



EDTE353

Curriculum and Teaching in the Primary School 3

S1 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Senior Lecturer

Dean Dudley

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Contact via Ext4864

29 Wally's Walk 266

Credit points

3

Prerequisites

EDUC258 and EDUC260 and EDUC267

Corequisites

EDTE251

Co-badged status

Unit description

This unit is the third in the sequence of primary curriculum units. It introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school - Creative Arts/The Arts, and Personal Development, Health and Physical Education/ Health and Physical Education - with a particular focus on the development of pedagogical strategies. Practical applications of the knowledge and skills taught in this unit are designed to support the students' 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:

UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;

UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;

UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

General Assessment Information

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the

moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

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

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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

| Grade | Descriptor |
|---------------------------------|---|
| HD (High Distinction) | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline. |
| D (Distinction) | Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience. |
| Cr (Credit) | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. |
| P (Pass). | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes |
| F (Fail) | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline. |

Note: *If you fail a unit with a professional experience component the fail grade will be on your*

transcript irrespective of the timing of the placement.

Withdrawing from this UG Unit

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

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--------------------------------------|-----------|--------|--------------------------------|
| Reflective Blogs | 40% | No | Weekly on Tuesday's at 11:59pm |
| PDHPE/CA Examination | 60% | No | Examination Week |

Reflective Blogs

Due: **Weekly on Tuesday's at 11:59pm**

Weighting: **40%**

Assessment 1: Reflective Blog

Word Length: 300-500 words per blog

Percentage Weighting: 40%

Due: Weekly on Tuesday's at 11:59pm

Purpose: To allow student to understand and reflect on the essential skills and pedagogical principles of health/physical education and creative arts.

Procedure:

Students are required to make weekly blog posts on their learning experiences as a result of participating in the weekly workshop, tutorial **AND** lecture via the EDTE353 iLearn site.

1. Students are to establish their own Blog feed via iLearn
2. Students are to address each of the following questions by no later than Tuesday at 11:59pm in the week following their workshop. Late submissions will incur a 5% penalty per day.

The questions to be answered are

1. What knowledge did I acquire throughout the duration of the week from this subject that will inform my future teaching practices?

< >How do I intend to apply what I learned to my teaching practices?

Some guiding questions that may help you scaffold your response include;

- a) What did we cover in this week's lecture AND workshop/tutorial?
- b) What are my thoughts and instincts telling me about the lecture AND workshop/tutorial?
- c) What are the potential hazards, pitfalls and negatives of what I learned to my teaching in the future?
- d) What are the potential benefits or opportunities of using what I learned to my teaching in the future?
- e) How could I think differently/creatively about what I have learned this week and apply it to my teaching?

This task will be graded in two parts Weeks 1-5, and Weeks 6-13.

On successful completion you will be able to:

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

PDHPE/CA Examination

Due: **Examination Week**

Weighting: **60%**

Assessment 2: PDHPE & Creative Arts Examination

Time: 3 hours PLUS 5 mins reading time

Percentage Weighting: 60%

Due: Examination Week (Check your examination timetable for details)

Purpose: A formal three hour examination covering the content of the tutorials and readings to give students an opportunity to exhibit their understanding of NSW NESA Creative and Performing Arts/PDHPE Syllabus and pedagogy.

Procedure: Exam will consist of essay style questions. Students will be expected to show their understanding through developing their answers to related to EDTE353 PDHPE/Creative and Performing Arts topics, real world application and classroom pedagogy

On successful completion you will be able to:

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
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Delivery and Resources

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 *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**.

Course Structure

- Lectures (1x2hr each week)
- KLA-based workshops (2 x 2hr workshops each week) (5 weeks of PDHPE & 11 Weeks of Creative Arts)

Lectures and Workshops

The lecture and workshops are integrated and consecutive components of EDTE353.

An outline of the lecture and workshop program is presented in the table in the following section. Readings are listed for each week; lecture, CA and HPE tutorial.

Students are reminded that a three-credit point unit involves up to 150 hours of work in that half-year; including lectures, tutorials, workshops, assessment preparation and study. Students should prepare for each lecture and tutorial through the readings. You will note the readings for each week, syllabus references and often other readings.

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

Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

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

following pages or on the unit iLearn site.

Unit Schedule

This is available via iLearn

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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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

All Internal tutorials begin in Week 1 of Session.

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

Attendance at all tutorials or on campus days is expected and the roll will be taken.

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

Unit Expectations

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

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

Electronic Communication

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

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

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blogs
- PDHPE/CA Examination

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and

structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;

- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents;

Assessment tasks

- Reflective Blogs
- PDHPE/CA Examination

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

Assessment task

- Reflective Blogs

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blogs
- PDHPE/CA Examination

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 outcome

- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

Assessment tasks

- Reflective Blogs
- PDHPE/CA Examination

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blogs
- PDHPE/CA Examination

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:

Assessment task

- PDHPE/CA Examination