



# EDTE354

## Curriculum and Teaching in the Primary School 4

S2 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

EDTE353 or TEP320

Corequisites

Co-badged status

Unit description

This unit is the fourth in the sequence of primary curriculum units. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics. It aims to develop a range of pedagogical strategies and resources for planning an integrated sequence of learning experiences that differentiate for learning in regular classrooms and enhance the students' skills in assessment and reporting.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning

within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;

3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## **General Assessment Information**

### **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-pro>

[cedures/policies/assessment-in-effect-from-session-2-2016](#)

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

Grade	Descriptor
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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
<a href="#">ASSET survey</a>	5%	No	Varies
<a href="#">Evidence based development</a>	5%	No	Nov 4 (8am)
<a href="#">English Unit of Work</a>	35%	No	Sept 9 (8am)
<a href="#">Math Unit of Work</a>	35%	No	Oct 17 (11pm)
<a href="#">Exam</a>	20%	No	Exam Week

### ASSET survey

Due: **Varies**

Weighting: **5%**

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an

automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add [noreply@mq.edu.au](mailto:noreply@mq.edu.au) and [trigger@qemailserver.com](mailto:trigger@qemailserver.com) to your email white list. If you have not received the email, please check your spam folder.

**NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.**

Participation marks will be uploaded **AFTER** the final date for completion for each part of the survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of “1” and noncompletion by a mark of “0”. If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a “HD” and noncompletion by a “F”.

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at [des\\_research@mq.edu.au](mailto:des_research@mq.edu.au). When making enquiries please ensure that the following information is included in your email:

NAME (exactly as it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1: 1 September

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_4PDJMSYUSgAQPR3](https://mqedu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3)



Part 2: 15 September

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_0qrBNaduYCkwwF7](https://mqedu.qualtrics.com/jfe/form/SV_0qrBNaduYCkwwF7)

Part 3: 1 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_8kqlbF9R4hToOEZ](https://mqedu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ)

Part 4: 15 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_0GkMDq7oNUkutA9](https://mqedu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9)

Part 5: 1 November

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_5tkfSGAHpxsklnv](https://mqedu.qualtrics.com/jfe/form/SV_5tkfSGAHpxsklnv)

This Assessment Task relates to the following Learning Outcomes:

4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;

On successful completion you will be able to:

- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;

## Evidence based development

Due: **Nov 4 (8am)**

Weighting: **5%**

Students evaluate the use of Program Builder for Professional Digital Competence building. Students have the alternative option to submit a 400-word critical analysis of a published study.

This Assessment Task relates to the following Learning Outcomes:

- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;

- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

On successful completion you will be able to:

- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## English Unit of Work

Due: **Sept 9 (8am)**

Weighting: **35%**

English Unit of Work: Design a unit of work of English content for either Stage 2 or 3 based on the theme 'Reading is my secret power' (2019 Children's Book Council of Australia) using Program Builder.

This Assessment Task relates to the following Learning Outcomes:

1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
4. reflect critically and show an understanding of the professional role of the teacher including an

awareness of 'The Code of Conduct' for the teaching profession;

5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

On successful completion you will be able to:

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Math Unit of Work

Due: **Oct 17 (11pm)**

Weighting: **35%**

Mathematics Unit of Work: Design a mathematical sequence of five learning experiences (a unit of work) for students in Stage 1 based on Time from the Mathematics K-6 syllabus and Working Mathematically

This Assessment Task relates to the following Learning Outcomes:

1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
3. demonstrate effective strategies, skills and classroom practices to enhance student learning

ensuring appropriate assessment and reporting;

5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

On successful completion you will be able to:

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Exam

Due: **Exam Week**

Weighting: **20%**

This is an 90-min exam: 45 min (English) and 45 min (Mathematics)

This Assessment Task relates to the following Learning Outcomes:

2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;

3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;

5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

On successful completion you will be able to:

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these

### Key Learning Areas in the K-6 Curriculum

- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Delivery and Resources

All classes for this unit begin:

**Session 2:** Week 3 for Education students

*This includes lectures (weekly, 1 hour) and tutorials (weekly, 2 hours).*

Activities completed during weekly tutorials 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 is expected. Attendance will be recorded.**

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.

**There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of EDTE354.**

### English

#### ***Prescribed Texts:***

The following is available from the University Cooperative Bookshop and it is **essential** for this unit.

BOSTES (2016). *Grammar: A guide for teachers*. Sydney: BOSTES.

BOSTES (2015). *Phonics: A guide for teachers*. Sydney: BOSTES.

BOSTES (2010). *Dictionary of classroom strategies K – 6*. Sydney: BOSTES.

**Your prescribed weekly readings** are available through *e-reserve* on the library's web page.

The access is linked through *iLearn*.

## **Mathematics**

### ***Prescribed Texts:***

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2015). *Teaching mathematics: Foundations to middle years*. (2<sup>nd</sup> ed.) South Melbourne: Victoria Oxford University Press.

O'Brien, H. & Purcell, G. (2013). (4<sup>th</sup>ed.) *Primary Maths Handbook*. South Melbourne: Oxford.

### **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.mq.edu.au](https://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](http://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 Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## Equity 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.

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

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 if you do not attend these 'live'.

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/](http://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](http://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**.

### Structure

The unit comprises a one-hour lecture and a two-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. 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**

Please see iLearn for details.

## **Policies and Procedures**

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a). Students should be aware of the following policies in particular with regard to Learning and Teaching:

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If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

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## 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 3 of Session.

Activities completed during weekly tutorials 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 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 EmailAddress*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

## **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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize

resources across a wide range of types including the integration of ICT tools and resources;

- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## 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. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where

relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and

resources;

- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## 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. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## 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**

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## **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. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and

resources;

- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## 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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

## Changes since First Published

Date	Description
25/07/2019	'Asset' survey changed from a 'hurdle' to a non-hurdle task.