



# EDTE455

## Curriculum and Teaching in the Primary School 5

S1 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

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Credit points 3
Prerequisites (EDTE354 or TEP418) or (admission to BEd(Prim)and EDTE301)
Corequisites EDTE403 or TEP403
Co-badged status
Unit description This fifth unit in the primary curriculum methodology series focuses on the key learning areas of Science & Technology and Human Society & Its Environment including History, Geography and Civics and Citizenship. It builds on previous units, emphasising the development of quality teaching through reflective practice, based on the critical study of pedagogical models and the findings of recent research. Students have the opportunity to draw on their professional experiences (with links to EDTE403), and knowledge of current thinking in curriculum and pedagogy, to plan, implement and critically evaluate a range of teaching and learning experiences.

## 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:

- (455 1) Demonstrate a well-developed knowledge of the relevant syllabuses for Geography, History and Science & Technology.
- (455 2) Describe and critically reflect on effective pedagogical approaches for effective teaching in the learning areas of Geography, History, and Science & Technology.
- (455 3) Design a unit of work that extends over one school term and integrates History and Geography
- (455 4) Critique and apply a digital learning resource that facilitates teaching and learning for Science & Technology

## 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-procedures/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.m](#)

[q.edu.au](http://q.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">AT1</a>	50%	No	24/4/2019
<a href="#">AT2</a>	50%	No	12/06/2019

### AT1

Due: **24/4/2019**

Weighting: **50%**

Unit of Work: Sustainability.

A detailed description of this task, including the rubric, is provided in iLearn.

On successful completion you will be able to:

- (455 1) Demonstrate a well-developed knowledge of the relevant syllabuses for Geography, History and Science & Technology.
- (455 2) Describe and critically reflect on effective pedagogical approaches for effective teaching in the learning areas of Geography, History, and Science & Technology.
- (455 4) Critique and apply a digital learning resource that facilitates teaching and learning for Science & Technology

### AT2

Due: **12/06/2019**

Weighting: **50%**

Integrated Unit: Learning from Country.

A detailed description of this task, including the rubric, is provided in iLearn.

On successful completion you will be able to:

- (455 2) Describe and critically reflect on effective pedagogical approaches for effective teaching in the learning areas of Geography, History, and Science & Technology.
- (455 3) Design a unit of work that extends over one school term and integrates History and Geography

## Delivery and Resources

EDTE455 will be delivered as an internal daytime unit. Classes will include 1 hour lectures to provide information about concepts, and 2 hour workshops to provide opportunities for students

to work with concepts by collaborating in groups as well as working individually.

It will be supported by online resources through iLearn. Please see the next section for information on how lectures and workshops are linked to the Graduate Professional Teaching Standards.

### **Required and recommended texts**

*The prescribed texts for this unit are:*

#### Science & Technology

**Skamp, K. & Preston, C. (2018). *Teaching Primary Science Constructively (6e)*. South Melbourne: Cengage**

#### History & Geography

**Harrison, N., & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e)*. South Melbourne: Oxford.**

### **Syllabus documents and support materials you will need:**

**Board Of Studies NSW (2012). *History K-10 Syllabus*. Sydney: Board of Studies NSW.**

**Board Of Studies Teaching and Educational Standards NSW (2015). *Geography K-10 Syllabus*. Sydney: BOSTES.**

These documents are available for download from:

<https://syllabus.nesa.nsw.edu.au/>

**NSW Education Standards Authority (2017). *Science and Technology K-6 Syllabus*. NESA: Sydney.**

Available from:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus>

### **Information about the 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.



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.

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**.

