EDTE456

Curriculum and Teaching in the Primary School 6

S2 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Convenor
Dr Ruth French
ruth.french@mq.edu.au
Contact via Email
29 Wally's Walk, Room 282
Consultation appointments can be arranged by email (pref.) or phone 9850 8048

Tutor
Ms Cynthia Pitt
cynthia.pitt@mq.edu.au

Tutor
Ms Sandra Santoro
sandra.santoro@mq.edu.au

Tutor
Ms Jodie Torrington
jodie.torrington@mq.edu.au

Marker
Mrs Liz Sheldon
liz.sheldon@mq.edu.au

Marker
Ms Michelle Wilson
michelle.wilson@mq.edu.au

Credit points
3

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

Corequisites
EDTE404

Co-badged status

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

Important Academic Dates

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

Learning Outcomes

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

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

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

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

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

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

Develop understanding of the requirements of a Graduate Teacher.

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. [Exception: In Task 1, syllabus outcomes/content may be shown in 10-point font, single spaced.]

- 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 <u>NOT</u> 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 <u>all</u> 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.

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
Plan Integrated Curriculum	40%	No	16/09/19 at 11:55pm
Critical Reflection	25%	No	12/10/19 at 11:55pm

Name	Weighting	Hurdle	Due
Presenting Unit Overview	30%	No	Presentations Weeks 11, 12. Written part 10/11/19 11:55pm.
ASSET Survey	5%	No	various

Plan Integrated Curriculum

Due: **16/09/19 at 11:55pm**
Weighting: **40%**

Description: Plan Integrated Curriculum: Planning an integrated unit of work.

Develop and submit a plan for a unit of work based on syllabus outcomes from four or more Key Learning Areas. See the Task 1 documentation on iLearn for further details and requirements.

Word limit: 6-8 pages (approx. 1500 words of your own work, that is, excluding syllabus outcomes and content, resource lists and other routine content such as headings)

Unit outcomes assessed: 1, 2, 3, 4, 5, 6

Graduate capabilities assessed: GC1, GC2, GC3, GC4, GC5, GC6, GC7, GC8

AITSL Standards addressed by this task: 1, 2, 3, 5, 7.3

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

Critical Reflection

Due: **12/10/19 at 11:55pm**
Weighting: **25%**

Description: Critical Reflection

A critical essay using theory and research (use set readings) that reflects upon practice and professional learning (referring to professional practice placements). See the Task 2 documentation on iLearn for further details and requirements.

Word limit: 1000 words (+/- 10%)

Unit outcomes assessed: 2, 6

Graduate capabilities assessed: GC2, GC3, GC4, GC5, GC8, GC9.

AITSL Standards addressed by this task: 3.6, 6.

On successful completion you will be able to:

- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Develop understanding of the requirements of a Graduate Teacher.

Presenting Unit Overview

Due: **Presentations Weeks 11, 12. Written part 10/11/19 11:55pm.**
Weighting: **30%**

Description: Presenting the overview of an integrated unit. Including: Assessment of student learning. Evaluation/reflection. See the Task 3 documentation on iLearn for further details and requirements.

Note: Presentations will take place across two weeks of workshop classes in Weeks 11 & 12 (weeks beginning October 21 & 28). All students must be ready to present in Week 11, as presenters will be selected randomly.

Word limit for written submission: approx. 10 pages submitted to *Turnitin*

Unit outcomes assessed: 1, 2, 3, 4, 5, 6

Graduate capabilities assessed: GC1, GC2, GC3, GC4, GC5, GC6, GC7, GC8

AITSL Standards addressed by this task: 1, 2, 3, 5.1, 5.2, 5.5, 6.1, 6.3

On successful completion you will be able to:

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

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

ASSET Survey

Due: **various**
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 and 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. When making enquiries please ensure that the following information is included in your email:

NAME (exactly is 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

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_0qrBNaduYCkwkF7

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_5tkfSGAHpxskln

On successful completion you will be able to:
  • Develop understanding of the requirements of a Graduate Teacher.

Delivery and Resources

Required text

Churchill, R., Godinho, S., Johnson, N. F., Keddie, A., Letts, W., Lowe, K., MacKay, J., McGill, M., Moss, J., Shaw, K. & Rogers, J. (2019). *Teaching: Making a difference* (4th ed.). Milton, Qld, Australia: Wiley.

Students should decide if they would prefer to purchase the textbook as an e-text or a hardcopy (which includes an e-text). Books will be available from the Co-op Bookshop. See also https://www.wileydirect.com.au/buy/teaching-making-a-difference-4th-edition/

Students are expected to base their arguments/discussions on evidence from published research and other relevant material. Further recommended readings and resources will be listed on iLearn.

Unit iLearn site

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.

Electronic links and suggested references will be included in the Leganto section.

Please check the iLearn unit regularly.

Lectures

Weekly lectures will be at 9am on Mondays from Week 3. Lectures are also available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides will be available in iLearn for the weekly lecture and/or may be 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.

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.

