ECHE3400

Curriculum Connections and Pedagogy 1

Session 1, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Coordinator
Janet Currie
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29WW 264
Contact via Dialogue on iLearn

Credit points
10

Prerequisites
130cp at 1000 level or above including (ECH130 or ECHE1300) and (ECHP223 or ECHP2230)

Corequisites

Co-badged status

Unit description
This unit will introduce students to the NESA website and the resources available to support teachers in planning, scoping and implementing curriculum effectively. Assessment systems, including NAPLAN, will be examined and students will practice analysing assessment data effectively. In particular, students will be reviewing the Key Learning Areas of Personal Development, Health and Physical Education (PDHPE) History and Geography. This unit will develop students' understandings of effective teaching and assessment, including literacy and numeracy learning, across curriculum areas in the K-6 context.

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:** Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
> **ULO2:** Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
> **ULO3:** Investigate and identify cross-curricular links and pedagogical approaches that

are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.

ULO4: Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

ULO5: Compile a collection of movement and dance experiences for K-6.

ULO6: Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

ULO7: Examine strategies, such as NAPLAN; Best Start and analyse assessment data to assess student's learning in relation to KLA outcomes in ES1, S1, S2 and S3.

General Assessment Information

Assessment Presentation and Submission Guidelines

Specific information in regards to exact submission criteria for each individual assessment task and related marking criteria are available on the ECHE3400 iLearn site.

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 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: 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 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.

No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed. 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.

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.

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. The outcome of a re-mark may be a higher/lower or unchanged grade.

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.

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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
PDHPE Lesson plan	20%	No	29/4/22
Peer Teaching	10%	No	10/5/22
Lesson Plan and Teaching Reflection	10%	No	20/5/22
Integrated Unit of Work	60%	No	27/5/22

PDHPE Lesson plan

Assessment Type [1]: Lesson plan

Indicative Time on Task [2]: 20 hours
Due: **29/4/22**
Weighting: **20%**

Each individual student is required to submit a full lesson plan for a specific physical education practical element. Additional information on Assessment 1 is available on the ECHE3400 iLearn page.

On successful completion you will be able to:

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.
- Compile a collection of movement and dance experiences for K-6.
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Peer Teaching

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 10 hours
Due: **10/5/22**
Weighting: **10%**

In groups, you will research and prepare 15 minutes of a dance class to introduce a dance that is appropriate to your allocated Stage. Additional information on this task is available on the ECHE3400 iLearn page.

On successful completion you will be able to:

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for

providing timely and appropriate feedback to students about their learning.

- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Lesson Plan and Teaching Reflection

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 5 hours
Due: **20/5/22**
Weighting: **10%**

Complete a reflection of your lesson plan and the teaching strategies shown in Assessment 1 and 2. Additional information on this task is available on the ECHE3400 iLearn page.

On successful completion you will be able to:

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Integrated Unit of Work

Assessment Type [1]: Programming Task
Indicative Time on Task [2]: 51 hours
Due: **27/5/22**
Weighting: **60%**

Design an integrated unit of work for an 8-week unit of study. Additional information on this task is available on the ECHE3400 iLearn page.

On successful completion you will be able to:

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
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- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
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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

Before commencing ECHE3400, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment requirements.

Structure

Learning for this unit begins in Session 1, Week 1 for all students via iLearn. This unit is offered via participation in two on-campus block workshops. In the workshops students will discuss issues and questions arising from any prescribed readings and videos. Students may participate in small group activities and whole class discussions. Students are expected to base their arguments/discussions on evidence from published research and other relevant material.

Activities completed via iLearn build 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]. Completion of all workshop tasks, and attendance at the on-campus days is expected with completion marked.

Unit Expectations

Students are required to read workshop material in advance. The program for the course with the accompanying readings/ preparation is available on the unit iLearn site. Workshops will build upon the knowledge gained from the weekly readings/tasks.

Students are required to participate in small group activities, whole class discussions, and to complete tasks either as individuals or in pairs.

Attendance at all prescribed workshops on-campus is expected. Attendance will be recorded.

