



# ECHE4500

## Curriculum Connections and Pedagogy 2

Session 2, Infrequent attendance, North Ryde 2021

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Unit convenor

Dr Iliana Skrebneva

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Contact via email

29 WW, room 242

by appointment

Credit points

10

Prerequisites

(ECHE340 or ECHE3400) and (ECHP327 or ECHP3270 or ECHP324)

Corequisites

Co-badged status

Unit description

In this unit, students extend their capacity to connect pedagogy and planning, developing units of work, and integrated learning. As a capstone unit, ECHE4500 enables students to bring together their knowledge, skills and experiences as a university student to assist them in making the transition to the next stage in their career. This unit gives students the opportunity to consolidate what they have learnt, reflect on and assess their professional strengths and skills in the context of their future career path.

## 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:** Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

**ULO2:** Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

**ULO3:** Critically evaluate and utilise relevant theoretical and practical literature that

addresses effective teaching and assessment, including literacy and numeracy learning.

**ULO4:** Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.

**ULO5:** Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

**ULO6:** Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

## **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**

- 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 assessment penalty**

- Unless a Special Consideration request has been submitted and approved:

(a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date

(b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline.

No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process
- 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.m>

[q.edu.au](http://q.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
<a href="#">Professional Teaching Standards</a>	30%	No	23:59 16/08/2021
<a href="#">Education for Tomorrow</a>	30%	No	23:59 23/09/2021
<a href="#">Teaching Philosophy</a>	40%	No	23:59 01/11/2021

## Professional Teaching Standards

Assessment Type <sup>1</sup>: Qualitative analysis task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **23:59 16/08/2021**

Weighting: **30%**

Professional Teaching Standards: 30%.

In this assessment pre-service teachers focus on their progress towards the Professional Teaching Standards.

Word limit: 1600.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- Synthesise knowledge and skills developed throughout the program to apply sound

pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.

- Articulate awareness of the legislation and regulations required in both the prior to school and school settings.
- Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

## Education for Tomorrow

Assessment Type <sup>1</sup>: Presentation

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **23:59 23/09/2021**

Weighting: **30%**

Education for Tomorrow: 30%.

Part A: Using lecture content from weeks 1-4, you are to work in groups of 3-4 and select an area of interest that you would like to research further.

Part B: This part of the assessment is individual work. You are to take notes and reflections on what your peers present in tutorials. Part B is due one week following the presentation. Word limit: 350.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.
- Articulate awareness of the legislation and regulations required in both the prior to school and school settings.
- Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

## Teaching Philosophy

Assessment Type <sup>1</sup>: Professional writing

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **23:59 01/11/2021**

Weighting: **40%**

Teaching Philosophy Weighting: 40%. Produce a succinct statement that might appear at the front of your Professional Portfolio. Word limit: 500.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.
- Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

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<sup>1</sup> 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.

<sup>2</sup> 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

- 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. Please check the iLearn unit regularly.

### **Lectures**

- Weekly lectures are available on the web through the ECHO360 lecture component.
- 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 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.
- Library databases: You are required to use various research databases to locate sources for your assignment.

### **Using Turnitin**

- Turnitin is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism (see Section 12. A link to Turnitin is embedded in iLearn. You must submit your work to Turnitin.

**APA Style Central** This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 7.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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)

## School of Education Procedures

In addition, the following policies and procedures of the School of Education 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 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

### **External Students**

1. The on-campus sessions on (15/09/2021 and 16/09/2021) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## **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 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](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.

## 5Rs Framework

### 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

**Resilient:** Critically articulate awareness of the legislation and regulations required in both the prior to school and school settings.

**Reflexive:** Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.

**Responsive:** Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

**Ready to learn:** Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

**Research engaged:** Synthesise knowledge and skills developed throughout the program to

apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.