



EDTE456

Curriculum and Teaching in the Primary School 6

S2 Day 2017

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer

Dr Iain Hay

iain.hay@mq.edu.au

Tutor

Dr Ruth French

ruth.french@mq.edu.au

Tutor

Ms Michelle Wilson

michelle.wilson@mq.edu.au

Tutor

Ms Mandy Yeates

mandy.yeates@mq.edu.au

Tutor

Cynthia Pitt

cynthia.pitt@mq.edu.au

Credit points

3

Prerequisites

(EDTE403 and EDTE455) or (TEP403 and TEP418 and TEP419)

Corequisites

EDTE404

Co-badged status

Unit description

This sixth and final unit in the primary curriculum series focuses on strategies that combine the six key learning areas to build meaningful connections within and across subject boundaries. Programming for this teaching approach includes consideration of learning outcomes, coherent teaching sequences, and assessment strategies. This dynamic learning situation is reinforced as students continue their 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:

Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four Key Learning Areas;

Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;

Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;

Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;

Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and

Develop understanding of the requirements of a Graduate Teacher.

Assessment Tasks

Name	Weighting	Hurdle	Due
Plan Integrated Curriculum	35%	No	17/09/17 at 11:55pm
Presenting Unit Overview	45%	No	12/11/17 at 11:55pm
Critical Reflections	20%	No	Commence 10/09/17

Plan Integrated Curriculum

Due: **17/09/17 at 11:55pm**

Weighting: **35%**

Plan Integrated Curriculum: *Planning an integrated unit of work*

- Develop and submit a plan for a unit of work based on syllabus outcomes from several (x4 or more) Key Learning Areas.
- Submitted via Turnitin.

Plan to be 1500 words

On successful completion you will be able to:

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and
- Develop understanding of the requirements of a Graduate Teacher.

Presenting Unit Overview

Due: **12/11/17 at 11:55pm**

Weighting: **45%**

Present your unit of work in a 5 minute presentation to your tutorial class, including how the unit will assess student learning. Provide feedback to two peers on their presentations (a proforma will be provided).

Presentations are conducted over two weeks commencing 23/10/17 - students will be randomly selected to present to the tutorial class (all students should be ready to present for the week commencing 23/10/17).

Prepare a 2 page summary of your presentation as a handout for colleagues.

Prepare a one page letter to parents which explains the unit.

- Produce a worked example of a 'rich task' which models what a capable student might be expected to produce at the culmination of the unit of work designed in Task 1. This may include up to a total of three assessable artefacts. Annotate the model rich task artefact/s in a structured and succinct way which explains the evidence of learning the artefact/s would ideally demonstrate.
- Create the criteria used to assess the assessment artefact/s. e.g., marking rubric.

- Produce a feedback report regarding the imagined student's achievement to
 - the student
 - a parent

Presentation – 5 mins. ALSO: Engage in peer feedback for 2 peers.

Turnitin submission list:

- 2 page handout summarising presentation (as given out during the presentation).
- One page letter to parents.
- Worked example of assessment of rich task artefact/s. Will depend on nature of artefact/s but no more than 5 pages. Can depend on how annotations are shown and whether there are a lot of images or more text.
- Assessment criteria e.g. marking rubric.
- Sample feedback reports to student and parent.
- Scanned handwritten peer feedback from 2 peers as provided during the presentation.
- A 500 word evaluation of the professional learning which Tasks 1 and 2 have enabled, in light of peer feedback, critical reflection informed by research, and the AITSL standards.

On successful completion you will be able to:

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and
- Develop understanding of the requirements of a Graduate Teacher.

Critical Reflections

Due: **Commence 10/09/17**

Weighting: **20%**

- 4 x 250 word short papers. Each critical reflection must use theory and research (from set readings) in reflecting upon practice (such as PSTs' recent professional experience placements). Each critical reflection to be graded; each worth 5%. Submitted via Turnitin.
- 1st critical reflection due (10/09/17)
- 2nd critical reflection due (8/10/17)
- 3rd critical reflection due (15/10/17)
- 4th critical reflection due (22/10/17)

Total: 1000 words

On successful completion you will be able to:

- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and
- Develop understanding of the requirements of a Graduate Teacher.

Delivery and Resources

It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Academic Unit Coordinator.

Students having difficulty at any time throughout the semester for example, with unit content, assessment queries or placement concerns are urged to contact the Academic Unit Coordinator EARLY to discuss issues.

This unit does not directly teach curriculum content (<http://www.boardofstudies.nsw.edu.au/k-6/>). Students are expected to use syllabuses (<http://syllabus.bos.nsw.edu.au>) for KLAs .

It is expected that students have a working knowledge of KLAs for Kindergarten to Year 6 from completion of prior units and from personal study.

