



EDTE456

Curriculum and Teaching in the Primary School 6

S2 Day 2018

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	11
<u>Unit Schedule</u>	12
<u>Policies and Procedures</u>	15
<u>Graduate Capabilities</u>	17
<u>Changes since First Published</u>	23

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

Unit Convenor

Dr Sarah Powell

sarah.powell@mq.edu.au

Contact via 9850 9885

29WW Rm 263

By appointment

Tutor

Ms Karen Kelly

karen.kelly@mq.edu.au

Tutor

Ms Michelle Wilson

michelle.wilson@mq.edu.au

Tutor

Ms Mandy Yeates

mandy.yeates@mq.edu.au

Tutor

Ms Cynthia Pitt

cynthia.pitt@mq.edu.au

Credit points

3

Prerequisites

(EDTE403 and EDTE455) or (TEP403 and TEP418 and TEP419)

Corequisites

EDTE404

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:

Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Plan Integrated Curriculum	40%	No	16/09/18 at 11:55pm
Critical Reflection	25%	No	07/10/18
Presenting Unit Overview	30%	No	11/11/18 at 11:55pm
Annual Student Survey (ASSET)	5%	No	various

Plan Integrated Curriculum

Due: **16/09/18 at 11:55pm**

Weighting: **40%**

Description: Plan Integrated Curriculum: 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. See below for further details and requirements.

Word limit: 6-8 pages (approx. 1500 words)

Unit outcomes assessed: 1, 2, 3, 4, 5, 6

Graduate capabilities assessed: GC1, GC2, GC3, GC4, GC5, GC6, GC7, GC8

Use the following scenario to guide the development of your planning an integrated unit of work.

You are a Year 3 teacher at 'Macquarie University Primary School' - a large suburban K-6 school with a population of 800 students. There are 4 classes in Year 3. You have 30 children in your class (17 boys and 13 girls) with a diverse range of abilities. Your class is also culturally and linguistically diverse with over 15 different language groups, including three children who are in the 'Developing' phase of learning English (EAL/D learning progression, ACARA) and another three who are 'Consolidating'. None of your students are 'Beginning' or 'Emerging' in English language learning.

You have 2 girls and 1 boy with an Indigenous background; these students all speak Standard Australian English in the home. There is a child in your class with moderate hearing loss that requires you to wear a microphone all of the time. You also have two children that require learning support in your class and you receive one hour of SLSO time each day. The school has two ESL teachers, one of whom works in a team-teaching capacity with you for two one-hour sessions each week.

The school has received a grant to increase the use of technology in the classroom – you have an interactive smart board with access to the internet in your room. The school has some iPads which can be booked out as a set of 15 for use in classrooms. The school has a well-resourced library, and the teacher-librarians engage in cooperative planning with class teachers, working with you to build students' information literacy by team teaching with you in the library lesson time, which is 40 minutes per week for your class.

[NOTE: In this scenario, we have not indicated how your RFF time is allocated by the school. When writing your integrated unit, you should assume you will be teaching all of the unit, and possibly team-teaching some lessons.]

'You have been asked to plan an integrated unit of work for all of Year 3 to teach in the first half to two-thirds of Term 2. The unit should have a duration of about 6 weeks. The plan would be shared with your Stage 2 colleagues [our Week 11 and 12 presentations in EDTE456 are intended to evoke this aspect of the scenario]. As well as planning the unit in a general sense, you will need to personalise the unit for your own class's needs.'

[NOTE: For the purposes of this assignment, it is not necessary to say in which week the learning experiences will occur, but merely to indicate their order. This unit is a general plan and does not need to take account of calendar items e.g. NAPLAN testing week.]

Task details and requirements:

Use 'backward design' to create an overview of a unit of work for the scenario class. (You might like to use something like the 'Understanding by Design' template from developing your ideas

although you do not need to hand that in).

The unit must address syllabus outcomes from **four** or more Key Learning Areas and involve a **rich task**, which is used for assessment purposes.

