



# EDTE4560

## Curriculum and Teaching in the Primary School 6

Session 2, Special circumstances 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](#).

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

## General Information

### Unit convenor and teaching staff

Convenor

Ruth French

[ruth.french@mq.edu.au](mailto:ruth.french@mq.edu.au)

Contact via Email

29 Wally's Walk, Room 275

Please email to organise a time if you would like a meeting with me.

Tutor

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Tutor

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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

### 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. [Exception: In Task 1, syllabus outcomes/content may be shown in 10-point font, single spaced.]
- 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. Please do not include cover sheets; they merely create more scrolling for markers.

## 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 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 or other digital storage *untouched/unopened* after submission. This can be used to demonstrate that the assessment has not been amended after the submission date.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

## Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- **Late submissions:** 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 – and (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.

## 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
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.

<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.

## Withdrawing from this 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">ASSET Survey</a>	5%	No	Friday September 10
<a href="#">Task 1: Plan Integrated Curriculum</a>	50%	No	Unit overview: Wk 4 workshop; Task 1: Wed. 22/9/21 11:55pm
<a href="#">Task 2: Presentation of integrated unit and written submission about assessment, with evaluation.</a>	45%	No	Presentation: Wks 12, 13. Written part: Sun Nov 7 11:55pm

## ASSET Survey

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Friday September 10**

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 <sup>1</sup>: Learning plan

Indicative Time on Task <sup>2</sup>: 47 hours

Due: **Unit overview: Wk 4 workshop; Task 1: Wed. 22/9/21 11:55pm**

Weighting: **50%**

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, and incorporating a 'rich task'. See the Task 1 documentation on iLearn for further details and requirements. Length: Approx. 1800 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: Presentation of integrated unit and written submission about assessment, with evaluation.

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

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **Presentation: Wks 12, 13. Written part: Sun Nov 7 11:55pm**

Weighting: **45%**

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 2. Length of each component: (i) Presentation: 5 mins plus 1-page handout (double-sided). All students give peer feedback during presentations. (ii) Written submission: Approx. 12 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 / reflection of 300–400 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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<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

### 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.). 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](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](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.**

## Structure

The unit's teaching is comprised of **1 x one-hour lecture** and **1 x two-hour workshop per week, starting from Week 1** of Session. The same structure applies both to weekday and to infrequent modes of enrolment.

In the **workshops** students will discuss issues and questions arising from the lectures and prescribed readings, and will engage in activities which build capacity for assignments and for transition to the profession. Workshops are integral to achieving the learning outcomes of the unit.

Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs/small groups. The weekly program for the course with the accompanying readings / preparation is available on the unit's iLearn site. A summary of the unit schedule is provided in this unit guide.

## Unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Electronic links and suggested references will be included in the Leganto section. Weekly lectures are pre-recorded and available on the web through the ECHO360 lecture component. You must listen to all lectures. PowerPoint slides are also available in ECHO360.

Please check the iLearn unit regularly.

## Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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](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**.

## Unit Schedule

MQ Week, Date week begins	Lecture topic	Workshop focus and reading
Week 0		Reading: Textbook, Ch. 1
Week 1 July 26	Introduction to the unit  The Integrated Curriculum	Principles for beginning to plan an integrated unit of work  Starting on Task 1  Reading: Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i> (2nd ed.). Association for Supervision & Curriculum Development. <b>Chapter 1.</b>
Week 2 Aug 2	Models of Curriculum Integration	Focus on the integrated curriculum  Reading: Textbook, Ch. 6
Week 3 Aug 9	Two recorded lectures will be made available this week:  * Rich Assessment Tasks  * Principles of effective assessment design	Connecting curriculum, pedagogy and assessment  Understanding rich tasks and considering examples  Planning for Task 1 including examples of visual overviews  Reading: Textbook, Ch. 7, 8

