EDTE251

Curriculum and Teaching in the Primary School 1

S1 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
Admission to BEd(Prim) or (24cp and EDUC105 and EDUC106 and EDUC267)

Corequisites
EDUC258 and EDUC260

Co-badged status

Unit description
This is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics, and the development of knowledge of their associated pedagogical strategies. Students have the opportunity to apply this knowledge during their participation in a school experience program.

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 a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English

Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes

Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these

Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

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
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
Mathematics task + resources	35%	No	week 6, Friday April 5, 5pm
English Lesson Plan: Poetry	35%	No	week 11, Friday May 24, 5pm
Exam	30%	No	examination period

Mathematics task + resources

Due: **week 6, Friday April 5, 5pm**
Weighting: **35%**

This assignment will focus on a measurement task, as well as the design of resources to support the teaching of the task. Details will be provided on iLearn

On successful completion you will be able to:

- Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English

that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

English Lesson Plan: Poetry

Due: **week 11, Friday May 24, 5pm**
Weighting: **35%**

In this assignment you will design a lesson focusing on a poem or poems you have selected from recommended sources. Full details of this assignment will be available on iLearn

On successful completion you will be able to:

- Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Exam

Due: **examination period**
Weighting: **30%**

The purpose of the final eaminatin is to ensure that all students can demonstrate mastery of the content of the unit. There will be more infomratino about the exam in Lecture 13.

On successful completion you will be able to:

- Demonstrate a developing knowledge of content, the structural organisation and scope

and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English

- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Delivery and Resources

Students should prepare for each lecture and tutorial by completing the readings. Readings are listed for each week and you are required to complete these and to bring / access the resources listed.

- Textbook readings *(Required Readings)* are necessary for each week;
- Students should also acquaint themselves with the listed syllabus content; and
- Other readings (*Recommended Readings)* are suggested for those who wish to further extend their knowledge and skills in both primary Mathematics and English; they are not required reading.

MATHEMATICS

Required text

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

Recommended Texts and Readings

Bobis, J., Mulligan, J. T., & Lowrie, T. (2013). *Mathematics for children* (4e). Sydney: Pearson Education.

Clarke, D. (2006). Fractions as division: The forgotten notion? *Australian Primary Mathematics Classroom, 11*(3), 4-10.

Gould. P. (2005). Really broken numbers. *Australian Primary Mathematics Classroom, 10*(3), 4-10.

NSW Department of Education and Training (2002). *Developing efficient numeracy strategies. Stage One*. Ryde: NSW Department of Education and Training Curriculum Directorate.

NSW Department of Education and Training (2003). *Developing efficient numeracy strategies. Stage Two*. Ryde: NSW Department of Education and Training Curriculum Directorate.

NSW Department of Education & Training (2003). *Fractions: Pikelets and lamingtons.* Ryde. NSW DET Curriculum Directorate.

NSW Department of Education and Training (2003). *Teaching measurement: Early Stage 1 and Stage 1*; *Stages 2 and 3*. Ryde: NSW Department of Education and Training Professional Support and Curriculum Directorate.

O'Brien, H. & Purcell, G. (2013). (4th ed.) *Primary maths handbook*. South Melbourne: Oxford.

Reys, R., Lindquist, M. M., Lambdin, D. V. & Smith, N. L. (2012). *Helping children learn mathematics. (1st Australian ed.* Milton) Qld: John Wiley & Sons Australia.

Sullivan, P., Clarke, D., & Clarke, B. (2012). *Teaching with tasks for effective mathematics learning*. New York: Springer-Verlag, NY Inc.

Wright, R., Ellemor-Collins, D. & Tabor, P.D. (2012). *Developing number knowledge*. London: Sage Publications.

Wright, R., Stanger, G., Stafford, A. K., & Martland, J. (2014). *Teaching number in the classroom with 4-8 year olds* (2nd ed.) London: Sage Publications.

Syllabus documents and support materials

Australian Curriculum Assessment and Reporting Authority [ACARA]. (2012). Australian Curriculum: Mathematics. http://www.australiancurriculum.edu.au/Mathematics/Rationale

Board of Studies NSW (2012). *Mathematics K-10 Syllabus).* Sydney: Board of Studies NSW http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) http://www.boardofstudies.nsw.edu.au

Program Builder https://pb.bos.nsw.edu.au/

Literacy and numeracy strategy 2017-2020 http://www.dec.nsw.gov.au/about-the-department/our-reforms/literacy-and-numeracy-strategy NSW Department of Education (Curriculum) https://education.nsw.gov.au/curriculum/mathematics

Useful links at this site

Early Stage 1 to Stage 3

Programming in Early Stage 1 to Stage 3

Resources in Early Stage 1 to Stage 3

This link includes pdfs of:

- Developing efficient numeracy strategies (DENS) Stage 1
- Fractions, Pikelets and Lamingtons
- Talking about Patterns and Algebra Early Stage 1 to Stage 3
- Teaching Measurement Early Stage 1 and Stage 1
- Teaching Measurement Stage 2 and Stage 3
- Teaching about Angles Stage 2

Click on the Stage 2 tab to find pdfs of:

- Developing efficient numeracy strategies Stage 2: counting by ones
- Developing efficient numeracy strategies Stage 2: forming groups

- Developing efficient numeracy strategies Stage 2: coordinating groups

Professional learning in Early Stage 1 to Stage 3

This link includes pdfs and further links to:

- Programming for quality teaching and lassessing
- Mathematics building blocks for numeracy (TEN, CMIT, TOWN)
- The development of graph understanding in the mathematics curriculum

SMART teaching strategies Numeracy includes resources to assist development in the areas of number and algebra, measurement and geometry, and statistics and probability.