Your Unit Overview will have:

- A **title** for the unit. This might be a 'driving' question or a topic.
- A **summary** of the unit. This should indicate *very succinctly* what the unit is about (e.g. 'big ideas') [50 words]. You should also indicate which Key Learning Areas the unit will address, and relevant general capabilities and cross-curriculum priorities (listed in bullet form).
- An **assessment overview** that summarises the main assessment task/s [50 words].
- A **rationale** for the unit written as prose [200 words]. This should include:
 - the reasons for the selection of that driving question or topic
 - how the intended learning experiences and assessments will address the driving question/ topic,
 - justification for the use and distribution of the KLAs you have selected, and
 - educational research which informs your model/s of integrated curriculum. (Two or three quality references are needed).
- A list of the **most relevant syllabus outcomes** from each of the Key Learning Areas addressed in the unit. This list of outcomes can be copied from NSW syllabus documents.
- Succinct descriptions of each of the planned **teaching and learning experiences** [1000 of your own words]. This should indicate:
 - the syllabus content they address [copy this information from syllabus documents – not part of word count],
 - adjustments made for learner needs,
 - how assessment will be incorporated, and
 - the resources that will be needed/used.
- A one-page **visual representation** of how the sequence of teaching and learning experiences fit together and contribute to the rich task. You may choose to present this schematically. It does not need to be written in full sentences.
- A one-page **letter** to parents that describes and/or explains the unit to parents.

AITSL Standards addressed by this task: 1, 2, 3, 5, 7.3

NOTES/ADVICE

- We recommend that you use *ProgramBuilder* and *Scoutle* as part of their process of

creating your submission. A template is available in *ProgramBuilder* for you to use:

<https://pb.bos.nsw.edu.au/templates/115353/s/0f048818-F1E6-49DB-9A0F93C127D1FBE2>

- For final submission, you will need to export your unit from *ProgramBuilder* and finish editing it in Word. It will export as a table. Sometimes columns or rows need to be resized after that process, so you should leave time to make sure your submission is professionally presented. When you get to that stage, you can also remove the 'scope and sequence' section, which is not required for this assignment but which it is not possible to remove from the *ProgramBuilder* template online.
- Use your knowledge of quality integration of the curriculum to ensure that the learning experiences you plan contribute in a cohesive and cumulative manner to the development of the rich task. This should be clear in the one-page visual representation of the unit's teaching and learning experiences.
- You may consider 'History' and 'Geography' as separate for the purposes of this task (that is, if you intend to integrate both of those, then integrating only two more KLAs will meet the requirements of the task).
- It is expected that your teaching and learning experiences and resources will involve some **use of ICT**, and that this will be clear to the reader.

Total length in terms of your *own* words (i.e. not including copied syllabus outcomes/content or heading rows on tables): 1500 words.

AITSL Standards addressed by this task: 1, 2, 3, and 5.

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 four 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.

Critical Reflection

Due: **07/10/18**

Weighting: **25%**

Description: Critical Reflection

A critical essay using theory and research (use set readings) that reflects upon practice and professional learning (refer to professional practice placements).

1. Choose an example of something that occurred during Professional Experience that is related to your teaching practice and write a critical reflection of the teaching and/or learning that occurred for you. The example may be an incident, event, scenario or issue and can be related to the classroom, a specific student or group of students, an incident in the playground, or a conversation in the staffroom.
2. Your response should include a brief description of the scenario, event, or issue, and it should refer to the key elements of reflexive and reflective practice, when considering the learning that took place for you.
3. You should make use of Chapters 13 and 14 of the set text, refer to the Professional Teaching Standards, and other scholarly work, to support your discussion.

Word limit: 1000

Unit outcomes assessed: 2, 3, 6

Graduate capabilities assessed: GC2, GC3, GC4, GC5, GC8, GC9

AITSL Standards addressed by this task: 3.6, 6.

On successful completion you will be able to:

- 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;
- Develop understanding of the requirements of a Graduate Teacher.

Presenting Unit Overview

Due: **11/11/18 at 11:55pm**

Weighting: **30%**

Description: Presenting the overview of an integrated unit. Including: Assessment of student

learning. Evaluation/reflection.

- Present the unit of work created in Task 1 – this is a 5-minute presentation to your tutorial class, which will include an example of an assessment of student learning.
- Provide feedback to two peers on their presentation (a pro forma will be provided).
- Evaluate your professional learning.

Note: Presentations will take place across two weeks of tutorial classes in Weeks 11 & 12 (October 22 & 29). All students must be ready to present in Week 11, as presenters will be selected randomly.

