EDTE4560

Curriculum and Teaching in the Primary School 6

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

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Credit points
10

Prerequisites
(EDTE403 or EDTE4030) and (EDTE455 or EDTE4550)

Corequisites
EDTE404 or EDTE4040

Co-badged status

Unit description

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

Important Academic Dates

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

Learning Outcomes

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

ULO1: Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the six Key Learning Areas.

ULO2: Understand the issues involved in curriculum design: develop critical awareness of current and future issues in curriculum design and pedagogy.

ULO3: Design learning experiences for an integrated curriculum: demonstrate higher order critical thinking, creativity and research skills in analysing and synthesising curriculum content and pedagogies in order to design and communicate an integrated unit/program of work; including the use of ICT.

ULO4: Write rich integrated assessment tasks: devise integrated quality/rich assessment tasks that simultaneously address a range of concepts and processes across Key Learning Areas.

ULO5: Write differentiated programs: demonstrate planning and general programming strategies and knowledge of a range of pedagogies that differentiate for all learners, and.

ULO6: Develop understanding of the requirements of a Graduate Teacher.

General Assessment Information

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
ASSET Survey	5%	No	varies
Task 1: Plan Integrated Curriculum	40%	No	16 September
Task 2: Critical reflection	25%	No	11 October
Task 3: Presentation of integrated unit and written submission about assessment, with evaluation.	30%	No	Weeks 12 & 13

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 3 hours
Due: **varies**
Weighting: **5%**

Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The survey is in 5 parts and students will be awarded 1% for completion of each part.

On successful completion you will be able to:

- Develop understanding of the requirements of a Graduate Teacher.

Task 1: Plan Integrated Curriculum

Assessment Type [1]: Learning plan
Indicative Time on Task [2]: 37 hours
Due: **16 September**
Weighting: **40%**

Planning an integrated unit of work. Develop and submit a plan for a unit of work based on syllabus outcomes from four or more Key Learning Areas. See the Task 1 documentation on iLearn for further details and requirements. Length: Approx. 1500 words of student original work (that is, excluding syllabus outcomes and content, resource lists and other routine content such as headings)

On successful completion you will be able to:

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and

processes across the six Key Learning Areas.

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

Task 2: Critical reflection

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **11 October**
Weighting: **25%**

A critical essay using theory and research (including set readings) that reflects upon practice and professional learning (referring to professional experience placements). See the documentation on iLearn for further details and requirements. Approx. 1000 words.

On successful completion you will be able to:

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

Task 3: Presentation of integrated unit and written submission about assessment, with evaluation.

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 30 hours
Due: **Weeks 12 & 13**
Weighting: **30%**

This assignment asks students to consider in more depth the assessment of their integrated unit of work (created as Task 1), including planning for assessment and reporting. There are two assessable components. (A) Students will present the integrated unit of work in a 5-minute presentation to their workshop class. The presentation will be accompanied by a handout and will include an example of an assessment of student learning. (B) The written submission

component will address aspects of assessment and reporting, as well as evaluation/ reflection on the professional learning achieved across Tasks 1 and 3. Length of each component: (A) Presentation: 5 mins plus 1-page handout (double-sided). All students give peer feedback during presentations. (B) Written submission: Approx. 10 pages. This includes: a copy of the handout from the presentation; worked example/s of rich task artefact/s from the unit of work; criteria that would be used for assessment; sample feedback reports; copy of peer feedback on presentation; evaluation of 200–300 words.

On successful completion you will be able to:

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

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required text

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

Other texts

Drake, S. M. & Reid, J. (2010). Integrated curriculum. *What works: Research into Practice.* Research Monograph #28. https://thelearningexchange.ca/wp-content/uploads/2017/02/WW_Integrated_Curriculum.pdf

Drake, S. & Reid, J. (2018). Integrated curriculum as an effective way to teach 21st century capabilities. *Asia Pacific Journal of Educational Research*, 1(1), 31–50. DOI: 10.30777/APJER.2018.1.1.03 JANT Available from: http://apjer.knu.ac.kr/archive/list-det.asp?%20srcCate=%20&i_key=9193%20&p_key=30665%20&v_key=1%20&n_key=1%20&n_key1=1%20&i_kname=%20&p_name=%20&m_year=2018

Evans, R., R. Koul, and L. Rennie. (2007). Raising environmental awareness through a school-community partnership. *Teaching Science 53*, (1), 30–34.

Fraser, D. (2013) Curriculum Integration. in B. Whyte, D. Fraser & V. Aitken (eds) *Connecting curriculum, linking learning* (pp.18–33). NZCER Press. Available from: https://www.nzcer.org.nz/system/files/press/abstracts/Chapter%202.pdf

Goodall, J. and Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review, 66*(4), 399–410. doi: 10.1080/00131911.2013.781576

McGee, S. (2018). Children writing, creating and filming to demonstrate understanding of 'Living Worlds'. *Practical Literacy*, *23*(3), 23–24.

Moss, J., Godinho, S. C., & Chao, E. (2019). Enacting the *Australian Curriculum*: Primary and secondary teachers' approaches to integrating the curriculum. *Australian Journal of Teacher Education*, *44*(3), 24–41. http://dx.doi.org/10.14221/ajte.2018v44n3.2

Rennie, L.J., Venville, G, & Wallace, J. (2012). The nature of curriculum integration: Connection and approaches (ch. 2). In *Knowledge that counts in a global community: Exploring the contribution of integrated curriculum* (ch. 2, pp. 18–34). Routledge.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision & Curriculum Development. **Chapter 1.**

Critical Reflection

Cavanagh, M., and Prescott, A. (2010). The growth of reflective practice among three beginning secondary mathematics teachers. *Asia-Pacific Journal of Teacher Education*, *38*(2), 147-159.

Cavanagh, M., and Prescott, A. (2010). *Your professional experience handbook.* Pearson.

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.)*

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

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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides

- Ask a Librarian

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.

ASSET Survey

Assessment: ASSET Survey

Due: Varies

Weighting: 5%

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

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

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

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate.

To minimise the risk of this email being diverted to your spam folder, please add noreply@mq.edu.au and trigger@qemailserver.com to your email white list. If you have not received the email, please check your spam folder.

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

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

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

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the School of Education Research Administrator, Mridul Sood, at ed_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly is it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

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

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

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

Part 1:   1 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_9yLeIsU1lBMUKAl

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_7ak8Qq9gPidlpIN

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_2sebMJ4Vge1qUJv

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_6txfR6mOONBB857

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_1KSIaWam49lfuE5

Late Assessment Penalty

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.