



EDTE4560

Curriculum and Teaching in the Primary School 6

Session 2, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff Ruth French ruth.french@mq.edu.au
Credit points 10
Prerequisites (EDTE403 or EDTE4030) and (EDTE455 or EDTE4550)
Corequisites
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 are responsible for checking that the correct file has been uploaded, that their submission has been successful, and that it 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.
- 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.
- **Late Assessment Submission Penalty**

Unless a Special Consideration request has been submitted and approved, a **5% penalty** (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. **Submission time for all written assessments is set at 11.55pm.** A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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
<u>Task 1: Plan Integrated Curriculum</u>	50%	No	Unit overview: Wk 4 workshop; Task 1: 23:55 21/9/2022
<u>ASSET Survey</u>	5%	No	23:55 9/9/2022 (Week 7)
<u>Task 2: Presentation of integrated unit and written submission about assessment, with evaluation.</u>	45%	No	Presentations: Wks 12, 13. Written part: 23:55 5/11/2022

Task 1: Plan Integrated Curriculum

Assessment Type ¹: Learning plan

Indicative Time on Task ²: 47 hours

Due: **Unit overview: Wk 4 workshop; Task 1: 23:55 21/9/2022**

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.

ASSET Survey

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 3 hours

Due: **23:55 9/9/2022 (Week 7)**

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

Assessment Type ¹: Presentation

Indicative Time on Task ²: 40 hours

Due: **Presentations: Wks 12, 13. Written part: 23:55 5/11/2022**

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.

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

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

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

Delivery and Resources

Required text

Churchill, R., Godinho, S., Johnson, N. F., Keddie, A., Letts, W., Lowe, K., MacKay, J., McGill, M., Moss, J., Shaw, K. & Rogers, J. (2021). *Teaching: Making a difference* (5th ed.). Wiley.

Other texts

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?%20srcCat=e=%20&i_key=9193%20&p_key=30665%20&v_key=1%20&n_key=1%20&n_key1=1%20&i_kna

[me=%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* (pp. 18–34). Routledge.

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

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 (with the exception of the block placement weeks in EDTE4040).

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 available on the web through the ECHO360 lecture component.

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. 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 25	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. Chapter 1.

Week 2 Aug 1	Models of Curriculum Integration	Focus on the integrated curriculum Reading: Textbook, Ch. 6
Week 3 Aug 8	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
Week 4 Aug 15	Planning an integrated unit of work, including programming for differentiation	Catering for learner diversity Students will present draft plans for Task 1 – visual overview; and engage in peer feedback Reading: Textbook, Ch. 5
Weeks 5 to 7 Aug 22 to Sep 9	No timetabled classes. Most students will be on Professional Experience Block Placements.	
Friday September 9 - Last day to complete ASSET surveys		
Wednesday September 21 11:55pm Task 1 due		
MQ Recess Monday September 12 to Sunday September 25		
Week 8 Sep 26	Working in different locations – Rural and remote teaching in NSW	No workshops will be held this week. 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.
Week 9 Oct 3	Transitions in schooling: Implications for curriculum design and pedagogy Students should also review the lecture on 'Principles of effective assessment design' from earlier in the unit.	Focus on assessment in the context of a rich task - planning for assessment (including activities relevant to Task 2) Reading: Textbook, Ch. 12

Week 10 Oct 10	Engaging with parents/carers: Parents as partners in education	Transitions in schooling Engaging with parents/carers Readings: Textbook, Ch. 16. 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
Week 11 Oct 17	Documentation and organisation: Reporting and assessment	Focus on ongoing professional learning as a graduate teacher; Initiatives for casual teaching Reading: Textbook, Ch. 15
Week 12 Oct 24	Making the transition from pre-service teacher to graduate teacher, including fostering ongoing professional learning	Student presentations (a component of Task 2)
Week 13 Oct 31		Student presentations (a component of Task 2)
November 5 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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 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](#).

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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by [General Coursework Rules](#), and the [Academic Progression Policy](#) and is supported by the [Inherent Requirements Framework](#). It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/>

Activities completed during weekly workshops (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 workshops or on campus days 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

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

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.

Changes since First Published

Date	Description
15/07/2022	Due date of final task's written submission adjusted to avoid exam period.
15/07/2022	Unit schedule - one date corrected.