



EDTE252

Curriculum and Teaching in the Primary School 2

S2 Day 2018

Department of Educational Studies

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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

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Credit points

3

Prerequisites

EDTE251 or TEP318

Corequisites

EDUC267

Co-badged status

Unit description

This unit is the second in a sequence of six primary curriculum units and provides further development in the pedagogical aspects of teaching and learning in the primary school. The lectures and workshops focus on the syllabus scope and structure, content and skills of the key learning areas of Science and Technology, and History and Geography.

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 developing knowledge and understanding of the NSW syllabus content and requirements of the Australian Curriculum: History, Geography, Science and Technology.
2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
3. integrate ICT creatively across History, Geography, and Science and Technology.
4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

General Assessment Information

ATTENDANCE FOR UNDERGRADUATE UNITS

All tutorials begin in Week 3 of Session 2.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

ELECTRONIC COMMUNICATION

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

GENERAL ASSESSMENT INFORMATION

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed. For example: a task worth 50%, the 5% late penalty would therefore be a grade reduction of 2.5 marks per day. e.g. 5% of 50 = 2.5. 2 days late = 5 mark deduction.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

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

Draft Submissions & Turnitin Originality Reports

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

Please note:

- Students should regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

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

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-pro>

[cedures/policies/assessment-in-effect-from-session-2-2016](#)

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

PROCEDURES and POLICIES

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Other important policies

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/ the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.
- Macquarie University operates under a 'Fit to Sit' model as specified in the University's [Special Consideration Policy](#). For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.
- If a Student is identified by the Unit Convenor as being 'At Risk', the [Department's 'At Risk' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Other policies that relate to Learning and Teaching (see Policy central):

Academic Honesty Policy

Assessment Policy

Grade Appeal Policy

Complaint Management Procedure for Students and Members of the Public

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/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 enquiry service

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

Equity 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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1: Lesson Sequence	50%	No	21/9/18
Assignment 2 Presentation	50%	No	Week 13

Assignment 1: Lesson Sequence

Due: **21/9/18**

Weighting: **50%**

This assessment evaluates pre-service teachers' capabilities to plan a sequence of three lessons, using the first 3Es of the 5E approach, to develop primary students' science and design technology skills, knowledge and understandings of a science concept. The *Science Lesson Sequence* must focus on engaging students in online and offline activities connected with the skill outcomes of Working Scientifically and Working Technologically, and the knowledge and understanding outcomes of **either** Physical World and Material World **or** Living World and Earth and Space from the new (2019 implementation) NSW K-6 Science & Technology syllabus.

See iLearn for assessment details.

On successful completion you will be able to:

- 1. demonstrate a developing knowledge and understanding of the NSW syllabus content and requirements of the Australian Curriculum: History, Geography, Science and Technology.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
- 3. integrate ICT creatively across History, Geography, and Science and Technology.

- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assignment 2 Presentation

Due: **Week 13**

Weighting: **50%**

Geography In-class presentation

Purpose:

1. develop the student's teaching strategies and presentation skills,
2. develop students' knowledge and understandings of the NESA Geography syllabus including their understanding of and respect for Aboriginal and Torres Strait Islander concepts of *Country*,
3. promote the teaching of higher order thinking skills.

* See iLearn for assessment details

On successful completion you will be able to:

- 1. demonstrate a developing knowledge and understanding of the NSW syllabus content and requirements of the Australian Curriculum: History, Geography, Science and Technology.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
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Delivery and Resources

Prescribed Texts:

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

Geography & History

Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e)*. Melbourne: Oxford University Press. [note **third edition** – not second] (also available as an ebook. Students can purchase a code via the Co-Op Website.

Science:

Skamp, K. & Preston, C. (eds.) (2015). *Teaching Primary Science Constructively* (5th ed.). Sydney: Cengage Learning.

