ECHE450

Curriculum Connections and Pedagogy 2

S2 Day 2018

Department of Educational Studies

Contents

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General Information

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Credit points
3

Prerequisites
ECHE340 and ECHP327

Corequisites

Co-badged status

Unit description
In this unit, students extend their capacity to connect pedagogy and planning, developing units of work, and integrated learning. As a capstone unit, ECHE450 enables students to bring together their knowledge, skills and experiences as a university student to assist them in making the transition to the next stage in their career. This unit gives students the opportunity to consolidate what they have learnt, reflect on and assess their professional strengths and skills in the context of their future career path.

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. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

2. Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.

4. Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning

5. Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

6. Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

General Assessment Information

Assessment Tasks

Name	Weighting	Hurdle	Due
Professional Teaching Standard	30%	No	20/8/18
Education for Tomorrow	30%	No	Part A 5 Oct; Part B see guide
Teaching Philosophy	35%	No	5/11/18
ASSET Survey	5%	No	1/9;15/9;1/10;15/10;1/11

Professional Teaching Standard

Due: **20/8/18**
Weighting: **30%**

In this assessment pre-service teachers focus on their progress towards the Professional Teaching Standards.

On successful completion you will be able to:
- 1. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- 4. Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning
- 5. Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

Education for Tomorrow

Due: **Part A 5 Oct; Part B see guide**
Weighting: **30%**

Part A: Using lecture content from weeks 1-4, you are to work in groups of 3-4 and select an area of interest that you would like to research further.

Part B: This part of the assessment is individual work. You are to take notes and reflections on what your peers present in tutorials. Part B is due one week following the presentation.

On successful completion you will be able to:
- 2. Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- 6. Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

Teaching Philosophy

Due: **5/11/18**
Weighting: **35%**

Produce a succinct statement that might appear at the front of your Professional Portfolio.

On successful completion you will be able to:
- 2. Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- 4. Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning
- 6. Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

ASSET Survey

Due: **1/9;15/9;1/10;15/10;1/11**

Weighting: **5%**

Participation in Annual Student Survey of Education for Teaching.

On successful completion you will be able to:
- 1. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

Delivery and Resources

- This unit has a full web presence through iLearn.
- Students will need regular access to a computer and the Internet to complete this unit.
- Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.
- Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Please check the iLearn unit regularly.

Lectures

- Weekly lectures are available on the web through the ECHO360 lecture component. However internal students will need to be present at the lectures as tutorials are immediately after. Externals however can make use of ECHO360.
- PowerPoint slides are available in iLearn in advance of the weekly lecture.

Access and technical assistance

- Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.
- Please do NOT contact the Unit Convenor regarding iLearn technical help.
- No extensions will be given for any technical issues. Allow enough time for your submissions.
- Assistance is available from IT Helpdesk or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.
- Library databases: You are required to use various research databases to locate sources for your assignment.

Using Turnitin

- Turnitin is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism (see Section 12. A link to Turnitin is embedded in iLearn. You must submit your work to Turnitin.

APA Style Central This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 6.

Unit Schedule

Week	Topic and Speaker	Recommended readings and assessments
1 30/7/18	**Topic:** Learning Communities **Lecture:** Ms Sanobia Palkhiwala	Agbenyega, J.S & Klibthong, Sunanta. Transforming selves for inclusive practice: Experiences of early childhood preservice teachers (2012). *Australian Journal of Teacher Education, 37*(5). Available from: :<https://search.informit.com.au/documentSummary;dn=768582614598438;res=IELAPA> ISSN: 1835-517X. Professional Teaching standards: https://educationstandards.nsw.edu.au/wps/wcm/connect/8658b2fa-62d3-40ca-a8d9-02309a2c67a1/australian-professional-standards-teachers.pdf?MOD=AJPERES&CVID
2 6/8/18	**Topic:** Intercultural and Indigenous Understandings and Histories **Lecture**: Ms. Tamika Worrrell	Hunt, J. (2013). Engagement with Indigenous communities in key sectors. Australian National University. Centre for Aboriginal Economic Policy Research. Closing the Gap Clearinghouse (Australia) ; Australian Institute of Family Studies (AIFS) ; Australian Institute of Health and Welfare
3 13/8/18	**Topic:** International Conditions of 'Childhood' **Lecture:** Ms. Sanobia Palkhiwala	Highfield, T., & Goudkamp, M. (2016). Refugees, asylum seekers and an anti-bias approach in early childhood. In R. R. Scarlet (Ed.),The anti-bias approach in early childhood (3rd ed., pp. 289-296). Sydney, Australia: Multiverse. Douglas Bell, Raynice E. Jean-Sigur & Yanghee A. Kim (2015) Going Global in Early Childhood Education, Childhood Education, 91:2, 90-100, DOI: 10.1080/00094056.2015.1018782