## **Unit Schedule**

### **MODULE 1: Science & Technology**

Week	Lecture	Workshop	Reading
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<p>1 25/2 &gt;</p>	<p><b>Lecture 1</b></p> <p><b>Welcome, Sustainability &amp; Assessment Task 1</b></p> <ul style="list-style-type: none"> <li>- The 2019 syllabus focus (WS &amp; WT)</li> <li>- The assignment</li> <li>- Sustainability: topical issues, syllabus and resources</li> </ul> <p><b>Presenter: Dr Anne Forbes</b></p> <p>AITSL: 2.1AITSL: 2.1, 2.2</p>	<p><b>Workshop 1</b></p> <p><b>Digital Resource Critique #1</b> <a href="http://www.fizzicseducation.com.au/Blog.html">http://www.fizzicseducation.com.au/Blog.html</a></p> <p><b>Working Scientifically</b></p> <p>Working scientifically, with a sustainability focus on: Material World &amp; Physical World.</p> <p>AITSL: 2.1</p>	<p>Skamp &amp; Preston (2018) Ch 4</p> <p>Forbes, A. &amp; McCloughan, G. (2010). Increasing student participation in science investigations in primary schools: the MyScience initiative. <i>Teaching Science</i>, 56(2), 24-30.</p>
<p>2 04/3 &gt;</p>	<p><b>Lecture 2</b></p> <p><b>Inquiry based learning</b></p> <p>Inquiry-based learning approaches in Science and Technology education such as Rich Tasks, Problem-based Learning, Learners' Questions, Community of Practice, 5Es. MyScience@MQ</p> <p><b>Presenter: Dr Anne Forbes</b></p> <p>AITSL: 2.1,</p>	<p><b>Workshop 2</b></p> <p><b>Digital Resource Critique #2</b></p> <p><a href="https://wilderquest.nsw.gov.au/#/">https://wilderquest.nsw.gov.au/#/</a></p> <p><b>Sustainability</b></p> <p>Working scientifically, with a sustainability focus on: Living World and Earth &amp; Space.</p> <p>AITSL: 2.1,</p>	<p>Skamp &amp; Preston (2018) Ch 8</p> <p>Skamp &amp; Preston (2018) Ch 9</p> <p>Skamp &amp; Preston (2018) Ch 13</p>
<p>3 11/3 &gt;</p>	<p><b>Lecture 3</b></p> <p><b>Digital Technology</b></p> <p>Apps and web-based environments for knowledge sharing and knowledge creation in science and technology education: comparing and critiquing.</p> <p><b>Presenter: Dr Anne Forbes</b></p> <p>AITSL: 2.1, 2.6</p>	<p><b>Workshop 3</b></p> <p><b>Working Technologically</b></p> <p>An exploration of why and how we should move students from consumers to creators of digital content within the context of science and technology education</p> <p>AITSL: 2.1, 2.6</p>	<p>Falloon, G. (2013). Creating content: Building literacy skills in year 1 students using open format apps. <i>Computers in New Zealand Schools: Learning, teaching, technology</i>, 25, (1-3), 76-95.</p> <p>** pdf will be available on iLearn</p>
<p>4 18/3 &gt;</p>	<p><b>Lecture 4</b></p> <p><b>Assessment in Science &amp; Tech</b></p> <p>Assessment in science and technology education: what, how, when and for whom?</p> <p>Alternative Conceptions</p> <p><b>Presenter: Dr Anne Forbes</b></p> <p>AITSL: 2.1</p>	<p><b>Workshop 4</b></p> <p><b>Digital Resource Critique #3</b> <a href="http://www.free-teaching-resources.co.uk/teacher-resource/bpes-primary/index.html">http://www.free-teaching-resources.co.uk/teacher-resource/bpes-primary/index.html</a></p> <p><b>Water as a theme</b></p> <p>Learning activities related to the new NSW K-6 S&amp;T syllabus.</p> <p>AITSL: 2.1</p>	<p>Water on Earth resource: <a href="http://www.globaleducation.edu.au/verve/resources/gep_primary_water_resource_aug12_nsw.pdf">http://www.globaleducation.edu.au/verve/resources/gep_primary_water_resource_aug12_nsw.pdf</a></p> <p>Skamp &amp; Preston (2018) Ch 11 pp.409-411 &amp; Appendix 1 p.570</p>