Word limit: approx. 10 pages submitted to *Turnitin*

Unit outcomes assessed: 1, 2, 3, 4, 5, 6

Graduate capabilities assessed: GC1, GC2, GC3, GC4, GC5, GC6, GC7, GC8

To assist your thinking - Imagine that you have been asked to present your unit of work to colleagues on your 'Stage team', and the deputy principal is also attending to learn about how the Stage is planning for quality, integrated learning. You will need to outline the unit of work you have designed, covering the points listed under the heading 'In class presentation' below.

In your in-class presentation you will:

1. Explain your unit of work in a **5-minute presentation** to peers in your tutorial class.
Include:
 - an **overview** of the unit you have designed
 - an **explanation** of the rich task/s, the learning they are designed to demonstrate, and their assessment (including one worked example of an assessment artefact to show what you expect students might achieve)
 - a **summary** of the key learning experiences and resources
 - an **explanation** of the adjustments made for differentiation.

Present in an accomplished professional manner, making appropriate and competent use of ICT (e.g. presentation software, IWB, Popplet/other multimedia tools).

1. Prepare a **2-page summary handout** to distribute to your colleagues when you present. This handout should support your presentation rather than replicate it. It will be a single sheet of paper, double-sided and professionally presented.
2. Provide **constructive feedback** to two peers on their presentation (a pro forma will be provided).

Additional information:

1. Produce a worked **example** of a 'rich task', which models what a capable student might be expected to produce at the culmination of the unit of work designed in Task 1.

- Include one artefact (shown to peers in your presentation). Annotate this model rich task artefact in a structured and succinct way that explains the evidence of learning the artefact would ideally demonstrate.
- Design the **criteria** used to assess the artefact (e.g. marking rubric), including a short **feedback** report to the student (approx. 100 words).
- Compose a short **feedback** report for parents/carers (half a page).

2. Write an **evaluation** of the professional learning you have experienced in light of peer feedback. Refer to peer feedback forms, the AITSL standards, and your own critical reflections about the learning process (200-300 words)

AITSL Standards addressed by this task: 1, 2, 3, 5.1, 5.2, 5.5, 6.1, 6.3, 7.3

What to submit to Turnitin:

Submit as **one file**:

- Two-page handout summarising your presentation (as given out during the presentation).
- Worked example of assessment of the rich task artefact, with annotations explaining how they would be assessed. Annotations should be neatly presented. You may include images as well as print as appropriate to the rich task you have designed.
- Assessment criteria e.g. marking rubric and feedback report
- Sample feedback report to one student's parent/caregiver (100-200 words).
- Scanned handwritten peer feedback from two peers, as provided during the in-class presentation. NOTE: This will not be assessed as part of your grade, but it is necessary documentation for your maker to view when judging your evaluation.
- 300-word evaluation.

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 four 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.

Annual Student Survey (ASSET)

Due: **various**

Weighting: **5%**

Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part. An automated emailed confirmation of completion will be sent to the email address you nominate. Please make sure you ensure this is received and retained as it is the only evidence of completion that will be accepted in case of dispute. If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at des.research@mq.edu.au.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part are provided below and links to the surveys will be available on the iLearn sites:

Part 1: 1 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_d5qX9S1egyDecEI

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_86a7m7fEtCmfKLP

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_72RaWQ5kzZeaFTf

Part 4: 15 October

Link: https://mq.edu.qualtrics.com/jfe/form/SV_dbrGI5svQ8yFOrb

Part 5: 1 November

Link: https://mq.edu.qualtrics.com/jfe/form/SV_9GqW4aW3fn60JWR

On successful completion you will be able to:

- Develop understanding of the requirements of a Graduate Teacher.

Delivery and Resources

It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Academic Unit Coordinator.

Students having difficulty at any time throughout the semester for example, with unit content, assessment queries or placement concerns are urged to contact the Academic Unit Coordinator EARLY to discuss issues.

This unit does not directly teach curriculum content (<http://www.boardofstudies.nsw.edu.au/k-6/>). Students are expected to use syllabuses (<http://syllabus.bos.nsw.edu.au>) for KLAs .

It is expected that students have a working knowledge of KLAs for Kindergarten to Year 6 from completion of prior units and from personal study.

