Exam