5 25/3 >	<p><b>Lecture 5</b></p> <p><b>Culturally sensitive teaching &amp; S&amp;T learning sequences that work</b></p> <p><i>Presenter: Dr Anne Forbes</i></p> <p>AITSL: 2.1, 3.2</p>	<p><b>Workshop 5</b></p> <p><b>Air as a theme</b></p> <p>Learning activities related to the new NSW K-6 S&amp;T syllabus.</p> <p>AITSL: 2.1, 3.2</p>	<p>Skamp &amp; Preston (2015)</p> <p>Ch 6 pp.197-200 &amp;</p> <p>Appendix 1 p.571</p>
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## MODULE 2: Geography & History

Week	Lecture	Workshop	Reading
6 01/4 >	<p><b>Lecture 6</b></p> <p><b>Teaching Geography in the Primary School</b></p> <p>This lecture focuses on the key concepts of the NSW BOSTES Geography syllabus, examines Aboriginal links to country, explores the concept of place, and how it can be taught, examines the connection between place and belonging</p> <p>*It will examine the question: Is it possible to 'look' outside our own conceptual framework? Can children learn about other cultures?</p> <p><i>Presenter: TBA</i></p> <p>AITSL: 2.1, 2.2</p>	<p><b>Workshop 6</b></p> <p><b>Australia's Neighbours</b></p> <p>This workshop will explore methods of designing collecting, interpreting and representing data (in graphs and writing) using surveys and interviews. It will examine the types of questions used by teachers, and the various ways questions are categorised. It will also examine the strategies teachers use to facilitate inclusive classroom discussions.</p> <p>AITSL: 1.2, 1.3, 3.5</p>	<p>Harrison, N. (2017). Putting oneself in the shoes of another: Issues of empathy and intercultural understanding in the Australian geography curriculum. <i>International Research in Geographical and Environmental Education</i>, 26(4), 269-280</p>
7 08/4 >	<p><b>Lecture 7</b></p> <p><b>Catering for Diverse Classrooms</b></p> <p>This lecture will explore ways of catering for sexually and gender diverse students in your classroom. It will also introduce Assessment Task 1</p> <p><i>Presenter: Dr Tiffany Jones</i></p> <p>AITSL: 2.3, 3.2, 3.3, 3.6</p>	<p><b>Workshop 7</b></p> <p><b>Global Education: Giving children other pictures of the world</b></p> <p>This workshop is very practical and will introduce students to a series of activities which focus on:</p> <p>a) how to teach about global inequalities, including role plays;</p> <p>b) how to give children other pictures of the world;</p> <p>c) looking at the world from other perspectives, including those of children, and</p> <p>d) global family lifestyles</p> <p>AITSL: 1.3, 4.1, 4.2</p>	<p>Agolley, F., Ayres, T., Capsis, P., Enus, A., Goldner, S., et. al (2017) Multicultural Queer Australia: Then, Now, Future.</p> <p>ABC: 'You can't ask that' at: <a href="http://iview.abc.net.au/collection/you-cant-ask-that">http://iview.abc.net.au/collection/you-cant-ask-that</a></p> <p>Jaimee's Story <a href="https://www.youtube.com/watch?v=gFVaKAqFgAA">https://www.youtube.com/watch?v=gFVaKAqFgAA</a></p>

15/4	Mid	Semester	Break
22/4	Mid	Semester	Break
8 29/4 >	<p><b>Lecture 8 [ONLINE]</b></p> <p><b>Integrated units of work</b></p> <p>This lecture will be available for you to view online from Week 3. It provides a review of the key components of units of work and explains and demonstrates what integrated units of work are and how they can be structured. Please make sure you have accessed this lecture before attempting AT1.</p> <p><b>Presenter: Dr John De Nobile</b></p> <p>AITSL: 2.1, 3.2</p>	<p><b>No Workshops</b></p> <p>(Professional Experience Block)</p>	
9 06/5 >	<p><b>No Lecture</b></p> <p>(Professional Experience Block)</p>	<p><b>No Workshops</b></p> <p>(Professional Experience Block)</p>	
10 13/5 >	<p><b>Lecture 9 [ONLINE]</b></p> <p><b>Legal &amp; Safety aspects</b></p> <p>This lecture will be available for you to view online from Week 10. Legal terms related to duty of care are revised and safety considerations in relation to Science &amp; Technology, Geography and other areas are considered.</p> <p>You can test your knowledge of these issues with an optional short quiz, which will be available for any student to attempt any time from 3/6/2019 until 30/6/2019. The quiz is optional, and does not go towards your assessment results.</p> <p><b>Presenter: Dr John De Nobile</b></p> <p>AITSL: 7.2</p>	<p><b>No Workshops</b></p> <p>(Professional Experience Block)</p>	

