

EDUC4750: K-6 Curriculum Contexts: Integration and Inclusion

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course addresses professional skill development in curriculum design through professional engagement and reflection on and for action.



Requisites Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Assumed Knowledge EDUC1048, EDUC1050, EDUC2102, EDUC2103, EDUC2186, EDUC2748, EDUC2749, EDUC2746, EDUC2747, EDUC2744, EDUC3186, EDUC3745, ABOR3500, EDUC3026, EDUC3748.

Contact Hours

Lecture
Online
1 hour(s) per Week for 12 Weeks

Tutorial *
Face to Face On Campus
1 hour(s) per Week for 12 Weeks

* This contact type has a compulsory requirement.

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan and Ourimbah Dr Kate Ferguson-Patrick Kate.Fergusonpatrick@newcastle.edu.au (02) 4921 7764 Consultation: arrange via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428 School of Education HO1.43 Humanities Building Ourimbah Education@newcastle.edu.au +61 2 4349 4962 / 4934

SYLLABUS

Course Content	<ol style="list-style-type: none">1. Locating professionalism through contextualised practice2. Curriculum building through community asset analysis
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Identify issues of context to direct curriculum design.2. Identify assets of community to construct curriculum.3. Communicate effectively with community to engage in planning and implementation of curriculum.4. Plan strategies to engage community in curriculum implementation.
Course Materials	Required Reading: Quiz 1 Budiarti, M., Macqueen, S., Ferguson-Patrick, K., & Reynolds, R. (2021). Global project-based learning as an approach to teaching the 4Cs in schools. <i>Journal of International Social Studies</i> , 11(11), 33–62. Quiz 2 Drake, S., & Reid, J. (2018). Integrated Curriculum as an Effective Way to Teach 21st Century Capabilities. <i>Asia Pacific Journal of Educational Research</i> , 1(1), 31-50. Quiz 3 Sharkey, J., Olarte, A. C., & Ramírez, L. M. (2016). Developing a Deeper Understanding of Community-Based Pedagogies with Teachers Learning With and From Teachers in Colombia. <i>Journal of Teacher Education</i> , 67 (4), 306– 319. Quiz 4 Evans, N. (2019). Teacher Education and Education for Sustainability. In: <i>Learning to Embed Sustainability in Teacher Education</i> . SpringerBriefs in Education. Springer, Singapore.

Quiz 5 Vass, G. (2017). Preparing for Culturally Responsive Schooling: Initial Teacher Educators Into the Fray. *Journal of Teacher Education*, 68, 451-462.

Quiz 6 Microsoft Partners in Learning (ILT). (2012). 21st Century learning design: 21CLD Learning activity rubrics. *Innovative Teaching and Learning project at* <https://education.microsoft.com/GetTrained/ITL-Research>

Quiz 7 Shulsky, D., Baker, S., Chvala, T. & Willis, J. (2017). Cultivating layered literacies: Developing the global child to become tomorrow's global citizen. *International Journal of Development Education and Global Learning*, 9 (1), 49-63.

Quiz 8 Kereluik, K., Mishra, P., Fahnoe, C. & Terry, C. (2013). What Knowledge Is of Most Worth: Teacher Knowledge for 21st Century Learning. *Journal of Digital Learning in Teacher Education*, 29(4), 127-140.

Quiz 9 Gillies, R. M. (2016). Cooperative Learning: Review of Research and Practice. *Australian Journal of Teacher Education*, 41(3). <https://doi.org/10.14221/ajte.2016v41n3.3Links> [to an external site.](#)

Quiz 10 Herodotou C, Sharples M, Gaved M, Kukulska-Hulme A, Rienties B, Scanlon E & Whitelock D (2019). Innovative Pedagogies of the Future: An Evidence-Based Selection. *Front. Educ.* 4:113. doi: 10.3389/educ.2019.00113

Recommended Reading:

- ACARA General capabilities <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>
ACARA Cross curriculum priorities
<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/>
- Bowen, G. (2014). Promoting Social Change through Service-Learning in the Curriculum, *The Journal of Effective Teaching*, 14 (1), 51-62
- Doecke, E., & Maire, Q. (2019). Key skills for the 21st century: an evidence based review. *Australian Council for Educational Research, Research conference 2019*, 73-77. ACER.
- Dolan, A. M. (2016). Place-based curriculum making: devising a synthesis between primary geography and outdoor learning. *Journal of Adventure Education and Outdoor Learning*, 16(1), 49-62. doi:10.1080/14729679.2015.1051563
- Fair, C. D., & Delaplane, E. (2015). "It is good to spend time with older adults. You can teach them, they can teach you": second grade students reflect on intergenerational service learning. *Early Childhood Education Journal*, 43(1), 19-26. doi:10.1007/s10643-014-0634-9
- Ferguson-Patrick, K., & Jolliffe, W. (2018). Implementing cooperative learning in the classroom. In *Cooperative learning for intercultural classrooms* (pp. 95-139). Routledge.
- Ferguson-Patrick, K. (2016). The importance of teacher role in cooperative learning: the effects of high-stakes testing on pedagogical approaches of early career teachers in primary schools. *Education 3-13*, 0(0), 1-13. doi:10.1080/03004279.2016.1189946

- Ferguson, R., Coughlan, T., Egelandstad, K., Gaved, M., Herodotou, C., Hillaire, G., ... Whitelock, D. (2019). Innovating pedagogy 2019. In *Open University Innovation Report 7* (pp. 1–42). Milton Keynes: The Open University.
- González-Salamanca, Juan Carlos, Agudelo, Olga Lucía, & Salinas, Jesús. (2020). Key Competences, Education for Sustainable Development and Strategies for the Development of 21st Century Skills. A Systematic Literature Review. *Sustainability (Basel, Switzerland)*, 12(24), 10366. doi:10.3390/su122410366
- Goodman, K., & Hooks, L. (2016). Encouraging Family Involvement through Culturally Relevant Pedagogy. *SRATE Journal*, 25(2), 33-41.
- Gregory, E., Hardiman, M., Yarmolinskaya, J., Rinne, L., & Limb, C. (2013). Building creative thinking in the classroom: From research to Practice. *International Journal of Educational Research*. 62, 43-50.
- Kivunja, C. (2015). Using De Bono's six thinking hats model to teach critical thinking and problem solving skills essential for success in the 21st century economy. *Creative Education*, 6(3), 380–391. doi:10.4236/ce.2015.63037
- Marshall, E., & Toohey, K. (2010). Representing family: community funds of knowledge, bilingualism, and multimodality. *Harvard Educational Review*, 80(2), 221–242. doi:10.17763/haer.80.2.h3446j54n608q442
- NSW Australian learning across the curriculum
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/learning-across-the-curriculum>
- Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teachers College Record*, 106 (1), 193-211.
- Peterson, A., Dumont, H., Lafeunte, M., & Law, N. (2018). Understanding innovative pedagogies: Key themes to analyse new approaches to teaching and learning. *OECD Education Working Papers*, (172), 1–134.
- Shearer, C. B., & Karanian, J. M. (2017). The neuroscience of intelligence: Empirical support for the theory of multiple intelligences? *Trends in Neuroscience and Education*, 6, 211–223. doi:10.1016/j.tine.2017.02.002

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- Tutorial There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course

Course Assessment Requirements:

-

Pre-Placement Requirements:

-

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Course Introduction Introducing the course concepts and thinking about equity, diversity and inclusion Links to the SDGs- Dignity, People, Planet, Prosperity, Partnership and Justice	Assessments- unpacking the assessment tasks	Quiz 1 2%
2	4 Mar	21 st century and the 4Cs	Setting up a classroom for Equity and Diversity and 21 st century learning Considering contexts	Quiz 2 2%
3	11Mar	Introduction to integrated curriculum	Exploring the ACARA new curriculum connections resources and the New Work Order	Quiz 3 2%
4	18 Mar	Resources and community in planning authentically- local and global perspectives. Being a part of professional learning networks.	Using Blogs and Podcasts for Professional Learning and linking to professional associations: discipline depth focus and the SDGs	Quiz 4 2%
5	25 Mar Easter week asynchronous online tutorial for Thursday and Friday groups	Contextualised practice for curriculum design- using big picture themes What Are the SDGs and how are they relevant in the primary curriculum	Global education and big picture learning A closer look at the Sustainable Development Goals (SDGs) and links to local and global education	Quiz 5 2 %
6	1 Apr Easter week asynchronous online tutorial for Tuesday groups	Contextualised practice and culturally responsive teaching What is a community? Planning assets of community to construct curriculum	Curriculum building around a school context / case study	Quiz 6 2%
7	8 Apr	Unpacking 21st Century learning Linking unit planning to the 6 skills of 21st century learning as identified in the Innovative Teaching and Learning project	21 st century skills: Self-Regulation ICT for Learning Skilled communication	Assessment One (40%) Part One -PLN Blog due 12th April 11.59pm Quiz 7 2%
Mid Term Break				
Mid Term Break				
8	29 Apr	The SDGs and Service learning and its place in primary curriculum	Creating service learning projects in schools using SDGs	Quiz 8 2%
9	6 May	Unpacking the NSW learning across the curriculum content (general capabilities and cross curriculum priorities in ACARA)	Integrating curriculum in unit planning: the NSW Australian Learning across the Curriculum content for diverse learners	Quiz 9 2%

10	13 May	Unpacking 21st Century learning Linking unit planning to the 6 skills of 21st century learning as identified in the Innovative Teaching and Learning project	21 st century skills: Exploring Collaboration and cooperation Knowledge integration using the thinkers keys	Quiz 10 2%
11	20 May	SDGs and Culturally responsive pedagogies for unit planning	21 st century skills: Examining critical, creative thinking using the SDGs; Re-imagining and re-visiting Revised Blooms Taxonomy (RBT), Multiple Intelligencies (MI) and De Bono's6 Thinking Hats as pedagogies with the SDGs	
12	27 May	Culturally responsive pedagogies for unit planning- Real world Innovation and Problem Solving	Consultation times with tutor- email them for an appointment	
13	3 Jun			40% Assignment One – Part 2 – Unit incorporating school / community project Due 3 June 11.59pm
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Projects - Part A & B make up 80%	PART A: Professional learning journey) Due Friday 12 th April 11.59pm PART B (Mind map and Integrated unit of work) Due Monday 3 rd June 11.59pm	Individual	80%	1, 2, 3, 4
2	Quiz - 20%	The quizzes will be set up to begin in Weeks 2 through to 11 The quizzes will open on Monday morning at 7 am and close the following Monday at 7pm.	Individual	20%	1, 2

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Projects - Part A & B make up 80%

Assessment Type	Project
Purpose	The purpose of this assignment is for pre-service teachers to PLAN and PREPARE and COMMUNICATE an integrated and inclusive curriculum unit that incorporates a community-based project demonstrating they know the primary KLA content and know how to teach it in a community context.
Description	<p>PART A Professional Learning Journey: Using BLOGs, podcasts and other reputable online sources: the purpose of this part of the assignment is for students to LEARN about, TEACH and COMMUNICATE about their ideas for an integrated and inclusive curriculum unit that incorporates a community-based school project demonstrating their knowledge of the primary KLA content and know how to teach it through blogging with peers. They will then REFLECT and incorporate the resources learnt about from peers and other professionals in their unit of work planning. Students are required to learn by communicating and teaching effectively with other professionals to build on their own knowledge using Blogs, podcasts, and other reputable online sources.</p> <p>PART A: Outline your professional learning journey by using the sourced resources from BLOGs and Podcasts demonstrating how you have LEARNED, TAUGHT and appropriately COMMUNICATED with other professionals to develop ideas for your unit of work and school community project based on a relevant SDG. Provide an outline of this professional learning journey by capturing 15 resources from outside sources (your wider professional learning network) and peers (your UoN education professional learning network). Reflect and Plan by outlining your unit title and ideas, school name and an overview of the anticipated school / community project as a result of your Professional Learning activities in approx. 300 words. Include a bibliography at the end. Submit this to Turnitin.</p> <p>PART B:</p> <p>PART 1: Mind map a unit overview including description of planned school / community project- this will be submitted with your unit of work The purpose of this part of the assignment is for students to PLAN and PREPARE a school / community based project as a part of an integrated unit demonstrating they know the primary KLA content and how to incorporate it in a community context with an SDG focus.</p> <p>Part 2: Plan an integrated unit of work focussed clearly on one SDG also incorporating an authentic community based project using a school context that incorporates the relevant school's community assets, ensuring that it aligns with NSW learning across the curriculum content (general capabilities and cross curriculum priorities) and 21st century skills. This school / community-based project will be fully incorporated into the unit of work.</p>
Weighting	80%
Length	3000 words equivalent
Due Date	PART A: Professional learning / Blog journey Due Friday 12 th April 11.59pm PART B (Mind map and Integrated unit of work) Due Monday 3 rd June 11.59pm
Submission Method	Online Via Turnitin
Assessment Criteria	<p>PART A. Using Canvas join an SDG professional learning group and ensure BLOG posts are done regularly and in a timely manner to become a part of a professional learning community (starting in week 4 and up to Assignment submission) Includes a full APA Bibliography showing references used or referred to in the PLN journey.</p> <p>PART B 1. Uses a mind map to identify and design a school / community based project based on a given school context and is able to identify and describe community assets, school context and project focus/ big picture theme based on a sustainable development goal, an appropriate school project considering assets and timing to plan and implement, community members who will be contacted and who will benefit from the project, and other resources utilised in the unit selected from the Professional learning journey. The key KLAs, general capabilities and cross curriculum priorities will be identified appropriately for the stage / age and focus of the unit and will demonstrate appropriate KLA integration for the sustainable development goal</p>