No extensions for assignments will be given for any technical issues. Allow enough time for your submissions.

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. You must use Program Builder for Task 1 (information about this will be provided in workshops).
- **Uploading** of assessment tasks to **iLearn**.

Structure

The unit's face to face teaching is comprised of **1 x one-hour lecture** and **1 x two-hour workshop per week, starting from Week 3** of Session.

In the **workshops** students will discuss issues and questions arising from the lectures and prescribed readings, and will engage in activities which build capacity for assignments and for transition to the profession. Workshops are integral to achieving the learning outcomes of the unit.

Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs/small groups. The weekly program for the course with the accompanying readings / preparation is available on the unit's iLearn site. A summary of the unit schedule is provided in this unit guide.

Unit Schedule

A more detailed unit schedule is available on the unit's iLearn site.

MQ Week & Date week begins	Lecture topic	Workshop focus and textbook reading
Week 3 Aug 12	Introduction to the unit The Integrated Curriculum	Reflection on professional experience Principles for beginning to plan an integrated unit of work Textbook: Ch. 1
Week 4 Aug 19	Models of Curriculum Integration	Focus on the integrated curriculum Textbook: Ch. 6
Week 5 Aug 26	Principles of effective assessment design	Connecting curriculum, pedagogy and assessment Textbook: Ch. 7
Sunday September 1 **Last day to complete ASSET survey Part 1**		
Week 6 Sep 2	Rich Assessment Tasks (applying the principles from Week 5)	Focus on assessment in the context of a rich task Textbook: Ch. 12
Week 7 Sep 9	Planning an integrated unit of work, including programming for differentiation	Catering for learner diversity (as a graduate teacher and in Task 1) Activities relevant to Task 1 Textbook: Ch. 5

Sunday September 15 **Last day to complete ASSET survey Part 2**		
MQ Recess Monday September 16 11:55pm **Task 1 due**		
Week 8 Sep 30	Transitions in schooling: Implications for curriculum design and pedagogy	Reflective practice – Activities relevant to Task 2 Transitions in schooling Textbook: Ch. 13
Tuesday October 1 **Last day to complete ASSET survey Part 3**		
Week 9 Oct 7	**READING WEEK** No lectures or workshops this week.	Textbook: Ch. 14
Saturday October 12 11:55pm **Task 2 due**		
Week 10 Oct 14	Working in different locations – Rural and overseas teaching	Engaging with parents/carers Textbook: Ch. 16
Tuesday October 15 **Last day to complete ASSET survey Part 4**		
Week 11 Oct 21	Documentation and organisation: Reporting and assessment	Student presentations (a component of Task 3) Textbook: Ch. 15
Week 12 Oct 28	Engaging with Parents/Carers: Parents as partners in education	Student presentations (a component of Task 3) Textbook: Ch. 15
Friday November 1 **Last day to complete ASSET survey Part 5**		
Week 13 Nov 4	Making the transition from pre-service teacher to graduate teacher: Theory and practice	Focus on ongoing professional learning as a graduate teacher Initiatives for casual teaching Textbook: Ch. 8
Sunday November 10 11:55pm **Task 3 due**		

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 of Educational Studies Procedures

Attendance for undergraduate units

All Internal workshops begin in Week 3 of Session 2.

Activities completed during weekly workshops 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 workshops is expected and the roll will be taken.**

Students are required to attend the workshop in which they are enrolled. Any changes to workshop 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 workshops

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

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 [Note: Please do not email staff from any email account other than your uni email account.]

- 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) 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

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

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the six Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work, including the use of ICT;
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- Develop understanding of the requirements of a Graduate Teacher.

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview
- ASSET Survey

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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

current and future issues in curriculum design and pedagogy;

- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work, including the use of ICT;
- Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas;
- Develop understanding of the requirements of a Graduate Teacher.

Assessment tasks

- Critical Reflection
- Presenting Unit Overview
- 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

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

Assessment tasks

- Plan Integrated Curriculum
- Presenting Unit Overview

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

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the six Key Learning Areas;
- Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy;
- Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work, including the use of ICT;
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Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview

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

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

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

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

of work, including the use of ICT;

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

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

Assessment task

- Presenting Unit Overview

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

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

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

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

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

Assessment task

- Plan Integrated Curriculum

Changes from Previous Offering

This unit's workshops were substantially revised in 2017 and the assessment structure improved to enhance alignment to NESA accreditation requirements. The critical reflection assignment was rationalised in 2018 from 4 shorter reflections (in 2017) to one more in-depth reflection. This improvement was well-received in 2018 and is retained. In 2018 the ASSET survey was introduced, and it is again part of the current offering of the unit.

Changes since First Published

Date	Description
27/07/2019	Task 2 learning outcomes: 2, 6 (not 3)
27/07/2019	Learning Outcome #1 had 'four' where 'six' KLAs is correct. Fixed. Task 2 outcomes are now mapped accurately (one learning outcome had been associated with Task 2 but was not aligned).
25/07/2019	ASSET survey changed to non-hurdle task.