Syllabus Documents and Support Materials

NESA (2015). Geography K-10. Retrieved July 15, 2018 from: http://syllabus.nesa.nsw.edu.au/assets/geographyk10/downloads/geographyk10_full.pdf

NESA (2012). *History K-6: Syllabus*. Retrieved July 15, 2018 from http://syllabus.nesa.nsw.edu.au/assets/historyk10/downloads/historyk10_full.pdf

NESA (2017). Science K–10 (Incorporating Science and Technology K–6). Retrieved July 15, 2018 from [<http://syllabus.nesa.nsw.edu.au/science/science-k10/>]

Further professional reading and references:

NESA History and Geography references and resources

Baker, J. (2010). *Mirror*. London: Walker Books.

Board of Studies New South Wales (1997). Big mob books for little fullas: Emergent readers kit. Sydney: New South Wales Board of Studies.

Clague, L., Harrison, N., Stewart, K. & Atkinson C. (2017). Thinking outside the circle: reflections on school-based garden research. *Australian Journal of Indigenous Education*.

Fox, M. (1997). *Whoever you are*. Sydney: Hachette.

Gilbert, R & Hoepper, B (eds.), (2014). Teaching humanities and social sciences: history, geography, economics & citizenship in the Australian curriculum (5e). South Melbourne (Vic): Centage Learning.

Harrison, N. & McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. *Geographical Research*, 55:4, 359-368

Harrison, N. (2017). Putting oneself in the shoes of another: Issues of empathy and intercultural understanding in the Australian geography curriculum. *International Research in Geographical and Environmental Education*. 26:4, pp. 269-280.

Kwaymullina, E. & Morgan, S. (2011). *My country*. Freemantle: Freemantle Press.

Marsden, J. & Tan, S. (1998). *The rabbits*. Port Melbourne: Lothian Books.

Maude, A. (2014). *Understanding and teaching the Australian curriculum: Geography for primary schools*. Moorabbin (Vic): Hawker Brownlow.

New South Wales Department of Education and Training (2005). *Caring for place—Caring for country*. Darlinghurst, New South Wales: New South Wales Department of Education and Training, Aboriginal Education and Training Directorate.

Price, K. (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. London: Cambridge.

Russell, E. (2005). *The shack that dad built*. Surry Hills, N.S.W: Little Hare Books.

Russell, E. (2000). *A is for Aunty*. Sydney: ABC Books.

Purdie, N., Milgate, G., & Bell, H.R. (2011). *Two way teaching and learning: Towards culturally reflective and relevant education*. Melbourne: ACER Press.

Science and Design Technology References and Resources

American Association for the Advancement of Science. (nd). NSDL Science Literacy Maps. Retrieved July 30, 2016 from <http://strandmaps.dls.ucar.edu>

Dawson, V., & Venville, G. (2007). *The art of teaching primary science*. Crows Nest: Allen & Unwin.

Fleer, M. (2015). *Science for children* (3rd ed.). Port Melbourne, VIC: Cambridge University Press.

Fleer, M. (2016). *Technologies for children*. Port Melbourne, VIC: Cambridge University Press.

Gregson, R. (2012). *Connecting with science education*. South Melbourne: Oxford University Press.

Howitt, C. & Blake, E. (Eds.). (2010). *Planting the seeds of science*. Curtin University: Australian Learning & Teaching Council. Retrieved, from <http://www.scootle.edu.au/ec/viewing/S4502/pdf/k12sci007.pdf>

Scootle (2016). Australian Curriculum: Science resources retrieved July 30, 2016 at www.scootle.edu.au

General reading list

Australian Curriculum, Assessment and Reporting Authority (2018). *Critical and creative thinking*. Retrieved July 10, 2018 from <http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking/Introduction/Introduction>

Ang, L.L. (2013). *The early years curriculum: The UK context and beyond*. Pearson United Kingdom.

Arthur-Kelly, M., Lyons, G.S., Butterfield, N., & Gordon, C. (2006). *Classroom management: Creating positive learning environments* (2e.). Melbourne: Thomson Learning.