Part B 2. Using the appropriate proforma on Canvas write an integrated unit of work using this mind map as a guiding tool

1. Demonstrate appropriate KLA integration for stage and the sustainable development goal, listing the relevant outcomes and briefly summarise learning intentions and WALT, brief description of teaching (ET) and learning (E) activities, 21st century skill focus for the lesson sequences and engaging associated resources including those sourced by using / professional learning journey.

2. Addresses the teaching / learning required for the school / community-based project incorporated into the unit plan, as well as achievable success criteria for each learning sequence and an appropriate summative assessment task at the end of the unit for maximum impact of the unit for the school / community.

3. Includes a full Bibliography showing references used or referred to in the Lesson Sequences including resources sourced from your PLN.

Return Method

Online

Feedback Provided

Online - PART A three weeks after submission

PART B three weeks after submission

Assessment 2 - Quiz - 20%

Assessment Type Quiz

Purpose

The purpose of the quizzes is for students to demonstrate their understanding of selected course readings to inform their planning of an appropriate unit of work including a school / community project. Each quiz will need to be completed prior to that week's tutorial focus so week 1 quiz will be completed prior to week 2 tutorial.

Description

Students will complete a quiz each week in this course from week 1-10. Each quiz requires students to complete 4 multiple choice questions from

a course reading. Each question is equivalent to 0.5 mark. The four questions in each quiz will be randomly allotted out of a bank of questions. Students will be allowed to have 1 attempt to obtain a total mark out of 2 for each quiz.

Students will have 30 minutes for the attempt. The questions are multiple choice.

This is designed to help you prepare for the tutorial focus each week and understand the course concepts.

Weighting

20%

Due Date

The quizzes will be set up to begin in Week 1-10

Submission Method

The quizzes will open on Monday morning at 7 am and close the following Monday at 7pm.

Online

Each quiz is a timed test and has a time limit of 30 minutes. Each quiz will be submitted automatically when the time expires. The test can be saved and resumed at any point until time has expired.

Assessment Criteria

Total number of correct responses from each of the 10 quizzes.

It is your responsibility to complete the quiz in the given time of 7 days and know their opening and closing times - no extensions will be provided except for adverse circumstances.

Return Method

Online

Feedback Provided

Online - Immediately when quiz is completed. Feedback will be provided only by being shown the mark the student received. No further feedback on quizzes is provided.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.

