



# EDTE4550

## Curriculum and Teaching in the Primary School 5

Session 1, Special circumstances 2021

*Macquarie School of Education*

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#### **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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Unit convenor and teaching staff

Convenor & Tutor

Chuanmei Dong

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Science & Technology Convenor & Lecturer

Anne Forbes

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H&G convenor

Rhett Loban

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Credit points

10

Prerequisites

(EDTE354 or EDTE3540) or (admission to BEd(Prim) and (EDTE301 or EDTE3010))

Corequisites

EDTE4030 or EDTE403

Co-badged status

Unit description

This fifth unit in the primary curriculum methodology series focuses on the key learning areas of Science & Technology and Human Society & Its Environment including History, Geography and Civics and Citizenship. It builds on previous units, emphasising the development of quality teaching through reflective practice, based on the critical study of pedagogical models and the findings of recent research. Students have the opportunity to draw on their professional experiences (with links to EDTE4030), and knowledge of current thinking in curriculum and pedagogy, to plan, implement and critically evaluate a range of teaching and learning experiences.

## Important Academic Dates

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

## Learning Outcomes

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

**ULO2:** Describe and critically reflect on effective pedagogical approaches for effective teaching in the learning areas of Geography, History, and Science & Technology.

**ULO1:** Demonstrate a well-developed knowledge of the relevant syllabuses for Geography, History and Science & Technology.

**ULO3:** Design a unit of work that extends over one school term and integrates History and Geography.

**ULO4:** Critique and apply a digital learning resource that facilitates teaching and learning for Science & Technology.

## **General Assessment Information**

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions**

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their

studies through ill-health or misadventure are able to apply for this request. 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. In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <http://students.mq.edu.au/study/my-study-program/special-consideration>

## **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.

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
<a href="#">Unit of Work</a>	50%	No	TBA
<a href="#">Integrated Unit of Work</a>	50%	No	TBA

### Unit of Work

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

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

Due: **TBA**

Weighting: **50%**

Unit of work on Science and Technology (2200 wds)

On successful completion you will be able to:

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

### Integrated Unit of Work

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

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

Due: **TBA**

Weighting: **50%**

Integrated unit of work on Geography and History, focussed on learning from country and other key concepts taught in the History and Geography Module (2200 words)

On successful completion you will be able to:

- Design a unit of work that extends over one school term and integrates History and Geography.
- Critique and apply a digital learning resource that facilitates teaching and learning for Science & Technology.

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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

EDTE455 will be delivered as an internal daytime unit. Classes will include 1 hour lectures to provide information about concepts, and 2 hour workshops to provide opportunities for students to work with concepts by collaborating in groups as well as working individually.

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

### Required and recommended texts

*The prescribed texts for this unit are:*

#### Science & Technology

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

#### History & Geography

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

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

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

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

These documents are available for download from: <https://syllabus.nesa.nsw.edu.au/>

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

Available from:

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

## 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)

## Department Procedures

In addition, the following policies and procedures of the Macquarie 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.

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
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

### **Workload**

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

### **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 [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn
- Other iLearn communication functions

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to 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.

## Changes from Previous Offering

The content of the unit has changed from 2018, with the Science & Technology module now taught first and History & Geography taught second. The Science & Technology assignment requires a sustainability focus and the inclusion of online/digital resources. Workshops and assignments have been tweaked in line with advice from previous students via TEDS.

## About This Unit

EDTE4550 Curriculum and Teaching in the Primary School 5 is a ten credit-point unit (from

2020), consisting of lectures and workshops. It is the fifth unit in the primary curriculum methodology series. This unit builds on the concepts taught in EDTE252, emphasising reflective practice on curriculum and pedagogy through interaction with activities focusing on the Key Learning Areas of **the Australian Curriculum: History, Geography and Science & Technology**. Student capabilities in curriculum design and pedagogy are extended with the opportunity to examine and evaluate a range of teaching/learning experiences across the Key Learning Areas (KLAs), using their Professional Experience (EDTE403/EDTE4030 Professional Experience in Primary School II), as well as moving from knowledge of content strands and learning activities (covered in EDTE252) to formal planning and consideration of pedagogies relevant to the understandings and skills required in the Australian Curriculum.

EDTE354 (from 2020, EDTE3540) must be completed before attempting this unit. EDTE4550 builds on concepts introduced in the preceding primary TEP units (EDTE251, EDTE252, EDTE353, EDTE354).

## **Acknowledgement of Country**

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

The local totem of the Wattamattagal clan is Wallumai, a black snapper fish that has been described this way: "shy but clever fish, who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery, their school and their home. The mangroves represent life – the obstacles and tangles that we need to navigate. Once we learn the right path to take, we are safe in that knowledge and in our lives"<sup>1</sup>.

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