



EDTE251

Curriculum and Teaching in the Primary School 1

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff Alice Chik alice.chik@mq.edu.au
Credit points 3
Prerequisites Admission to BEd(Prim) or (24cp and EDUC105 and EDUC106 and EDUC267)
Corequisites EDUC258 and EDUC260
Co-badged status
Unit description This is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics, and the development of knowledge of their associated pedagogical strategies. Students have the opportunity to apply this knowledge during their participation in a school experience program.

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 of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English;
2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these; and

4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment Tasks

Name	Weighting	Hurdle	Due
English Lesson Design	35%	No	Mar 21 (8am)
Designing a Mathematics lesson	35%	No	May 23 (8am)
Examination	30%	No	Examination

English Lesson Design

Due: **Mar 21 (8am)**

Weighting: **35%**

TASK 1: There are THREE (3) parts. And you must respond to all three parts.

PART A: Overview of your lesson plan

This part includes the full titles of your three poems, and overview and justifications of your lesson plan. It should be 800 words long.

PART B: The Poems on Powerpoint

Prepare 4 to 5 PowerPoint slides showing the Topic and the FULL TEXT of each of your 3 poems.

PART C: English Lesson Plan

The lesson should be 40 minutes long. You need to include: specific outcomes and content; your sequence of Teaching/Learning experiences; assessment, resources; links to further learning. The lesson plan should not be longer than 2 pages.

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- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on

these; and

- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Designing a Mathematics lesson

Due: **May 23 (8am)**

Weighting: **35%**

There are FIVE parts to this assignment and you must respond to all FIVE.

PART A: Overview of your lesson plan (350 words).

PART B: Lesson planning (700 words – excludes outcomes, references)

Prepare ONE lesson plan to address the information you have provided in Part A

The lesson should be planned for 40-minutes duration. You must include: appropriate working mathematically and Patterns and Algebra outcomes which are aligned with the content you are addressing; your sequence of teaching / learning experiences; assessment, resources, and links with further learning.

PART C Resource description (250 words)

Describe your two resources, and explain clearly how they will be used in your lesson to support students' learning of the key concepts.

PART D: Links with further learning (where to next?) (200 words)

If you were to teach a lesson after the one you described in Part B, what would be its focus? Ensure that the description of this lesson ties in smoothly, and builds on from the lesson plan from Part B

PART E: References are to be included using the APA citation style. Visit <http://libguides.mq.edu.au/referencing> for further information on how to reference your assignments correctly.

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- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on

these; and

- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Examination

Due: **Examination**

Weighting: **30%**

This is a 2-hour examination. You will be examined on your knowledge and understanding of the material covered in the lectures and workshops for both the English and Mathematics KLAs.

On successful completion you will be able to:

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Delivery and Resources

EDTE251 has ONE lecture per week of one hour's duration and one two-hour tutorial. Tutorials and lectures will begin Week 1 of Semester 1.

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

- 1. Demonstrate a developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English;
- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
- 3. Show a developing understanding of pedagogy and appropriate teaching strategies for quality literacy and numeracy learning experiences and be able to critically reflect on these; and
- 4. Demonstrate the ability to implement teaching strategies to expand learning opportunities and use a variety of resources, including technology-based, to plan, implement and manage a range of learning environments.

Assessment tasks

- English Lesson Design
- Designing a Mathematics lesson
- 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 developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English;
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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 of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English;

- 2. Demonstrate the ability to design and implement lessons in Mathematics and English that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes;
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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

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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 developing knowledge of content, the structural organisation and scope and sequence of curriculum content, as prescribed by the NSW syllabus documents for Mathematics and English;
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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

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