EDTE3530

Curriculum and Teaching in the Primary School 3

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

Macquarie School of Education

Contents

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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
(EDUC258 or EDUC2580) and (EDUC260 or EDUC2600) and (EDUC267 or EDUC2670)

Corequisites
EDTE251 or EDTE2510

Co-badged status

Unit description
This unit is the third in the sequence of primary curriculum units. It introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school - Creative Arts/The Arts, and Personal Development, Health and Physical Education/ Health and Physical Education - with a particular focus on the development of pedagogical strategies. Practical applications of the knowledge and skills taught in this unit are designed to support the students' 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 developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents.

ULO2: Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents.

ULO3: Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these.

ULO4: Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6.

General Assessment Information

Assessment Presentation and Submission Guidelines

Specific information regarding exact submission criteria for each individual assessment task and related marking criteria are available on the EDTE3530 iLearn site.

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.

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.

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.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements. Note: · Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process. The outcome of a re-mark may be a higher/lower or unchanged grade.

Grades are standards referenced and effort is NOT a criterion.

<u>**University policy on grading**</u>

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
Reflective Blog	40%	No	Blog 1: 1/4/22; Blog 2: 27/5/2022
Examination	60%	No	During Examination Period

Reflective Blog

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 40 hours
Due: **Blog 1: 1/4/22; Blog 2: 27/5/2022**
Weighting: **40%**

Reflective Blog posts based on selected topics (1500-2000 wds)

On successful completion you will be able to:
- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents.
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents.
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on

these.

- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6.

Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 44 hours
Due: **During Examination Period**
Weighting: **60%**

Examination. Duration 2 hours

On successful completion you will be able to:

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents.
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents.
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these.
- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6.

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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 EDTE3530, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment requirements.

Structure

Learning in this unit begins Session 1, Week 1 via iLearn.

This unit is offered via participation in four on-campus modules.

In the workshop students will discuss issues and questions arising from the prescribed readings and videos. Workshops may include practical, hands-on tasks, participating in small peer-led group activities and whole class discussions. Students are expected to base their blog arguments and discussions on evidence from published research and other relevant material.

Activities completed during the initial workshop is 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 requirements]. Participation in all workshop learning tasks is expected.

Unit Expectations

Students are required to read the weekly material in advance. The weekly 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.

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 EDTE3530. 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.

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.

Recommended texts

PDHPE: Dudley, D., Telford, A., Peralta, L., Stonehouse, C. & Winslade, M. (2021). Teaching Quality Health & Physical Education (2nd edition). Cengage: Melbourne. (You can purchase this book, borrow an available copy from the library or access it online for free via the Leganto link in iLearn)

Creative Arts: Dinham, J. (2017). Delivering Authentic Arts Education (3rd edition). Cengage Learning: Melbourne. (You can purchase this book, borrow an available copy from the library or access it online for free via the Leganto link in iLearn)

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-6 Creative Arts syllabus and support documents: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus

(This book may also assist if interested in the Creative Arts area): Roy, D., Baker, W. & Hamilton, A. (2015). Teaching the arts: early childhood and primary education. (2nd ed.) Cambridge University Press: Melbourne. (You can purchase this book or borrow an available copy from the library).

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.

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 a schedule will be posted on the EDTE3530 iLearn page for your convenience.

Content included in this unit:

• K-6 PDHPE pedagogy and syllabus

• K-6 Creative Arts pedagogy and syllabus (Dance, Drama, Music and Visual Arts)

• Integrating Learning Areas

• Assessment and Learning

• Inclusive Practice

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.

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

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:

Reflexive: The participation in the reflective blog process will allow all students to reflect on their current teaching practices and consider adaptations to pedagogy and assessment that supports a range of diverse student abilities. During discussions and the writing process, students will engage in convesations and reflexive thinking and describe the relevancy and application of issues in education, including any changes in response to individual evaluation and research.

Research engaged: Students will research and present evidence-based arguments and arguments regarding a particular educational issue or pedagogical approach.

On-Campus requirements

Students are expected to attend four on-campus participatory sessions as part of their learning for this unit.

The dates include: Fridays 8.30am-12.30pm, 4/3/22, 18/3/22 & 6/5/22, 20/5/22.

Please wear comfortable clothes and sports shoes suitable for taking part in physical activity. Please bring a mask, sanitiser and water bottle.