Classes The timetable for classes can be found on the University web site at:

<https://timetables.mq.edu.au/2017/>

- 1 hour lectures will be held Monday mornings from 9:00 --10:00am.
- 2 hour tutorials will be held weekly (Monday to Friday). Students will not be accepted in alternate tutorials under any circumstances.
- Those students enrolled in the tutorial which follows the lecture are expected to attend the lecture in order to be able to participate in the tutorial directly following. This is when the roll will be taken. It is expected that students attending the later tutorials will either attend the lecture or listen on line prior to coming to class. For external students it is expected that students listen weekly online.
- Students are not able to swap between tutorials throughout the semester. Tutorial groups are established in the first two weeks of semester and students must remain in this tutorial until the end of semester.
- In order to be eligible for a passing grade, students must meet the following requirements:
 - Students must attend tutorials

Unit Schedule

Week	Lecture (1 hour)	Workshop (2 hours)
1 July 30	PROFESSIONAL EXPERIENCE	
2 Aug 6		
3 Aug 13	<p>Introduction</p> <p>The integrated curriculum</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Provides an overview of the unit; refers to the status of the Australian Curriculum and the NSW K-6 curriculum and the role of integration within them. Identifies benefits and limitations of integrated unit. <p>AITSL: 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Identify common learning outcomes across KLA's using exemplars; classify outcomes for similarities and differences in content and process Devise focus questions to align with common areas of inquiry. Other related activities <p>Reading: Chapter 1: <i>Introducing teaching as a profession</i> (Churchill et al. 2016)</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>
4 Aug 20	<p>Models of curriculum integration</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Examines examples of various approaches to curriculum integration including interdisciplinary, problems-based and theme-based approaches (including inquiry-based curriculum); <p>Becoming a good teacher</p> <ul style="list-style-type: none"> Explores the qualities of a good teacher, and Reflects on good practice DoES 5Rs Framework <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 7.2; 7.3.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Analyse examples of integrated units and categories for key concepts and outcomes, and Identify limitations of integrated units Other related activities <p>Reading: Chapter 6: <i>The curriculum</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4</p>

<p>5 Aug 27</p>	<p>Principles of effective assessment design</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Revisits prior learning about designing assessment tasks. <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Analyse learning experiences and assessment tasks focusing on one aspect of the theme; Devise alternative learning experiences that integrate the same outcomes as the modelled lesson; and Discuss different pedagogical strategies to approach an integrated lesson. <p>Reading: Chapter 7: <i>Planning for practice: connecting pedagogy, assessment and curriculum</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4.</p>
<p>6 Sep 3</p>	<p>Planning an integrated unit of work, including programming for differentiation</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Examines different approaches to whole class/unit programming; Examines programming implications/inclusions to differentiated for learners; and Develops student understanding of importance of planning and programming; curriculum outcomes. Examine examples of programs K-6: evaluate strengths and limitations of the scope and sequence; and Examine a range of organisational structures for programming. <p>AITSL: 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 5.1; 5.3; 5.4; 5.5.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Examine possibilities for integrated learning and assessment experiences tailored for students with diverse linguistic, culture, religious or socioeconomic backgrounds: Aboriginal and Torres Strait Islander students; students with a disability, or students with specific learning needs. Compile examples of strategies for integrated learning of this group of students. Other related activities <p>Reading: Chapter 5: <i>Learner diversity, pedagogy and educational equity</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 5.1.</p>
<p>7 Sep 10</p>	<p>Rich assessment tasks</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Examine examples of assessment strategies and assessment of learning linked to designing integrated curriculum; and Review assessment rubrics for evaluating learning outcomes Other related activities <p>Reading: Chapter 12: <i>Assessment, feedback and reporting</i> (Churchill et al. 2016).</p> <p>AITSL: 1.2; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 5.1; 5.3; 5.4.</p>
<p>Note: Task 1 Plan Integrated Curriculum due 16 September at 11:55pm</p>		
<p>RECESS 17-28 SEPTEMBER</p>		