<p>11 20/5 &gt;</p>	<p><b>Lecture 10</b></p> <p><b>Learning from Country</b></p> <p>Learning from country and placed based learning are explored. Assessment Task 2 is overviewed.</p> <p><b>Presenter: TBA</b></p> <p>AITSL: 2.1</p>	<p><b>Workshop 8</b></p> <p><b>Decision making processes in Australia</b></p> <p>This workshop will outline levels of government and how these can be taught at Stage 3. Students will learn how to conduct an election for a class of 30 students. The focus will be on how preferential voting works in Australia.</p> <p>AITSL: 1.2, 3.4, 3.3</p>	<p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school (3e)</i>. Chapter 3.</p>
<p>12 27/5 &gt;</p>	<p><b>Lecture 11</b></p> <p><b>Aboriginal and Torres Strait Islander histories and cultures</b></p> <p>This lecture will outline ways in which the Australian Curriculum's cross-curriculum priority in Aboriginal and Torres Strait Islander histories and cultures can be incorporated in primary schools. It will also emphasise the importance of schools developing a close relationship with their community.</p> <p><b>Presenter: Rhett Loban</b></p> <p>AITSL: 1.4, 2.4, 3.2</p>	<p><b>Workshop 9</b></p> <p><b>Using primary sources in K-6 classrooms</b></p> <p>This workshop will examine:</p> <ul style="list-style-type: none"> <li>-How historians investigate the past,</li> <li>-How historians use evidence,</li> <li>-Methods of using primary sources in K-6 classrooms to develop critical and creative thinking.</li> </ul> <p>Outcome (Year 5)</p> <p>By the end of Year 5, students are able to ask questions of different types of primary and secondary sources.</p> <p>AITSL 1.5, 2.5, 3.1</p>	<p>Harrison &amp; Sellwood (2016) Ch10</p> <p>Harrison, N. &amp; McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. <i>Geographical Research</i>, 55:4, 359-368.</p> <p>Rey, J. &amp; Harrison, N. (2018). Sydney as an Indigenous place: Goanna walking brings people together. <i>AlterNative</i>. Doi: <a href="http://journals.sagepub.com/doi/10.1177/1177180117751930">http://journals.sagepub.com/doi/10.1177/1177180117751930</a></p>
<p>13 03/6 &gt;</p>	<p><b>Lecture 12</b></p> <p><b>Inclusive Education. What are your own values?</b></p> <p>How do your own values impact your teaching?</p> <p>How can teachers include students from different backgrounds? (including religion, sexuality, culture, race and ethnicity)</p> <p><b>Presenter: TBA</b></p> <p>AITSL: 1.4, 2.4, 3.2</p>	<p><b>Workshop 10</b></p> <p><b>Values &amp; Ethics</b></p> <p>This workshop will focus on values:</p> <ul style="list-style-type: none"> <li>-How do your own values impact your teaching?</li> <li>- Define ethics</li> <li>- Including students from various backgrounds, including LGBTI communities</li> </ul> <p>AITSL: 3.2, 4.2, 5.1</p>	<p>De Nobile &amp; Hogan (2014). Values education: What, how, why and what next? <i>Curriculum &amp; Leadership Journal</i>, 12: 1.</p> <p>Available at: <a href="http://www.curriculum.edu.au/leader/values_education_what_how_why_what_next.36873.html?issueID=12833">http://www.curriculum.edu.au/leader/values_education_what_how_why_what_next.36873.html?issueID=12833</a></p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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](https://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 X of Session.

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

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit

convenor requesting a change.