Best Start https://education.nsw.gov.au/curriculum/literacy-and-numeracy/best-start

Journals

Australian Primary Mathematics Classroom

Teaching Children Mathematics

Mathematical Association of NSW. *PAMphlets series.* Ryde: Primary Association for Mathematics

For all KLA resources:

- Top Drawer Teachers sitehttp://topdrawer.aamt.edu.au
- **Scootle** provides web based resources and learning objects for school use across all KLAs. Students should be familiar with this content and incorporate it in their practice. MQ students have access to these resources. Students will need to register using the following URL: https://www.scootle.edu.au/ec/p/home

You will need to use their University email address as their username.

This link will remain the same moving forward, and won't change from year to year.

ENGLISH

Required text

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.

Weekly assigned readings will be available from the Macquarie University library catalogue.

Recommended Texts

Cox, R. (2012). *Primary English Teaching*. Moorabbin, Victoria: PETAA.

Emmitt, M., Zbaracki, M., Komesaroff, L., & Pollard, J. (2015). *Language and Learning: An Introduction for Teaching* (6th ed.). South Melbourne, Victoria: Oxford University Press

Flint, A.S., Kitson, L., Lowe, K., & Shaw, K. (2014). *Literacy in Australia: Pedagogies for Engagement*. Milton, Queensland: John Wiley & Sons.

Johnston, J. (2013). (Ed.). *Contemporary Issues in Australian Literacy Teaching*. Tarragindi, Queensland: Primrose Hall Publishing Group.

McLachlan, C., Fleer, M., & Edwards, S. (2013). *Early Childhood Curriculum: Planning, Assessment and Implementation* (2nd Ed.). Port Melbourne, Victoria: Cambridge University Press.

Syllabus documents and support materials

Australian Curriculum Assessment and Reporting Authority [ACARA]. (2011). Australian Curriculum: English http://www.australiancurriculum.edu.au/English/Rationale

Board of Studies, NSW (2012). *English K-10 Syllabus Volume 1: English K-6* http://syllabus.bos.nsw.edu.au/english/

Additional Support Materials, Board of Studies, NSW (2013).

- Suggested Texts for the English K-10 Syllabus. (pp. 1-85) NSW: Board of Studies.
- Overview of grammar and punctuation for K-6
- Overview of phonological and graphological processing skills for K – 6

http://syllabus.bostes.nsw.edu.au/support-materials/additional-support-materials/

English for the Australian Curriculum Units of work supported by digital resources and interactive worksheets http://e4ac.edu.au/primary/

Relevant websites

Australian Government Literacy and Numeracy week website http://www.literacyandnumeracy.gov.au/

NSW Department of Education – English Curriculum https://education.nsw.gov.au/curriculum/english

PETAA: Primary English Teaching Association Australia http://www.petaa.edu.au

English Textual Concepts http://englishtextualconcepts.nsw.edu.au/

General reference list (Mathematics and English)

Burden, P.R., & Byrd, D.M. (2012). *Methods for effective teaching: Meeting the needs of all students.*

Grigg, R. (2010). *Becoming an outstanding primary school teacher.* Harlow. Pearson Education Ltd.

Groundwater, S., Ewing, R. & Le Cornu, R. (2011). *Teaching: Challenges and dilemmas 4e*. Southbank: Thomson.

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.

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/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

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

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

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

- **Internet access**: The i*Learn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

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

SESSION 1 starts in the week beginning February 25, 2019. **LECTURES AND TUTORIAL BEGIN IN WEEK 1**

Lectures 1 – 6 (Mathematics) will be delivered by Susan Busatto, and

Lectures 7, 8*, 11, 12, 13 (English) will be delivered by Dr Wanda Snitch.

***THERE ARE NO LIVE LECTURES OR IN-CLASS TUTORIALS IN WEEKS 8, 9, 10.**

***THERE WILL BE AN ONLINE LECTURE FOR WEEK 8, AND TUTORIAL WORK WILL BE SET FOR WEEK 8 FOR YOUR COMPLETION.**

The weekly lecture will occur on **Tuesdays, from 9-10am in 23 Wallys Walk - T1 Theatre.** Echo360 recording of the lecture will be available on iLearn

MATHEMATICS

The broad areas to be addressed are:

Week 1: Introduction to EDTE251 and Working Mathematically

Week 2: Working Mathematically through Number and Algebra

Week 3: Working Mathematically through Measurement and Geometry

Week 4: Working Mathematically through Fractions and Decimals

Week 5: Working Mathematically through Patterns and Algebra

Week 6: Working Mathematically through Statistics and Probability

ENGLISH

Week 7: English K-6 Syllabus overview; Speaking and Listening Part 1

Week 8: Speaking and listening Part 2; planning lessons (delivered online)

Week 11: Reading and viewing Part 1

Week 12: Reading and viewing Part 2; linking with writing

Week 13: Writing and representing

Policies and Procedures

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

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

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

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

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

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials 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) 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 a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment tasks

- Mathematics task + resources
- English Lesson Plan: Poetry

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

- Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for

Mathematics and English

- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment tasks

- Mathematics task + resources
- English Lesson Plan: Poetry
- Exam

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 a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan,

implement and manage a range of learning environments.

Assessment tasks

- Mathematics task + resources
- English Lesson Plan: Poetry
- Exam

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 a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
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- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment tasks

- Mathematics task + resources
- English Lesson Plan: Poetry
- Exam

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 a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these
- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment tasks

- Mathematics task + resources
- English Lesson Plan: Poetry

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 a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English
- Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on

these

- Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment tasks

- Mathematics task + resources
- English Lesson Plan: Poetry
- Exam