Beghetto, R. A., & Kaufman, J.C. (2010). *Nurturing Creativity in the Classroom*. Cambridge University Press (ISBN: 9780521715201)

Brady, L., & Kennedy, K. (2011). *Assessment & reporting: Celebrating student achievement* (4th ed.). Pearson Australia (ISBN: 9781442546813)

Burden, P.R., & Byrd, D.M. (2012). *Methods for effective teaching: Meeting the needs of all students* (6th ed.). Pearson Higher Ed USA.

Connell, R., Welch, A., Vickers, M., Foley, D., Bagnell, N., Hayes, D., Proctor, H., Sriprakash, A., & Campbell, C. (2013). *Education, change and society* (3rd ed.). Oxford University Press.

Ewing, R. (2013). *Curriculum and assessment: storylines* (2nd ed.). Oxford University Press.

Goldstein, S., & Brooks, R. (2007). *Understanding and managing children's classroom behaviours* (2nd ed.). Hoboken: Wiley & Sons.

Harrison, N. (2013). Using the interactive whiteboard to scaffold a metalanguage: teaching higher order thinking skills in pre-service teacher education. *Australasian Journal of Educational Technology*. 29: 54-65.

Healy, A. (Ed.) (2008). *Multiliteracies and diversity in education. New pedagogies for expanding landscapes*. South Melbourne: Oxford University Press. See in particular:

Killen, R. (2009). *Effective teaching strategies: Lessons from research and practice* (5e). South Melbourne: Cengage.

Additional suggestions:

History Teachers' Association of Australia (2018). Australian Curriculum: History Units. Retrieved July 15, 2018 from <http://www.achistoryunits.edu.au/>

Geography Teachers Association NSW: <http://www.gtansw.org.au/>

Key Australian website references:

Teaching and Learning on Darug Country: <https://learndarug.com/>

Australian Broadcasting Commission (2018). Splash. Retrieved July 14, 2018 from <http://splas.h.abc.net.au/media/-/m/29466/ramadan?source=early-primary-history>

Australian Broadcasting Commission (2018). *Indigenous languages map*. Retrieved July 15, 2018 from <http://www.abc.net.au/indigenous/map/>

Learning and Teaching Activities

Week 9 Lecture: Introduction to History & Geography

Week 9: Tutorial: Personal and Family Histories This workshop will focus on Personal and family histories. It will showcase a sequence of lessons on identity based on the question: 'What makes me special?' The workshop will: • Demonstrate a range of activities based around teaching 'personal characteristics' and making comparisons, • discuss and compare classroom management techniques relevant to each stage, • critique the structure of the K-6 syllabus

Week 10 Lecture: Teaching Geography K-6

Week 10 Homes including an introduction to assignment task 2

Week 11 Lecture: Teaching History K-6

Week 11 Tutorial: Effects of British colonisation. The focus of this workshop is on hands-on activities for students. It will demonstrate the use of historical inquiry including oral history interviewing, historical reasoning and thinking critically.

Week 12 Lecture Teaching Aboriginal Students

Week 12 Tutorial : School-based gardens

Week 13: Introduction to Australian government

Week 13 In-class presentations

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).

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dents.mq.edu.au/support/

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

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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 outcome

- 3. integrate ICT creatively across History, Geography, and Science and Technology.

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation

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 outcome

- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation

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 developing knowledge and understanding of the NSW syllabus content and requirements of the Australian Curriculum: History, Geography, Science and Technology.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation

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 developing knowledge and understanding of the NSW syllabus content and requirements of the Australian Curriculum: History, Geography, Science and Technology.
- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.
- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation

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 outcome

- 2. demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and understand scientific concepts from Indigenous perspectives.

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation

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

- 3. integrate ICT creatively across History, Geography, and Science and Technology.
- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation

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 outcome

- 4. devise and implement a range of effective classroom management strategies, with a focus on voice projection, and student engagement

Assessment tasks

- Assignment 1: Lesson Sequence
- Assignment 2 Presentation