Workload

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies. Study includes, completing set readings and background readings, completing assignments and using the unit's iLearn site.

Independent study is strongly encouraged in ECHE3400. Some students may wish to spend more time on the unit, particularly if attempting to achieve high grades or if problems are encountered understanding the material or meeting unit requirements.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

Practical Session Requirements

Since this is a practical based unit, there will be physical activity tasks set as part of weekly workshop activities. Students are expected to be dressed appropriately (e.g. running shoes, shorts, leggings) when completing these tasks, and take care to perform the set activities in a safe space, to the best of their ability.

At the on-campus days, students must wear appropriate clothing and footwear for participation in sporting activities. Appropriate clothing is deemed as shorts, leggings, and tracksuit pants with footwear being joggers/running shoes. Students who do not present at the beginning of practical sessions appropriately attired (i.e. skirts, jeans, inappropriate footwear) will not be eligible to participate and will be marked as absent for the respective week. Failure to complete practical workshops may result in a Fail grade being awarded.

Pregnancy and Injury

If you are pregnant or injured please be realistic and responsible in relation to both your health and the health of your developing child. PDHPE is a physically demanding unit of study (for example, it might include running, dancing, jumping or standing for extended periods of time) and your fitness to undertake it must be considered. Please feel free to discuss your circumstances with the unit coordinator if you are concerned about certain aspects. If you are unsure of your ability to fully participate, please speak with your medical practitioner for guidance.

Required texts

There is no requirement to purchase any set texts for the completion of this unit.

The required and recommended readings for this unit are noted in full and will be available via the iLearn site.

Students are expected to purchase or download the following syllabus AND any support documents:

NSW K-10 PDHPE syllabus and support documents: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe

NSW K-10 History syllabus and support documents: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

NSW K-10 Geography syllabus and support documents: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

iLearn / Electronic Communication

This unit has a full web presence through iLearn and 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 to assist your studies.

Weekly pre-recorded seminars are available on the web through the ECHO360 lecture component. You must listen to all seminars.

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

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

Unit Schedule

Due to the practical nature of this unit and content delivered by various academics a complete schedule will be posted on the ECHE3400 iLearn page for your convenience.

Content included in this unit:

• K-6 PDHPE Pedagogy and syllabus

• K-6 History and Geography

• Integrating Learning Areas

• Assessment and Learning

• Inclusive Practice

• Practical Dance and FMS

• Lesson Planning

• Planning units of work

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

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 learning begins 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/read weekly lectures/pre-modules before completing tasks and attending on-campus tutorials/modules. 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.

● Students are expected to wear appropriate clothing and shoes and participate in physical activities conducted during in-person, on-campus workshops.

Electronic Communication

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

● Official MQ Student Email Address

● The Dialogue function on iLearn

● Other iLearn communication functions

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic

writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

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: Students are encouraged to confidently present practical learning experiences to their peers and be ready to adapt and respond to the needs of the various learner groups.

Reflexive: Students will reflect on their planned and implemented teaching practices, consider differentiations to pedagogy and assessment that supports a range of diverse student abilities. Students are provided with an opportunity to articulate and share a personal evaluation of teaching practice, and describe any changes they would implement to strengthen future lessons.

Ready to learn: Students will learn and practice examples of movement experiences from the first workshop, so they are ready to teach and demonstrate what they have learned in the second workshop.

On Campus Sessions

There are **two** on-campus sessions for this unit, both which are essential to student engagement and learning with **attendance both days expected**. Failure to attend both on-campus sessions may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

Session 1 will be held on **Tuesday 5 April 2022**. This module will guide and assist students to prepare and practice for the requirements and expectations of assessments in the unit, including the *Peer Teaching* task.

Session 2 will be held on **Tuesday 10/5/22. Session 2 includes a scheduled practical assessment of Peer Teaching.**

Prior to the on-campus sessions, you should have read the prescribed readings and listened to the seminars, summarised the main points, and made a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share. Please make effective use of the online component of the unit and access iLearn regularly.

Please wear comfortable clothing and sports shoes suitable for physical activity. Please wear a mask, bring sanitiser and your own water bottle.