<p>Week 4 Aug 16</p>	<p>Planning an integrated unit of work, including programming for differentiation</p>	<p>Catering for learner diversity</p> <p>Students will present draft plans for Task 1 – visual overview; and engage in peer feedback</p> <p>Reading: Textbook, Ch. 5</p>
<p>Weeks 5 to 7 Aug 23 to Sep 10</p>	<p>No timetabled classes. Most students will be on Professional Experience Placements.</p>	
<p>Friday September 10 - <b>Last day to complete ASSET surveys</b></p>		
<p>Wednesday September 22 11:55pm <b>Task 1 due</b></p>		
<p><b>MQ Recess</b></p> <p>Monday September 13 to Sunday September 26</p>		
<p>Week 8 Sep 27</p>	<p>Working in different locations – Rural and remote teaching in NSW</p>	<p>No workshops will be held this week.</p> <p>Reading: Textbook chapters 13 and 14 are recommended reading for this week as they support reflexive practice and therefore relate to the recent P.Ex. block placements in the co-requisite unit EDTE4040.</p>
<p>Week 9 Oct 4</p>	<p>Transitions in schooling: Implications for curriculum design and pedagogy</p> <p>Students should also review the lecture on 'Principles of effective assessment design' from earlier in the unit.</p>	<p>Focus on assessment in the context of a rich task - planning for assessment (including activities relevant to Task 2)</p> <p>Reading: Textbook, Ch. 12</p>
<p>Week 10 Oct 11</p>	<p>Engaging with parents/carers: Parents as partners in education</p>	<p>Transitions in schooling</p> <p>Engaging with parents/carers</p> <p>Readings: Textbook, Ch. 16.</p> <p>Goodall, J. and Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. <i>Educational Review</i>, 66(4), 399–410. doi: 10.1080/00131911.2013.781576</p>
<p>Week 11 Oct 18</p>	<p>Documentation and organisation: Reporting and assessment</p>	<p>Focus on ongoing professional learning as a graduate teacher;</p> <p>Initiatives for casual teaching</p> <p>Reading: Textbook, Ch. 15</p>

Week 12 Oct 25	Making the transition from pre-service teacher to graduate teacher, including fostering ongoing professional learning	Student presentations (a component of Task 2)
Week 13 Nov 1		Student presentations (a component of Task 2)
Sunday November 7 11:55pm Task 2 due		

## 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 ('weekday') and External ('infrequent') mode workshops begin in Week 1 of Session.

Activities completed during weekly workshops 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 workshops is expected and the roll will be taken.

Students are required to attend the workshop in which they are enrolled. Any changes to workshop 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 workshops
- Students are expected to listen/attend weekly lectures before completing tasks and attending workshops

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 weekly workshops 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 workshops, 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.



## Changes from Previous Offering

This unit formerly included a 'critical reflection' short essay, which has been removed due to similar learning now being assessed in the Teaching Performance Assessment (TPA) in EDTE4040. The weighting of the two main assessment tasks has been adjusted, therefore, and both are now worth more towards the final grade.

## 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:

- **Resilience** practised inside and outside of the classroom. *Transitions in schooling, including graduates' own transition to the profession, are addressed in lectures and workshop activities. For example, resilience is fostered by role-playing parent-teacher report interviews, and by discussing realistic scenarios in relation to parental and carer engagement in children's schooling. Resilience is also called upon for designing and delivering a presentation to peers (Task 2).*
- **Reflexive** in their teaching practice. *Students engage in formative peer feedback on assessment tasks and also reflect upon Task 1 feedback to inform Task 2. Task 2 includes a reflective evaluation component. The importance of reflexivity is supported in set readings.*
- **Responsive** to students, colleagues, parents and professional communities. *Unit content and assessment tasks include: differentiating the integrated curriculum for different learners engaged in 'rich tasks' (Task 1); engaging meaningfully and respectfully with parents and carers (workshop); effective communication with parents / carers about classroom learning and students' progress (Task 2).*
- **Ready to learn.** *The unit emphasises the ongoing pursuit of professional learning in the context of the Australian Professional Standards for Teachers, and as an important dimension of 'transition to the profession'. The role of professional organisations to support ongoing professional learning is addressed in lecture content.*
- **Research-engaged** throughout their career. *The practical curriculum and pedagogy content in the unit is underpinned by scholarly research. Students include a scholarly rationale as part of their integrated unit of work assessment task, and they engage*

*with scholarly readings throughout the unit.*

## **ASSET Surveys**

Assessment: ASSET Surveys

Due: Friday Sept 10, Week 7

Weighting: 5%

Completing five (5) Annual Student Surveys of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET surveys provide the School of Education with a detailed understanding of our students: including your background, skills and experiences, wellbeing, and how prepared you feel to work as teachers. As part of our registration with the NSW Education Standards Authority (NESA), we are required to collect data about our students and programs. ASSET provides part of these mandatory data. Further, ASSET provides us with valuable information to tailor the programs and initiatives we offer to you (e.g. around LANTITE, wellbeing, and within units). You may elect to make your de-identified data available to researchers in the School if you choose.

**ASSET Survey Links** will be posted on iLearn.