75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Roll)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC4750 K-6 Curriculum Contexts: Integration and Inclusion Assignment 1: Part B. 1. Mind map overview (overview of unit planning choices including school / community project) 20%

Name: _____ Student number: _____

Assign 1 PART B - 1. Mind Map - one-two page mindmap overview - provide a brief overview of the unit you have planned

Use for example <https://bubbl.us/> <https://www.canva.com/graphs/mind-maps/>, <https://coggle.it/>, <http://www.popplet.com/>

These marks are assessed on what is the most appropriate and relevant for the school context / stage / community	Total /20
Title / school project	Section total / 5
Appropriate and engaging title	/1
School / Community Based project description	
Describe the school / community project clearly. Your description should also include describing the most appropriate planning consideration of jobs, resources, contacts (see detail on Assignment overview). Make sure it's an idea that would be possible and realistic and appropriate for stage / age	/4
Stage for the unit focus and other details	Section total /7
Sustainable development goal (SDG) as a big picture focus- Provide a brief overview of how the specific goal relates to your unit plan	/2
ONE Core AUSTRALIAN Value	/1
One Global Education Value	
NSW General Capabilities	/1
NSW Cross Curriculum Priority	/1
Integrated KLAs (two / three)	
List KLA subject, Stage Outcomes with their codes and with appropriate content descriptors / learning intentions	/2
Context, community assets, resources	Section total /8
The School context explained briefly- relate clearly to the SDG and project idea	/2
Community Assets	
School / Community assets researched to be linked to and used in your unit- outline which assets will be used in the school / community project Provide details about all assets	/3
PLN resources you have sourced to be used in the unit	/3
TOTAL	/20

EDUC4750 Assignment 1 Part A. Professional learning networking Rubric (20%) Please supply 15 posts (with screenshots from your PLN) and a short reflective statement (300 words) about your Professional Learning journey and how this has led you to decisions about your unit of work focus.

Name: _____ **Student number:** _____

Criterion	Description	FAIL	POOR	MODERATE	EXEMPLARY
<p>Learning in a PLN: Reference to 21st CL, global perspectives, community assets, contextualised practice for curriculum design and SDGs.</p>	<p>LEARNING by communicating with other professionals in a PLN and building on your knowledge for planning in your unit of work, including your chosen SDG.</p>	<p>No appropriate links to appropriate professional blogs or resources with other professionals provided in PLN</p> <p>No additional information provided- merely state agreement/ disagreement/ belief without reasons</p> <p>Provides no overview of learning from PLN / blogging etc or description of this journey in your unit of work planning.</p>	<p>Fair LEARNING by communicating some appropriate professional blogs with other professionals</p> <p>Posts merely state the topic; summarise/ restate particular points in the material; that state interest/ preference without reasons.</p> <p>Provides descriptive overview of learning from PLN but no attempt at showing how you will use this journey relevantly in your unit planning.</p>	<p>Moderate LEARNING by communicating some appropriate professional blogs and/ or podcasts with other professionals</p> <p>Posts state interest/preference with reasons; agreement/ disagreement/ belief with reasons; that ask for or provide thoughtful clarification about the material</p> <p>Provides a basic (less than 300 words) reflective overview of learning from PLN and some attempt at showing how you will use this journey in your unit of work planning.</p>	<p>Exemplary LEARNING by communicating using appropriate professional blogs and podcasts and other reputable resources with other professionals</p> <p>Posts provide analysis of the reading; provide connection to other class topics; provide critiques; provide background information or show outside research connected to chosen SDG</p> <p>Provides a short (approx. 300 words) but exemplary reflective overview of learning from your PLN and how you will use this journey relevantly in your unit of work planning in relation to your chosen SDG.</p>
		0	1	2	4