Classes The timetable for classes can be found on the University web site at:

<https://timetables.mq.edu.au/2017/>

- 1 hour lectures will be held Monday mornings from 10:00am--11:00am.
- 2 hour tutorials will be held weekly (Monday to Friday). Students will not be accepted in alternate tutorials under any circumstances.
- Those students enrolled in the tutorial which follows the lecture are expected to attend the lecture in order to be able to participate in the tutorial directly following. This is when the roll will be taken. It is expected that students attending the later tutorials will either attend the lecture or listen on line prior to coming to class. For external students it is expected that students listen weekly online.
- Students are not able to swap between tutorials throughout the semester. Tutorial groups are established in the first two weeks of semester and students must remain in this tutorial until the end of semester.
- In order to be eligible for a passing grade, students must meet the following requirements:
 - Students must attend tutorials

Unit Schedule

Week	Lecture (1 hour)	Workshop (2 hours)
MQ week 1 July 31	PROFESSIONAL EXPERIENCE	
MQ week 2 Aug 7		
1 (MQ week 3) Aug 14	<p>The integrated curriculum</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Provides an overview of the unit; refers to the status of the Australian Curriculum and the NSW K-6 curriculum and the role of integration within them. • Identifies benefits and limitations of integrated unit. <p>AITSL: 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify common learning outcomes across KLA's using exemplars; classify outcomes for similarities and differences in content and process • Devise focus questions to align with common areas of inquiry. • Other related activities <p>Reading: Chapter 1: <i>Introducing teaching as a profession</i> (Churchill et al. 2016)</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>

<p>2</p> <p>(MQ week 4)</p> <p>Aug 21</p>	<p>Models of curriculum integration</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Examines examples of various approaches to curriculum integration including interdisciplinary, problems-based and theme-based approaches (including inquiry-based curriculum); <p>Becoming a Good Teacher</p> <ul style="list-style-type: none"> Explores the qualities of a good teacher, and Reflects on good practice DoES 5Rs Framework <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 7.2; 7.3.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Analyse examples of integrated units and categories for key concepts and outcomes, and Identify limitations of integrated units Other related activities <p>Reading: Chapter 6: <i>The curriculum</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>
<p>3</p> <p>(MQ week 5)</p> <p>Aug 28</p>	<p>Exemplars for Integration</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Explores several examples of integrated units across several KLAs <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Analyse learning experiences and assessment tasks focusing on one aspect of the theme; Devise alternative learning experiences that integrate the same outcomes as the modelled lesson; and Discuss different pedagogical strategies to approach an integrated lesson. Other related activities <p>Reading: Chapter 7: <i>Planning for practice: connecting pedagogy, assessment and curriculum</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>

<p>4</p> <p>(MQ week 6)</p> <p>Sept 4</p>	<p>Assessment: designing quality assessment tasks across the curriculum and in integrated units of work</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Outlines and review common features of quality assessment tasks peculiar to integrated learning/pedagogy and curriculum particular grouping of KLAs e.g. science & technology/maths; visual arts/literacy and • Examines the assessment criteria and reporting issues associated with integrated units of work. • Examines rubric templates for student assessment <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 5.1.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Examine an extended quality assessment task that integrates at least four Key Learning Areas; and • Devise an assessment rubric for evaluating learning outcomes. • Other related activities <p>Reading: Chapter 12: Assessment, feedback and reporting (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 5.1.</p>
<p>*Note: 1st Critical Reflection Task due: <u>10 September</u> at 11:55pm</p>		
<p>5</p> <p>(MQ week 7)</p> <p>Sept 11</p>	<p>Principals and school leaders Q&A panel</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • What are principals looking for in new staff? • Targeting graduates • Casual relief teaching • What is the first year of teaching like? • Is there support for early career teachers? • How to engage with parents - reporting • Managing classroom behaviour • Applying for a teaching position 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Examine examples of assessment strategies and assessment of learning linked to designing integrated curriculum; and • Review assessment rubrics for evaluating learning outcomes • Other related activities <p>Reading: Chapter 12: Assessment, feedback and reporting (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 5.1; 5.3; 5.4.</p>
<p>*Note: Task 1: Plan Integrated Curriculum due: <u>17 September</u> at 11:55pm</p>		
<p>RECESS 18-29 SEPTEMBER</p>		

<p>6</p> <p>(MQ week 8)</p> <p>Oct 2</p> <p>*(Public Holiday)</p>	<p>Applying for a Teaching Position</p> <p>(Lecture activity online/ Monday e-Tutorial</p> <p>AITSL: 6.1; 6.2; 7.1; 7.2.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Examine possibilities for integrated learning and assessment experiences tailored for students with diverse linguistic, culture, religious or socioeconomic backgrounds: Aboriginal and Torres Strait Islander students; students with a disability, or students with specific learning needs. • Compile examples of strategies for integrated learning of this group of students. • Other related activities <p>Reading: Chapter 5: <i>Learner diversity, pedagogy and educational equity</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 5.1.</p>
<p>*Note: 2nd Critical Reflection Task due: <u>8 October</u> at 11:55pm</p>		
<p>7</p> <p>(MQ week 9)</p> <p>Oct 9</p>	<p>Transitions in schooling: implications for curriculum design and pedagogy</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Develop students' understanding of the effects of transition (preschool-primary-secondary) on student learning; • Identifies factors in the transition from preschool to school and the role of parents/caregivers; and • Examines strategies to assist teachers in supporting students in making transitions from primary to secondary. <p>AITSL: 2.1; 6.1; 6.3.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Consider curriculum initiatives that promote smooth transition to formal schooling; and • Identify the knowledge, skills, values and attitudes needed by students in secondary that could be developed in primary school. • Other related activities <p>Reading: Chapter 8: <i>Pedagogy: the agency that connects teaching with learning</i> (Churchill et al. 2016).</p>
<p>*Note: 3rd Critical Reflection Task due: <u>15 October</u> at 11:55pm</p>		

