



EDTE353

Curriculum and Teaching in the Primary School 3

S1 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Senior Lecturer

Dean Dudley

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Contact via Ext4864

X5B 266

Tuesday 1200-1300hrs

Credit points

3

Prerequisites

Admission to BEd(Prim) or EDTE252 or TEP319

Corequisites

Co-badged status

Unit description

This unit is the third in the sequence of primary curriculum units. It introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school - Creative Arts/The Arts, and Personal Development, Health and Physical Education/ Health and Physical Education - with a particular focus on the development of pedagogical strategies. Practical applications of the knowledge and skills taught in this unit are designed to support the students' professional experience in schools.

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:

UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;

UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;

UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reflective Blog & Evaluation</u>	20%	No	4pm 20th June 2017
<u>Assessment instrument</u>	40%	No	6th April 2017; 8th June 2017)
<u>Creative Arts Examination</u>	40%	No	Examination Week

Reflective Blog & Evaluation

Due: **4pm 20th June 2017**

Weighting: **20%**

Assessment 1: Reflective Blog & Evaluation

Word Length: 300-500 words per blog & an 800 word evaluation statement

Percentage Weighting: 20%

Due: Weekly on Monday's at 11:59pm & 4pm on 20th June 2017 for Evaluation Statement

Purpose: To allow student to understand and reflect on the essential skills and pedagogical principles of physical education and creative arts.

Procedure:

Students are required to make weekly blog posts on their thoughts, feelings and experiences as a result of participating in the weekly workshop, tutorial **AND** lecture via the EDTE353 iLearn site.

Task 1:

1. Students are to establish their own Blog feed via iLearn
2. Students are to address each of the following questions by no later than Monday at 11:59pm in the week following their workshop. The questions are

- a) What did we cover in this week's lecture AND workshop/tutorial?
- b) What are my thoughts and instincts telling me about the lecture AND workshop/tutorial?
- c) What are the potential hazards, pitfalls and negatives of what I learned to my teaching in the future?
- d) What are the potential benefits or opportunities of using what I learned to my teaching in the future?
- e) How could I think differently/creatively about what I have learned this week and apply it to my teaching?

NOTE: You may copy **one** HPE blog and **one** Creative Arts blog response in the feedback requested blog site on iLearn. These blog responses will be attended to by academic staff at their very earliest convenience. This is a particularly useful means of clarifying or providing the assurance you may need that your understanding of content specific concepts is correct. There is no obligation to post here however.

Task 2:

1. At the completion of all workshops and tutorials and once students have completed the respective blog posts for each, students are required to complete one 500-800 word statement. The statement must be checked by Turnitin and answer the following two questions.
 1. What knowledge did I acquire throughout the duration of this subject that will inform my future teaching practices?
 2. How do I intend to apply this identified 'critical knowledge' to my teaching practice?

The final statement is due for submission by no later than **4pm on 20th June 2017**.

Successful completion of Task 1 will be awarded the full 10% of the assessment weighting allocation whilst Task 2 will be graded on the conventional University Marking rubric scale (See Marking Criteria for details).

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Assessment instrument

Due: **6th April 2017; 8th June 2017**)

Weighting: **40%**

Assessment 2: Designing an assessment instrument of health or physical literacy

Time allocated: 2000 words or four pages (Whichever is least)

Percentage Weighting: 40%

Due: Group 1 (6th April 2017); Group 2 (8th June 2017)

Purpose: To develop an assessment instrument based on outcomes from K-6 PDHPE syllabus.

Procedure:

Page 1: Instrument design

- Design an assessment instrument (Checklist, Questionnaire, Test, Assessment task, etc...) that captures the progression of student learning across Physical/Health Literacy and addresses AT LEAST TWO New South Wales PDHPE K-6 Syllabus Outcomes

Pages 2-4: Justification

- Identify your target group by Year or Stage;
- Describe what students are expected to be able to do as a MINIMUM **before** being assessed by your assessment instrument and undertaking an associated learning activity (Half a page max);
- Briefly describe what learning activities would need to occur prior to the application of your assessment instrument (1 page max);
- Based on your own review of appropriate scholarly literature, how does your instrument capture learning in the domains of physical/health literacy and the NSW PDHPE K-6 Outcomes identified?
- Provide a detailed reference list in APA 6th formatting style.

The Marking Criteria for this assessment is available at the end of this Unit Outline, please attach a copy to your submitted assessment.

Please note: In order to pass this unit students are required to demonstrate knowledge, skills, values and attitudes consistent with the Australian Graduate Standards. Students who have not demonstrated these benchmarks may be required to resubmit assignment work until these minimum standards are met. Resubmitted work will be awarded a maximum of a pass grade. This is assessed in the *Expected Competencies* component of each assessment.

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Creative Arts Examination

Due: **Examination Week**

Weighting: **40%**

Assessment 3: Creative Arts Examination

Time: 2 hours PLUS 5 mins reading time

Percentage Weighting: 40%

Due: Examination Week (Check your examination timetable for details)

Purpose: A formal two hour examination covering the content of the tutorials and readings to give students an opportunity to exhibit their understanding of NSW BOSTES Creative and Performing Arts Syllabus and pedagogy. A sound understanding of the cross-curriculum priority Aboriginal and Torres Strait Islander Histories will also be examined.

Procedure: Exam will consist of short answer responses as well as one essay style response. Students will be expected to show their understanding through developing their answers to relate to EDTE353 Creative and Performing Arts topics, real world application and classroom pedagogy.

On successful completion you will be able to:

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- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
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Delivery and Resources

EDTE353 has one element:

Course work

- Lectures (see below)
- KLA-based workshops (see below)

Lectures and Workshops

The lecture and workshops are integrated and consecutive components of EDTE353.

An outline of the lecture and workshop program is presented in the table in the following section. Readings are listed for each week; lecture, CA and HPE tutorial.

Students are reminded that a three-credit point unit involves up to 150 hours of work in that half-year; including lectures, tutorials, workshops, assessment preparation and study. Students should prepare for each lecture and tutorial through the readings. You will note the readings for each week, syllabus references and often other readings.

- Textbook readings (*Required Readings*) are necessary for each week;
- Students should also acquaint themselves with the listed syllabus content.
- Other readings (*Recommended Readings*) are suggested for those who wish to further extend their knowledge and skills in both primary CA and HPE; they are not required reading. See weekly schedule (p.13-23)

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

Assessment Policy 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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
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Assessment tasks

- Reflective Blog & Evaluation
- Assessment instrument
- Creative Arts Examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum

documents;

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

Assessment task

- Reflective Blog & Evaluation

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
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documents;

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Assessment tasks

- Assessment instrument
- Creative Arts 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 outcome

- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

Assessment tasks

- Assessment instrument
- Creative Arts 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:

Assessment tasks

- Assessment instrument
- Creative Arts 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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blog & Evaluation
- Assessment instrument
- Creative Arts Examination