



EDTE4560

Curriculum and Teaching in the Primary School 6

Session 2, Online-scheduled-weekday 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Ruth French

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Contact via email

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Workshop leader (tutor)

Jodie Torrington

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Contact via email

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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration request (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) 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 outcomes may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing unless specifically advised otherwise in task instructions.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no

re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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.

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>P (Pass)</p>	<p>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</p>
<p>F (Fail)</p>	<p>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.</p>

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 course guidance with the Course Director (also the unit convenor for this unit). As this is a teach-out unit in its final offering, withdrawing from this unit will adversely impact the completion of your course.

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
Task 1: Plan Integrated Curriculum	50%	No	Unit overview: Wk 4 workshop; Task 1: 23:55 20/09/2023
ASSET Survey	5%	No	23:55 06/10/2023 (Fri, Week 9)
Task 2: Presentation of integrated unit and written submission about assessment, with evaluation.	45%	No	Presentations: Wks 12, 13. Written part: 23:55 04/11/2023

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 20/09/2023**

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 06/10/2023 (Fri, Week 9)**

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 04/11/2023**

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?%20srcCate=%20&i_key=9193%20&p_key=30665%20&v_key=1%20&n_key=1%20&n_key1=1%20&i_kname=%20&p_name=%20&m_year=2018

Evans, R., R. Koul, and L. Rennie. (2007). Raising environmental awareness through a school-community partnership. *Teaching Science* 53, (1), 30–34.

Fraser, D. (2013) Curriculum integration. in B. Whyte, D. Fraser & V. Aitken (eds) *Connecting curriculum, linking learning* (pp.18–33). NZCER Press. Available from: <https://www.nzcer.org.nz/system/files/press/abstracts/Chapter%202.pdf>

Goodall, J. and Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399–410. doi: 10.1080/00131911.2013.781576

McGee, S. (2018). Children writing, creating and filming to demonstrate understanding of 'Living Worlds'. *Practical Literacy*, 23(3), 23–24.

Moss, J., Godinho, S. C., & Chao, E. (2019). Enacting the *Australian Curriculum*: Primary and secondary teachers' approaches to integrating the curriculum. *Australian Journal of Teacher Education*, 44(3), 24–41. <http://dx.doi.org/10.14221/ajte.2018v44n3.2>

Rennie, L.J., Venville, G, & Wallace, J. (2012). The nature of curriculum integration: Connection

and approaches (ch. 2). In *Knowledge that counts in a global community: Exploring the contribution of integrated curriculum* (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 recorded lecture** and **1 x two-hour online workshop per week**, with the exception of the block placement weeks in EDTE4040. **Workshops begin in Week 1** of session.

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. Attendance at all workshops is integral to achieving the learning outcomes of the unit.

Active workshop participation is expected. 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 below in this unit guide.

Unit iLearn site

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

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

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

Electronic links and suggested references will be included in the Leganto section.

Weekly lectures are pre-recorded and available on the web through the ECHO360 lecture component. You must listen to all lectures. PowerPoint slides are also available in ECHO360.

Please check the iLearn unit regularly.

Access and technical assistance

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

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

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

MQ Week, Date week begins	Lecture topic	Workshop focus and reading
Week 0		Reading: Textbook, Ch. 1
Week 1 July 24	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 Jul 31	Models of Curriculum Integration	Focus on the integrated curriculum Reading: Textbook, Ch. 6
Week 3 Aug 7	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 14	Planning an integrated unit of work, including programming for differentiation	Catering for learner diversity Students will present draft plans for Task 1 – visual overview. They will engage in peer feedback. Reading: Textbook, Ch. 5

Weeks 5 to 7 Aug 21 to Sep 8	No timetabled classes. Most students will be on Professional Experience Placements for EDTE4040.	
23:55 Wednesday September 20 Task 1 due		
MQ Recess Monday September 11 to Sunday September 24		
Week 8 Sep 25	Working in different locations – Rural and remote teaching in NSW	No tutorials 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 2	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
Friday October 6 - Last day to complete ASSET surveys		
Week 10 Oct 9	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 16	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 23	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 30		Student presentations (a component of Task 2)

23:55 Saturday November 4 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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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.

Attendance for undergraduate units

Workshops begin in Week 1 of session in this unit. See the university timetable for the day and time of classes. <https://timetables.mq.edu.au/2023/>

Activities completed during weekly workshops (tutorials) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. **Attendance at all workshops is expected** and the roll will be taken. Make-up tasks may be given if attendance is missed, to ensure all content is covered to meet accreditation requirements.

Students are required to attend the workshop in which they are enrolled. Any changes to enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

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

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

5 Rs 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.*