<p>8</p> <p>(MQ week 10)</p> <p>Oct 16</p>	<p>Working in different locations – Rural and overseas teaching (speaker)</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Rural or remote NSW – challenges and rewards • Working in small-knit communities • The country life-style • Distance education • Teaching is a global job <p>http://www.dec.nsw.gov.au/about-us/careers-centre/school-careers/teaching/teach-rural/rural-living</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify complex realities of contemporary teacher practice and schooling; • Identify schooling processes that support high-quality pedagogy towards enhanced equity outcomes; • Appreciate the significance of equity as a key imperative of schooling • Other related activities <p>Reading: Chapter 16: <i>Professional, ethical and legal issues for teachers</i> (Churchill et al. 2016).</p>
<p>*Note: 4th Critical Reflection Task due: <u>22 October</u> at 11:55pm</p>		
<p>9</p> <p>(MQ week 11)</p> <p>Oct 23</p>	<p>Reporting to Parents/carers (Speaker)</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Parents as partners in education • Understanding the expectations of parents • Involving parents in the classroom • Professional distance • Communication strategies with parents • Diverse families <p>https://arc.nesa.nsw.edu.au/go/gen-info</p>	<p><u>Assessment Task 2: Presentations</u></p> <p>(Student presentations of integrated curriculum plan to peers)</p> <p>Reading: Chapter 15: <i>The future of teaching: schooling, equity and social change</i> (Churchill et al. 2016).</p>

<p>10</p> <p>(MQ week 12)</p> <p>Oct 30</p>	<p>Programming across the KLAS</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Examines different approaches to whole class/unit programming; Examines programming implications/ inclusions to differentiated for learners; and Develops student understanding of importance of planning and programming; curriculum outcomes. Examine examples of programs K-6: evaluate strengths and limitations of the scope and sequence; and Examine a range of organisational structures for programming. <p>AITSL: 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 5.1; 5.3; 5.4; 5.5.</p>	<p><u>Assessment Task 2: Presentations</u></p> <p>(Student presentations of integrated curriculum plan to peers)</p> <p>Reading: Chapter 11: <i>Interactive student engagement and management</i> (Churchill et al. 2016).</p>
<p>11</p> <p>(MQ week 13)</p> <p>Nov 6</p>	<p>Making the transition from pre-service teacher to graduate teacher: Theory and practice (speaker)</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> A state of transition Moving through teacher career stages Graduate to proficient guidelines for teacher induction into the profession Professional learning Examine how the novice-to-expert model can be applied to the development as a professional educator <p>https://www.aitsl.edu.au/tools-resources/resource/graduate-to-proficient-australian-guidelines-for-teacher-induction-into-the-profession</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Review diverse examples of projects/initiatives in learning; Discuss the advantages of more closely integrated learning experiences focused on the context of the learner and supported by parental/community involvement; Compile a resource inventory of relevant projects and initiative suitable for planning integrated themes in collaboration with the community; and Discuss initiatives for casual teaching. Other related activities <p>Reading: Chapter 14: <i>Theorising about teacher practice</i> (Churchill et al. 2016).</p>
<p>Note: Task 2: Presenting the overview of an integrated unit due 12 November at 11:55pm</p>		

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

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four Key Learning Areas;
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- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and

Assessment tasks

- Plan Integrated Curriculum
- Presenting Unit Overview

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

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
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Assessment tasks

- Plan Integrated Curriculum
- Presenting Unit Overview
- Critical Reflections

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

- Understand the issues involved in curriculum design: develop critical awareness of

current and future issues in curriculum design and pedagogy;

- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
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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.

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strategies and knowledge of a range of pedagogies that differentiate for all learners, and

- Develop understanding of the requirements of a Graduate Teacher.

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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

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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

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- Plan Integrated Curriculum
- Presenting Unit Overview
- Critical Reflections

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 the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and
- Develop understanding of the requirements of a Graduate Teacher.

Assessment tasks

- Plan Integrated Curriculum
- Presenting Unit Overview
- Critical Reflections

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

- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program

of work; including the use of ICT;

- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;

Assessment task

- Presenting Unit Overview

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

- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;