	LEARNING appropriately using your Professional Learning Network (PLN) in a regular and timely fashion by starting early in the semester to develop links with others in the teaching/learning community.	Fails to start early with PLN and so cannot find time to learn before teaching others in the teaching / learning community	Fair LEARNING: does not use PLN in a timely or regular fashion and starts late in semester to develop links with others in the teaching / learning community	Moderate LEARNING: does not always use PLN in a timely fashion and does not start early in semester and / or post regularly to develop links with others in the teaching / learning community	Exemplary LEARNING: uses PLN in a timely fashion by starting early in semester and posting regularly to develop links with others in the teaching / learning community
		0	1	2	3
Teaching in a PLN: Reference to 21 st CL, global perspectives, community assets, contextualised practice for curriculum design and SDGs.	TEACHING by communicating using your PLN with other professionals about what you have learned in the process of planning for your unit of work and school community project work, including your chosen SDG.	Fails to TEACH by communicating with other professionals and never teaches something new Provides no information merely comments and states agreement/ disagreement/ belief without reasons for selection.	Fair TEACHING by communicating with other professionals- seldom teaching them something new. Posts that merely state the topic; that summarise/ restate particular points in the material; or interest/ preference without reasons for selection.	Moderate TEACHING by communicating in PLN about appropriate professional blogs and sometimes teaching something new PLN posts that state interest/preference/ agreement/disagreement/belief with reasons. Posts that ask for or provide thoughtful clarification about the material	Exemplary TEACHING by communicating many appropriate links in PLN to appropriate professional blogs with other professionals. Posts provide analysis of the reading; connection to other class topics; critiques; background information or show outside research; or that encourage other professionals to dig deeper into the topic / and SDGs
		0	1	2	4

	TEACHING effectively using PLN through responding critically in a timely manner/ synthesising research evidence in relation to planning your unit of work including a community / school project.	Fails to teach effectively in a timely manner	Fair TEACHING but not critically and timely to further develop / expand on links with others in the teaching / learning community. Uses no appropriate references and ideas from the course to support this teaching.	Moderate TEACHING by responding but not critically and / or timely to further develop / expand on links with others in the teaching / learning community. Uses some appropriate references and ideas from the course to support this teaching.	Exemplary effective TEACHING by responding critically and timely to further develop / expand on links with others in the teaching / learning community. Uses appropriate references and ideas from the course to support this teaching.
		0	1	2	3
Communicating All Posts selected from PLN will be assessed for this	COMMUNICATING effectively with no literacy errors in your PLN blog.	Fails to COMMUNICATE effectively with constant <i>literacy errors</i> in posts in PLN. Less than 20 blog posts submitted.	COMMUNICATING ineffectively with <i>many literacy errors</i> in posts selected from PLN.	COMMUNICATING effectively at times with <i>few literacy errors</i> in posts selected from PLN.	COMMUNICATING in an exemplary manner and effectively with <i>no literacy errors</i> in posts selected from PLN.
		0	1	2	3
BIBLIOGRAPHY	Correct use of APA 7 th in an appropriate reference list at the end of the assignment.	Fails to attach a BIBLIOGRAPHY	Producing a BIBLIOGRAPHY but not using correct APA	Producing an appropriate BIBLIOGRAPHY using mainly correct APA of the research references used in the assignment	Producing an appropriate BIBLIOGRAPHY using correct APA of the references used in the assignment
		0	1	2	3

EDUC4750 K-6 Curriculum Contexts: Integration and Inclusion

Assignment 1: Part B. 2. Integrated Unit of work (lesson sequences including school / community project) 40%

Name: _____ Student number: _____

Lesson Sequences for unit (use the proforma provided on Canvas)

The unit should be planned for implementation in a term. **There should be 4 lesson sequences and the school / community project should be identified, planned for and included in the unit plan; at least 2-3 hours per lesson sequence should be planned for.** Outline the lesson sequences in the unit and then demonstrate how you will ensure all students are involved in 21st century skills, and outline an appropriate summative assessment task for the unit. Link your unit teaching and learning ideas to a relevant Sustainable Development Goal (SDG).