<p>8 Oct 1 (Public Holiday)</p>	<p>Engaging in critical reflection</p> <p>Lecture activity online</p> <p>All classes online</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Engage in critical reflection writing online <p>Reading: Chapter 13: <i>Reflective practice</i> (Churchill et al. 2016) AND</p>
<p>Note: <u>Task 2</u> Critical reflection due 7 October at 11:55pm</p>		
<p>9 Oct 8</p>	<p>Transitions in schooling: Implications for curriculum design and pedagogy</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Develop students' understanding of the effects of transition (preschool-primary-secondary) on student learning; Identifies factors in the transition from preschool to school and the role of parents/caregivers; and Examines strategies to assist teachers in supporting students in making transitions from primary to secondary. <p>AITSL: 2.1; 6.1; 6.3.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Consider curriculum initiatives that promote smooth transition to formal schooling; and Identify the knowledge, skills, values and attitudes needed by students in secondary that could be developed in primary school. Other related activities <p>Reading: Chapter 8: <i>Pedagogy: The agency that connects teaching with learning</i> (Churchill et al. 2016).</p>
<p>10 Oct 15</p>	<p>Working in different locations – Rural and overseas teaching (speaker)</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Rural or remote NSW – challenges and rewards Working in small-knit communities The country life-style Distance education Teaching is a global job <p>http://www.dec.nsw.gov.au/about-us/careers-centre/school-careers/teaching/teach-rural/rural-living</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Identify complex realities of contemporary teacher practice and schooling; Identify schooling processes that support high-quality pedagogy towards enhanced equity outcomes; Appreciate the significance of equity as a key imperative of schooling Other related activities <p>Reading: Chapter 16: <i>Professional, ethical and legal issues for teachers</i> (Churchill et al. 2016).</p>
<p>11 Oct 22</p>	<p>Documentation and organization: Reporting and assessment</p>	<p><u>Assessment Task 2: Presentations</u></p> <p>Student presentations of integrated curriculum plan to peers.</p> <p>Reading: Chapter 15: <i>The future of teaching: Schooling, equity and social change</i> (Churchill et al. 2016).</p>

<p>12</p> <p>Oct 29</p>	<p>Reporting to Parents/Carers</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Parents as partners in education • Understanding the expectations of parents • Involving parents in the classroom • Professional distance • Communication strategies with parents • Diverse families <p>https://arc.nesa.nsw.edu.au/go/gen-info</p>	<p><u>Assessment Task 2: Presentations</u></p> <p>Student presentations of integrated curriculum plan to peers.</p> <p>Reading: Chapter 11: <i>Interactive student engagement and management</i> (Churchill et al. 2016).</p>
<p>13</p> <p>Nov 5</p>	<p>Making the transition from pre-service teacher to graduate teacher: Theory and practice</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • A state of transition • Moving through teacher career stages • Graduate to proficient guidelines for teacher induction into the profession • Professional learning • Examine how the novice-to-expert model can be applied to the development as a professional educator <p>https://www.aitsl.edu.au/tools-resources/resource/graduate-to-proficient-australian-guidelines-for-teacher-induction-into-the-profession</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Review diverse examples of projects/initiatives in learning; • Discuss the advantages of more closely integrated learning experiences focused on the context of the learner and supported by parental/community involvement; • Compile a resource inventory of relevant projects and initiative suitable for planning integrated themes in collaboration with the community; and • Discuss initiatives for casual teaching. • Other related activities <p>Reading: Chapter 14: <i>Theorising about teacher practice</i> (Churchill et al. 2016).</p>
<p>Note: <u>Task 3</u> Presenting the overview of an integrated unit due 11 November at 11:55pm</p>		

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

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.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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.

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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.

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview
- Annual Student Survey (ASSET)

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 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;
- Develop understanding of the requirements of a Graduate Teacher.

Assessment tasks

- Critical Reflection
- Presenting Unit Overview
- Annual Student Survey (ASSET)

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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.

Assessment tasks

- Plan Integrated Curriculum
- Presenting Unit Overview

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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.

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the components of an integrated curriculum: demonstrate depth and breadth of knowledge, conceptualisation of and relationships between concepts and processes across the four 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.

Assessment tasks

- Plan Integrated Curriculum
- Critical Reflection
- Presenting Unit Overview

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 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

Assessment task

- Presenting Unit Overview

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 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

Assessment task

- Plan Integrated Curriculum

Changes since First Published

Date	Description
24/07/2018	Change of tutor