### **Unit Expectations**

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

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

### **Electronic Communication**

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

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

## **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

### 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 outcome

- (455 3) Design a unit of work that extends over one school term and integrates History and Geography

#### Assessment tasks

- AT1
- AT2

### 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

- (455 1) Demonstrate a well-developed knowledge of the relevant syllabuses for Geography, History and Science & Technology.
- (455 2) Describe and critically reflect on effective pedagogical approaches for effective teaching in the learning areas of Geography, History, and Science & Technology.
- (455 3) Design a unit of work that extends over one school term and integrates History



and Geography

- (455 4) Critique and apply a digital learning resource that facilitates teaching and learning for Science & Technology

## Assessment tasks

- AT1
- AT2

## 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

- (455 2) Describe and critically reflect on effective pedagogical approaches for effective teaching in the learning areas of Geography, History, and Science & Technology.
- (455 4) Critique and apply a digital learning resource that facilitates teaching and learning for Science & Technology

## Assessment task

- AT1

## Changes from Previous Offering

The content of the unit has changed from 2018, with Science & Technology module now taught first and History & Geography second. The Science & Technology related AT has also shifted in focus from mostly online to integration of online/digital resources. Workshops and ATs have been tweaked in line with advice from previous students via TEDS.

## About This Unit

EDTE455 Curriculum and Teaching in the Primary School 5 is a three credit-point unit consisting of lectures and workshops. It is the fifth unit in the primary curriculum methodology series. This unit builds on the concepts taught in EDTE252, emphasising reflective practice on curriculum and pedagogy through interaction with activities focusing on the Key Learning Areas of **the Australian Curriculum: History, Geography and Science & Technology**. Student capabilities in curriculum design and pedagogy are extended with the opportunity to examine and evaluate a range of teaching/learning experiences across the Key Learning Areas (KLAs), using their Professional Experience (EDTE403 Professional Experience in Primary School II), as well as moving from knowledge of content strands and learning activities (covered in EDTE252) to

formal planning and consideration of pedagogies relevant to the understandings and skills required in the Australian Curriculum.

**EDTE354 must be completed before attempting this unit. EDTE455 builds on concepts introduced in the preceding primary TEP units (EDTE251, EDTE252, EDTE353, EDTE354).**

### *Sequence of Unit development*

EDTE251	EDTE252	EDTE353	EDTE354	EDTE455	EDTE456
English & Mathematics	HSIE (History & Geography) & Science	Health Physical Education & The Arts	English & Mathematics	HSIE (History & Geography) & Science	Integrated KLA unit
Introduction to the KLAs and Skills & Strategies for delivery of pedagogical content			Extending the pedagogical skills and curriculum knowledge introduced in EDTE252 and developing the analytical skills of students.		Fully integrated (all KLAs) unit of work differentiated for AITSL priority areas with associated rich assessment tasks
Design and deliver individual and simple lesson sequences; Reflections based on QTF	Planning of simple lesson sequences developing the specific KLA skills applicable to K-6 stages	Preparation and presentation of unit of KLA specific work; Reflections based on AISTL Standards & QTF	Differentiated (ability), units of work (integrated within specific KLA and one other KLA) plus associated assessment tasks		

## **Acknowledgement of Country**

The Department of Educational Studies recognises the Darug people as the traditional custodians of the land upon which we learn and teach. In particular, we would like to acknowledge the Wattamattagal clan of the Darug Nation, the traditional custodians of this land, whose cultures and customs have nurtured and continue to nurture the land on which we are meeting and learning. Their interaction with the land over such a long time suggests there is much we can learn from them about sustainability and respect for the environment.

The local totem of the Wattamattagal clan is Wallumai, a black snapper fish that has been described this way: "shy but clever fish, who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery, their school and their home. The mangroves represent life – the obstacles and tangles

**that we need to navigate. Once we learn the right path to take, we are safe in that knowledge and in our lives"<sup>1</sup>.**

<sup>1</sup> Walanga Muru. Accessed from <https://www.mq.edu.au/about/about-the-university/our-commitment-to-aboriginal-and-torres-strait-islander-peoples>