ECH 431

Teaching and Learning Mathematics

S1 Day 2019

Department of Educational Studies

Contents

General Information	2
Learning Outcomes	2
General Assessment Information	4
Assessment Tasks	7
Delivery and Resources	9
Unit Schedule	10
Policies and Procedures	12
Graduate Capabilities	14

General Information

Unit convenor and teaching staff
Unit convenor
Kelly Johnston
kelly.johnston@mq.edu.au
Contact via email
X5B 264

Tutor
Kristy Campbell
kristy.campbell@mq.edu.au
Contact via email

Credit points
3

Prerequisites
ECH335 or ECHE234

Corequisites

Co-badged status

Unit description
This unit builds on the knowledge gained in previous units, further developing student's knowledge of the principles and practices of teaching and learning mathematics. Students explore a range of strategies for assessing children's mathematical understandings, and design and implement lesson sequences to enhance the growth of children's mathematical thinking. The integration of technology with mathematics and with other Key Learning Areas, including differentiating curriculum to meet the diverse needs of learners, is also addressed.

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. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
2. Design lesson sequences that enhance the growth of children's mathematical thinking,

reflect current issues in research and integrate other areas of curriculum.

3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.

4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.

5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.

6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.

7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them.

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

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- 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 re-assessment 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 cannot be re-marked 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.

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Module reflections	40%	No	Various weeks
Essay and presentation	35%	No	1 April 2019
Research review	25%	No	2 May 2019

Module reflections

Due: **Various weeks**
Weighting: **40%**

Student are required to submit three reflections on modules (300-400 words). Students will engage in a collaborative reflection with other students

On successful completion you will be able to:

- 1. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Essay and presentation

Due: **1 April 2019**
Weighting: **35%**

Individual essay focusing on mathematics and meeting the needs of diverse learners. Digital presentation of findings.

On successful completion you will be able to:

- 1. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Research review

Due: **2 May 2019**
Weighting: **25%**

Students identify key issues from research and develop a summary to support teaching

On successful completion you will be able to:

- 1. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson

preparation and general administrative tasks.

- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Delivery and Resources

Textbook

Siemon, D. et al., (2017). *Teaching mathematics: Foundations to middle years.* (2nd. Ed.). Oxford.

Delivery

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. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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 ph: 1800 67 4357, 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 i*Learn* 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**.

Structure

The unit comprises a one-hour lectures and a two one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. The iLearn site provides additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

Unit Schedule

Module 1: Revisiting theory and practice of mathematics for young children – early childhood and primary

Week 1 25 February	Mathematical thinking, learning and teaching in early childhood and primary school	
Week 2 4 March	Mathematical concepts and processes.	
Module 2: Meeting the needs of diverse learners in mathematics		
Week 3 11 March	Mathematic learning in context: Indigenous perspectives, diverse learning backgrounds and children with languages other than English	
Week 4 18 March	Mathematics learning in context: Supporting diverse learning trajectories	
Module 3: Mathematics in context: Strategies for teaching and learning		
Week 5 25 March	Working mathematically Numeracy and mathematical literacy	
Week 6 1 April	Revisiting syllabus content: connection with practice and assessment	
Week 7 8 April	Misconceptions in mathematics	
Mid semester break **On campus days for external students –15 and 16 April**		
Module 4: Technologies to support mathematics learning		
Week 8 29 April	STEM/ STEAM	
Weeks 9, 10, 11 – No classes **Professional experience placement for ECHP425**		

Week 12 27 May	Technology for learning and assessment	

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal 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 enrolments 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

External Students

1. The on-campus sessions on 15 and 16 April, 2019, are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

On campus sessions

The on campus sessions for this year are on:

15 April, 2019 (9:00-5:00)

16 April, 2019 (9:00-5:00)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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

If you are a Global MBA student contact globalmba.support@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

- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics

classroom.

- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.

Assessment tasks

- Module reflections
- Essay and presentation

- Research review

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

- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of

number and algebra, statistics and probability, measurement and geometry and working mathematically.

- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.

- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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. Develop further understanding of the major theoretical and research directions and current issues in mathematics education.
- 3. Demonstrates knowledge of mathematical concepts and processes in the areas of number and algebra, statistics and probability, measurement and geometry and working mathematically.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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

- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 6. Demonstrates a capacity to use software for student profiling and reporting, lesson preparation and general administrative tasks.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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

- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review

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

- 2. Design lesson sequences that enhance the growth of children's mathematical thinking, reflect current issues in research and integrate other areas of curriculum.
- 4. Demonstrates research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.
- 5. Demonstrates effective mathematics teaching and learning strategies for meeting the needs of Indigenous students.
- 7. Develop and awareness of the range of application and adaptive technologies available to support students with special needs.

Assessment tasks

- Module reflections
- Essay and presentation
- Research review