4 20/8/18	**Topic**: Diversity, Bias and Critical Approaches **Lecture**: Dr. Zinnia Mevawalla	Walters, S. (2008). Fairness first: Learning from Martin Luther King Jr. and Ruby Bridges. In A. Pelo (Ed.), *Rethinking early childhood education* (pp. 151-154). Milwaukee: Rethinking Schools, Ltd. Quintero, E. (2007). Chapter 10: Critical pedagogy and young children's worlds. In P. McClaren & J.L. Kincheloe (Eds)., *Critical pedagogy: where are we now?* Vol, 299, p. 201-207). New York: Peter Lang Publishing. **Assignment 1 due: Monday August 20th 2018 by 10pm**
5-7	**No lectures or tutorials for 3 weeks**	**Assignment 4: Complete Part 1 of ASSET Survey (1st September)** **Assignment 4: Complete Part 2 of ASSET Survey (15th September)**
Break 17/9/18-28/9/18	**Mid-Semester Break**	OCD 1 Wednesday 19th Sep 2018 (29 Wallys Walk room 136) OCD 2 Thursday 20th Sep 2018 (29 Wallys Walk room 136)
8 1/10/18	**Topic:** Inclusive Student Participation. **Lecture:** Ms Katie Wright	Cologon, K. (2014). Better together: Inclusive education in the early years. In K. Cologon (Ed.), Inclusive education in the early years: Right from the start (pp. 1-26). South Melbourne: Oxford University Press. Cologon, K. & Thomas, C. (2014). Ableism, disablism and the early years. In K. Cologon (Ed.), Inclusive education in the early years: Right from the start (pp. 27-48). South Melbourne: Oxford University Press **Assessment 2 (part A) due: During week 8 and 9 tutorials (internals) and during OCD2 (externals)** **Assignment 4: Complete Part 3 of ASSET Survey (1st October)**
9 8/10/18	**Topic:** Children as Active Citizens **Lecture:** Ms Aliza Salvador	Larkins, C. (2014). Enacting children's citizenship: Developing understandings of how children enact themselves as citizens though actions and acts of citizenship. Childhood, 21(1), 7-21. Doi: 10.1177/0907568213481815 Moss, P. (2010). We cannot continue as we are: The educator in an Education for survival. Contemporary Issues in Early Childhood, 11(1), p.8-19. **Assessment 2 (part B) due: one week after tutorial presentations**
10 15/10/18	**Topic:** Contextualising Pedagogy **Lecture:** Ms Sanobia Palkhiwala	Silva, J. M., & Langhout, R. D. (2011). Cultivating agents of change in children. *Theory & Research in Social Education, 39*(1), 61-91. doi:10.1080/00933104.2011.10473447 **Assessment 4: Complete Part 4 of ASSET Survey (15th October)**
11 22/10/18	**Topic:** Pre-Service Teacher Reflections **Lecture:** TBC	Burgess, J., Robertson, G., & Patterson, C. (2010). Curriculum implementation: decisions of early childhood teachers. *Australasian Journal of Early Childhood;* 35(3) p.51-59. ISSN: 1836-9391

12 29/10/ 18	**Topic:** Supporting the Pre-Service Teacher **Lecture:** TBC	McArdle, F., & Ryan, S. (2017) Reflection: reinvigorating a key professional practice in teacher education, *Journal of* *Early Childhood Teacher Education, 38*(4), 275-278, DOI: 10.1080/10901027.2017.1403213 **Assessment 4: Complete Part 5 of ASSET Survey (1st November)**
13 5/11/ 18	**Topic:** Professional Identity and Advocacy **Lecture:** TBC	Adoniou, M. (2013). Preparing Teachers – The Importance of Connecting Contexts in Teacher Education. *Australian Journal of Teacher Education, 38*(8). http://dx.doi.org/10.14221/ajte.2013v38n8.7 Brown ,A & Grigg, J (2017). Critical narrative as a framework for professional boarder crossing in early childhood. *Contemporary Issues in Early Childhood,. 18*(3) 333–345 **Assessment 3 due: Monday 5th November by 10pm**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.m
q.edu.au.

Attendance for undergraduate units

All tutorials begin in Week 1 of Session.

**Activities completed during weekly tutorials (internal) or on campus days (external) are
essential for building the core knowledge and/or skills required to demonstrate the
learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or
ACECQA requirements]. Attendance at all tutorials or on campus days is expected and
the roll will be taken.**

**Students are required to attend the tutorial in which they are enrolled. Any changes to
tutorial enrollments must be completed officially through e-student. Please do not contact
the unit convenor requesting a change.**

Unit Expectations

- **Students are expected to read weekly readings before completing tasks and
  attending tutorials**

- **Students are expected to listen/attend weekly lectures before completing tasks
  and attending tutorials**

**Note: It is not the responsibility of unit staff to contact students who have failed to submit
assignments. If you have any missing items of assessment, it is your responsibility to
make contact with the unit convenor.**

Electronic Communication

**It is the student's responsibility to check all electronic communication on a regular
weekly basis. Communication may occur via:**

- **Official MQ Student Email Address**

- **The Dialogue function on iLearn**

- **Other iLearn communication functions**

General assessment information

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a Special Consideration 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 Special Considerations policy and are submitted via https://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, see: https://students.mq.edu.au/study/my-study-program/special-consideration

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.

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Online quizzes are an individual assessment task and MUST BE COMPLETED by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.

- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf format

- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.

- **Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.**

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

<u>**Withdrawing from this UG Unit**</u>

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

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:

Assessment task

- Teaching Philosophy

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

- 1. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- 4. Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning
- 6. Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

Assessment tasks

- Professional Teaching Standard
- Teaching Philosophy

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. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- 4. Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings

through planning, facilitation and evaluation of children's learning

Assessment tasks

- Professional Teaching Standard
- Education for Tomorrow
- Teaching Philosophy
- ASSET Survey

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. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- 2. Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- 5. Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

Assessment tasks

- Professional Teaching Standard
- Teaching Philosophy

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. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.

Assessment tasks

- Education for Tomorrow
- Teaching Philosophy

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. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- 3. Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.

Assessment tasks

- Education for Tomorrow
- ASSET Survey

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

- 2. Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural

contexts, including Indigenous Perspectives.

- 6. Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

Assessment tasks

- Professional Teaching Standard

- Education for Tomorrow

- Teaching Philosophy

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. Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

- 2. Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

- 4. Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning

Assessment task

- Teaching Philosophy

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:

Assessment task

- Education for Tomorrow