EDTE252

Curriculum and Teaching in the Primary School 2

S2 Day 2017

Department of Educational Studies

Contents

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General Information

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Credit points
3

Prerequisites
EDTE251 or TEP318

Corequisites
EDUC267

Co-badged status

Unit description
This unit is the second in a sequence of six primary curriculum units and provides further development in the pedagogical aspects of teaching and learning in the primary school. The lectures and workshops focus on the syllabus scope and structure, content and skills of the key learning areas of Science and Technology, and History and Geography.

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 and understanding of the syllabus content and requirements of the Australian Curriculum: History, Geography, Citizenship, Science and Technology design.

2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander

histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.

3. integrate ICT with a focus on using the Interactive Panels creatively across History, Geography, Citizenship, and Science and Technology design.

4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1: Presentation	50%	No	week 7
Science Lesson Sequence	50%	No	Monday 13 November, 2017

Assignment 1: Presentation

Due: **week 7**
Weighting: **50%**

Plan a sequence of **3 lessons** (one lesson per individual) for classroom interactive panels which develops student's knowledge and understanding of Australian geography. These activities must include Aboriginal and Torres Strait Islander histories and cultures (see Harrison & Sellwood, 2016),

On successful completion you will be able to:

- 1. demonstrate a developing knowledge and understanding of the syllabus content and requirements of the Australian Curriculum: History, Geography, Citizenship, Science and Technology design.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
- 3. integrate ICT with a focus on using the Interactive Panels creatively across History, Geography, Citizenship, and Science and Technology design.
- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Science Lesson Sequence

Due: **Monday 13 November, 2017**
Weighting: **50%**

This assessment evaluates pre-service teachers' capabilities to plan a sequence of three

lessons, using the first 3Es of the 5E approach, to develop primary students' science and design technology skills, knowledge and understandings of a science concept. The *Science Lesson Sequence* must focus on engaging students in online and offline activities connected with the skill outcomes of Working Scientifically and Working Technologically, and the knowledge and understanding outcomes of **either** Physical World and Material World **or** Living World and Earth and Space from the NSW K-6 Science & Technology syllabus

On successful completion you will be able to:

- 1. demonstrate a developing knowledge and understanding of the syllabus content and requirements of the Australian Curriculum: History, Geography, Citizenship, Science and Technology design.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
- 3. integrate ICT with a focus on using the Interactive Panels creatively across History, Geography, Citizenship, and Science and Technology design.
- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Delivery and Resources

posted online

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 outcome

- 3. integrate ICT with a focus on using the Interactive Panels creatively across History, Geography, Citizenship, and Science and Technology design.

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence

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 outcome

- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence

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 and understanding of the syllabus content and requirements of the Australian Curriculum: History, Geography, Citizenship, Science and Technology design.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander

histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence

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 and understanding of the syllabus content and requirements of the Australian Curriculum: History, Geography, Citizenship, Science and Technology design.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence

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 outcome

- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous

perspectives.

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence

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

- 3. integrate ICT with a focus on using the Interactive Panels creatively across History, Geography, Citizenship, and Science and Technology design.
- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence

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 outcome

- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Presentation
- Science Lesson Sequence