	Total mark	Poor	Basic	Moderate	Exemplary
Outcomes- relevant, linked to stage of learning, SDG and School/community context	2	Lesson sequences include inappropriate outcome (s) for the stage / age and lesson ideas (0 marks)	Lesson sequences include Not the most appropriate outcome (s) for the stage / age and lesson ideas (0.5 marks)	Lesson sequences include mostly relevant outcome (s) for the stage / age and lesson ideas (1 mark)	Lesson sequences include the most relevant outcome for the stage / age and lesson ideas (2 marks)
Learning intentions /Descriptors are specific and appropriate and targeted to ET and E and WALT	3	Lesson sequences include inappropriate learning intentions for the stage / age and lesson ideas. They are not specific and targeted to the ET and E and WALT (0 marks)	Lesson sequences include not the most relevant learning intentions for the stage / age and lesson ideas. They are not specific and / or targeted to the ET and E and WALT (1 mark)	Lesson sequences include mostly relevant learning intentions for the stage / age and lesson ideas. They are mostly specific and targeted to the ET and E and WALT (2 marks)	Lesson sequences include the most relevant learning intentions for the stage / age and lesson ideas. They are specific and targeted to the ET and E and WALT (3 marks)
4 lesson sequences and activities- relevant for SDG and school / community project, 2-3 hours T/L per sequence (8 marks) Use of great resources and lesson sequence ET & E and WALT are clear, explicit, relevant, engaging (5 marks)	15	Less than 4 inappropriate and not relevant to SDG or school / community project lesson sequences are included. Time spent per sequence not appropriate (1 mark) Basic linked resources are indicated for teaching and learning. ET, E and WALT not sufficient (1 mark)	Less than 4 appropriate and / or relevant to SDG and school / community project lesson sequences are included. Time indicated not appropriate (3 marks) Basic linked resources are indicated for teaching and learning. ET, E and WALT not sufficient. (2 marks)	Up to 4 lesson sequences are appropriate, linked to SDG, somewhat engaging and at times relevant in the unit and for the school / community project. Sometimes equivalent to at least 2-3 hours of teaching /learning per sequence (6 marks)	4 lesson sequences are planned and are the most appropriate, engaging and relevant for the sustainable development goal and school / community project. Unit activities at least 2-3 hours of teaching /learning activities per sequence (8 marks) Excellent and appropriate resources are linked for use in teaching and learning. There are clear Explicit teaching (ET) and exploration (E) activities and WALT identified (5 marks)

Appropriate and achievable success criteria (linked back to what has been taught and explored) WILF indicated (2 marks)		No success criteria indicated (0 marks)	Poor success criteria indicated (0.5 marks)	Some good resources are linked and indicated for use in teaching and learning. Some good ET, E and WALT planning. (4 marks) Satisfactory success criteria indicated (1 mark)	Excellent success criteria indicated (2 marks)
2 x 21st skills are well developed and sustained throughout and are clearly indicated	5	No evidence of 21 st skills (0 marks)	21 st skills are poorly applied and indicated (1 mark)	2x21st skills but not always relevant or clearly indicated in the teaching and learning activities (3 marks)	2 x 21st skills are well developed and sustained throughout and are clearly indicated in the T & L activities (5 marks)
SOME appropriate, developed NSW General Capabilities and are clearly indicated (2 marks)	5	No evidence of General Capabilities (0 marks)	Inappropriate Capability (0.5 marks)	Appropriate capabilities but not well indicated in learning sequences (1 mark)	Appropriate capabilities and well indicated in learning sequences (2 marks)
1x Cross curriculum priority- evidenced and sustained throughout and are clearly indicated (2 marks)		No evidence of cross curriculum priority (0 marks)	Inappropriate cross curriculum priority (0.5 marks)	Appropriate cross curriculum priority but not well indicated in learning sequences (1 mark)	Appropriate cross curriculum priority and well indicated in learning sequences (2 marks)
Values are appropriate and clearly indicated (1 mark)		No evidence of values (0 marks)	Inappropriate values (0 marks)	Appropriate values but not well indicated in learning sequences (0.5 marks)	Appropriate values and clearly indicated (1 mark)
Summative Assessment Task- succinct, engaging, 'rich' and linked back to all learning WALTs and WILFs in the unit	5	No evidence of summative assessment task (0 marks)	Basic summative assessment task and links to previous work not very clear (1 mark)	A useful summative assessment task but not necessarily linked closely to previous WALTs (3 marks)	A succinct engaging and 'rich' summative task linked to all unit learning (5 marks)
APA Referencing in bibliography/ strong evidence of appropriate resources sourced from PLN.	5	No evidence of referencing or resources from wider community (0 marks)	Few references and resources from outside community (1 mark)	Moderate number of resources from wider community indicated and some APA referencing mistakes (3 marks)	Wide variety of resources from wider community indicated. No mistakes in APA referencing skills (5 marks)
TOTAL ASSESS MARK					