



ECHE4500

Curriculum Connections and Pedagogy 2

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

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Unit convenor

Dr Iliana Skrebneva

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Contact via email

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by appointment

Credit points

10

Prerequisites

(ECHE340 or ECHE3400) and (ECHP327 or ECHP3270 or ECHP324)

Corequisites

Co-badged status

Unit description

In this unit, students extend their capacity to connect pedagogy and planning, developing units of work, and integrated learning. As a capstone unit, ECHE4500 enables students to bring together their knowledge, skills and experiences as a university student to assist them in making the transition to the next stage in their career. This unit gives students the opportunity to consolidate what they have learnt, reflect on and assess their professional strengths and skills in the context of their future career path.

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: Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

ULO2: Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

ULO3: Critically evaluate and utilise relevant theoretical and practical literature that

addresses effective teaching and assessment, including literacy and numeracy learning.

ULO4: Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.

ULO5: Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

ULO6: Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

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

Draft Submissions & Turnitin Originality Reports

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

Please note:

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

Assignment extensions 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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this 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
Teaching Philosophy	40%	No	23:59 31/10/2022
Education for Tomorrow	30%	No	23:59 22/09/2022
Professional Teaching Standards	30%	No	23:59 15/08/2022

Teaching Philosophy

Assessment Type ¹: Professional writing

Indicative Time on Task ²: 30 hours

Due: **23:59 31/10/2022**

Weighting: **40%**

Teaching Philosophy Weighting: 40%. Produce a succinct statement that might appear at the front of your Professional Portfolio. Word limit: 500.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.
- Articulate awareness of the legislation and regulations required in both the prior to school and school settings.

Education for Tomorrow

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **23:59 22/09/2022**

Weighting: **30%**

Education for Tomorrow: 30%.

Part A: Using lecture content from weeks 1-4, you are to work in groups of 3-4 and select an area of interest that you would like to research further.

Part B: This part of the assessment is individual work. You are to take notes and reflections on what your peers present in tutorials. Part B is due one week following the presentation. Word limit: 350.

On successful completion you will be able to:

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- Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.
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Professional Teaching Standards

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 30 hours

Due: **23:59 15/08/2022**

Weighting: **30%**

Professional Teaching Standards: 30%.

In this assessment pre-service teachers focus on their progress towards the Professional Teaching Standards.

Word limit: 1600.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.
- Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.
- Articulate awareness of the legislation and regulations required in both the prior to school and school settings.
- Communicate effectively as ethical, reflective and informed practitioners when working with colleagues, children, families, and other education and community stakeholders.

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

Information about the 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, including a reading template and guide to lecture note taking to assist your studies.
- Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

- Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.
- PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

- 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.

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**.
- **Library databases:** You are required to use various research databases to locate sources for your assignment.

Structure

The unit comprises one one-hour lecture and a two-hour tutorial. In the tutorial, students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>.

Students are required to participate in small group activities, whole-class discussions, to read the weekly material in advance, and to complete tasks either as individuals or in groups. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

APA Style Central

This referencing guide is accessed through the Library's Multisearch function. It provides tools

and templates to assist you to correct format citations in APA 7.

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](#).

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 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 weekly lectures before completing tasks and attending tutorials

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 • Information about the dates if the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/>

• The on-campus sessions 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.

• Prior to the on-campus sessions, 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.

• 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/>

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:

Resilient: Critically articulate awareness of the legislation and regulations required in both the prior to school and school settings.

Reflexive: Critically evaluate and utilise relevant theoretical and practical literature that addresses effective teaching and assessment, including literacy and numeracy learning.

Responsive: Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

Ready to learn: Undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the Professional Teaching Standards.

Research engaged: Synthesise knowledge and skills developed throughout the program to apply sound pedagogical knowledge within prior-to-school and primary school educational settings through planning, facilitation and evaluation of children's learning.