



EDTE354

Curriculum and Teaching in the Primary School 4

S2 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Susan Busatto

susan.busatto@mq.edu.au

Alice Chik

alice.chik@mq.edu.au

Credit points

3

Prerequisites

EDTE353 or TEP320

Corequisites

Co-badged status

Unit description

This unit is the fourth in the sequence of primary curriculum units. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics. It aims to develop a range of pedagogical strategies and resources for planning an integrated sequence of learning experiences that differentiate for learning in regular classrooms and enhance the students' skills in assessment and reporting.

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:

1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and

resources;

3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;

4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;

5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Annual Student Survey of Educa</u>	5%	No	Nov 1
<u>Evidence based professional de</u>	5%	No	Nov 5 (8am)
<u>English unit of work</u>	35%	No	Sept 10 (8am)
<u>Mathematics unit of work</u>	35%	No	Oct 22 (8am)
<u>Examination</u>	20%	No	Exam week

Annual Student Survey of Educa

Due: **Nov 1**

Weighting: **5%**

Completion of the Annual Student Survey of Education for Teaching (ASSET)

Description: 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:

The survey is in 5 parts and you will be awarded 1% for completion of each part.

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://mqedu.qualtrics.com/jfe/form/SV_dbrGI5svQ8yFOrb

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_9GqW4aW3fn60JWR

On successful completion you will be able to:

- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;

Evidence based professional de

Due: **Nov 5 (8am)**

Weighting: **5%**

Students evaluate the use of Program Builder for Professional Digital Competence building. Students have the alternative option to submit a 400-word critical analysis of a published study.

On successful completion you will be able to:

- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

English unit of work

Due: **Sept 10 (8am)**

Weighting: **35%**

English Unit of Work: Design a unit of work of English content for either Stage 2 or 3 based on the theme 'Find your treasure' (2018 Children's Book Council of Australia) using Program Builder.

On successful completion you will be able to:

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Mathematics unit of work

Due: **Oct 22 (8am)**

Weighting: **35%**

Mathematics Unit of Work: Design a mathematical sequence of five learning experiences (a unit of work) for students in Stage 2 based on related concepts from two sub-strands of the Mathematics K-6 syllabus and Working Mathematically

On successful completion you will be able to:

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Examination

Due: **Exam week**

Weighting: **20%**

This is an 90-min exam: 45 min (English) and 45 min (Mathematics)

On successful completion you will be able to:

- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;

- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Delivery and Resources

All classes for this unit begin:

Session 2: Week 3 for Education students

This includes lectures (weekly, 1 hour) and tutorials (weekly, 2 hours).

Activities completed during weekly 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 and/or ACECQA requirements.

Attendance at all tutorials is expected. Attendance will be recorded.

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.

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of EDTE354.

English

Prescribed Texts:

The following is available from the University Cooperative Bookshop and it is **essential** for this unit.

BOSTES (2016). *Grammar: A guide for teachers*. Sydney: BOSTES.

BOSTES (2015). *Phonics: A guide for teachers*. Sydney: BOSTES.

BOSTES (2010). *Dictionary of classroom strategies K – 6*. Sydney: BOSTES.

Your prescribed weekly readings are available through e-reserve on the library's web page. The access is linked through *iLearn*.

Mathematics

Prescribed Texts:

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2015). *Teaching mathematics: Foundations to middle years*. (2nd ed.) South Melbourne: Victoria Oxford University Press.

O'Brien, H. & Purcell, G. (2013). (4thed.) *Primary Maths Handbook*. South Melbourne: Oxford.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;

- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- Evidence based professional de
- English unit of work
- Mathematics unit of work
- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
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- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- Annual Student Survey of Educa
- Evidence based professional de
- English unit of work

- Mathematics unit of work
- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
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Assessment tasks

- Evidence based professional de
- English unit of work
- Mathematics unit of work
- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
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- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
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Assessment tasks

- Evidence based professional de
- English unit of work
- Mathematics unit of work
- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum

- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting;
- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- Evidence based professional de
- English unit of work
- Mathematics unit of work
- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 3. demonstrate effective strategies, skills and classroom practices to enhance student

learning ensuring appropriate assessment and reporting;

- 4. reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- Evidence based professional de
- English unit of work
- Mathematics unit of work
- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

- Evidence based professional de
- English unit of work
- Mathematics unit of work

- Examination

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

- 1. demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum
- 2. demonstrate developed skills and a knowledge of pedagogies to: " plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; " interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; " select and utilize resources across a wide range of types including the integration of ICT tools and resources;
- 5. apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Assessment tasks

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