



EDTE353

Curriculum and Teaching in the Primary School 3

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Senior Lecturer

Dean Dudley

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Contact via Ext4864

X5B 266

Tuesday 1200-1300hrs

Credit points

3

Prerequisites

EDUC258 and EDUC260 and EDUC267

Corequisites

EDTE251

Co-badged status

Unit description

This unit is the third in the sequence of primary curriculum units. It introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school - Creative Arts/The Arts, and Personal Development, Health and Physical Education/ Health and Physical Education - with a particular focus on the development of pedagogical strategies. Practical applications of the knowledge and skills taught in this unit are designed to support the students' professional experience in schools.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;

UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum

documents;

UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective Blogs	40%	No	Weekly on Tuesday's at 11:59pm
PDHPE/CA Examination	60%	No	Examination Week

Reflective Blogs

Due: **Weekly on Tuesday's at 11:59pm**

Weighting: **40%**

Assessment 1: Reflective Blog & Evaluation

Word Length: 300-500 words per blog

Percentage Weighting: 40%

Due: Weekly on Tuesday's at 11:59pm

Purpose: To allow student to understand and reflect on the essential skills and pedagogical principles of health/physical education and creative arts.

Procedure:

Students are required to make weekly blog posts on their learning experiences as a result of participating in the weekly workshop, tutorial **AND** lecture via the EDTE353 iLearn site.

1. Students are to establish their own Blog feed via iLearn
2. Students are to address each of the following questions by no later than Tuesday at 11:59pm in the week following their workshop. Late submissions will incur a 5% penalty

per day.

The questions to be answered are

1. What knowledge did I acquire throughout the duration of the week from this subject that will inform my future teaching practices?

< >How do I intend to apply what I learned to my teaching practices?

Some guiding questions that may help you scaffold your response include;

- a) What did we cover in this week's lecture AND workshop/tutorial?
- b) What are my thoughts and instincts telling me about the lecture AND workshop/tutorial?
- c) What are the potential hazards, pitfalls and negatives of what I learned to my teaching in the future?
- d) What are the potential benefits or opportunities of using what I learned to my teaching in the future?
- e) How could I think differently/creatively about what I have learned this week and apply it to my teaching?

This task will be graded in two parts Weeks 1-6, and Weeks 7-13 on the conventional University Marking rubric scale (See Marking Criteria for details).

On successful completion you will be able to:

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
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PDHPE/CA Examination

Due: **Examination Week**

Weighting: **60%**

Assessment 2: PDHPE & Creative Arts Examination

Time: 3 hours PLUS 5 mins reading time

Percentage Weighting: 60%

Due: Examination Week (Check your examination timetable for details)

Purpose: A formal three hour examination covering the content of the tutorials and readings to give students an opportunity to exhibit their understanding of NSW NESA Creative and Performing Arts/PDHPE Syllabus and pedagogy.

Procedure: Exam will consist of extended response style questions. Students will be expected to show their understanding through developing their answers to related to EDTE353 PDHPE/ Creative and Performing Arts topics, real world application and classroom pedagogy

On successful completion you will be able to:

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Delivery and Resources

Course work

- Lectures (1x2hr each week)
- KLA-based workshops (2 x 2hr workshops each week)

Lectures and Workshops

The lecture and workshops are integrated and consecutive components of EDTE353.

An outline of the lecture and workshop program is presented in the table in the following section. Readings are listed for each week; lecture, CA and HPE tutorial.

Students are reminded that a three-credit point unit involves up to 150 hours of work in that half-year; including lectures, tutorials, workshops, assessment preparation and study. Students should prepare for each lecture and tutorial through the readings. You will note the readings for each week, syllabus references and often other readings.

- Textbook readings (*Required Readings*) are necessary for each week;
- Students should also acquaint themselves with the listed syllabus content.

- Other readings (*Recommended Readings*) are suggested for those who wish to further extend their knowledge and skills in both primary CA and HPE; they are not required reading.

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blogs
- PDHPE/CA Examination

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;

Assessment tasks

- Reflective Blogs
- PDHPE/CA 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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;

- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

Assessment task

- Reflective Blogs

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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO2 Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents;
- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blogs
- PDHPE/CA 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 outcome

- UO3 Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

Assessment tasks

- Reflective Blogs
- PDHPE/CA 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

- UO1 Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents;
- UO4 Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- Reflective Blogs
- PDHPE/CA 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:

Assessment task

- PDHPE/CA Examination