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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The main ways in which the course has changed since last time as a result of student feedback:

While the assessment tasks and learning outcomes remain the same, the following adjustments to the assessments have been made:

The lesson plan assessment has been moved to earlier in the course (now Assessment 1). This is a supportive adjustment to help prepare students who will be required to give a micro-teaching lesson, complete with lesson plan, during one of their core courses during Term 1.

In the first run of this course, there were three assessments (in addition to pre- and post-course hurdle requirements). Given the time constraints of a 10-week course, two of the assessments have been combined. Students will now be required to submit two assessments as opposed to three. The weightings of the assessments have been adjusted accordingly.

STUDENT LEARNING OUTCOMES

Outcome

Asse-3(c)-5(ordi)

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.2.1	Organise content into an effective learning and teaching sequence	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 8,	1, 2
B		

6. COURSE CONTENT AND STRUCTURE

Lecture Dates	Lecture Topics and Content	Tasks/Reminders
Module 1 28 Feb	<p>Exploration of own numeracy levels, personal beliefs and attitudes to mathematics. Affect and emotion in learning mathematics. Strategies for self-improvement</p> <p>Introduction to the NSW K-10 Mathematics syllabus, Stages ES1-3. Importance of explicit teaching, play, investigation, continuous assessment. The role of the Numeracy Learning Progression (each topic needs to be taught with the Numeracy Progression referenced). Influence of varied experiences prior to school entry. Assessing early numeracy and mathematics experiences, eg. Best Start/ Port Jackson Number Sense.</p>	<p><i>Pre-assessment hurdle</i> <i>Due Monday 25 Feb</i></p> <p>Online component Due Wed 6 March</p>

Dominant **theories and approaches to teaching andrt/**

Module 2
7 March

<p>Module 4 21 March</p>	<p>Early Stage 1 Number and Algebra (NA): Whole Numbers. Importance of concrete materials and word problems to demonstrate mathematical processes. Whole numbers 0-20: estimation, comparison, language and purpose of money. Use real objects to collect, display and count. Compare size and quantity.</p> <p>Exact v comparative language: <i>equal to, same as, more, fewer</i> (using arrays and randomised groups). Subtraction and addition as taking away/ adding in real contexts.</p> <p>(NA) Addition and Subtraction connected to count me in and the progressions</p> <p>Working mathematically in other cultures: Use of abacus and Aboriginal and Torres Strait Islander spatial patterns. Representations of addition and subtraction using drawings, words and numerals.</p> <p>Assessing conceptual understanding using interviews, SENA (DoE) and LIEN (AIS).</p>	<p>Assessment 1 Due Friday 22 March</p> <p>Online component Due Wed 27 March</p>
<p>Module 5 28 March</p>	<p>Early Stage 1 (NA) Multiplication and division: demonstrate concept <i>group, equal groups, unequal groups, lots of, share</i>. Use conditional language: <i>If there are 9 toy cars in my collection and I am sharing them with two friends, how many cars do we get each?</i></p> <p>Early Stage 1 (NA) Patterns and Algebra (PA): Use objects in different ways and explain reasoning; copy, continue and create repeated <i>patterns</i> (sounds, actions, shapes, objects); identify and explain errors in <i>repeated</i> patterns using item attributes.</p>	<p>Online component Due Wed 3 April</p>
<p>Module 6 4 April</p>	<p>Early Stage 1 (NA) Fractions and decimals: Use pictures/objects to show two <i>equal</i> and <i>unequal</i> to make a <i>whole</i> to be objects of different sizes will size; more than one way to divide a <i>whole</i>.</p> <p>Early Stage 1: (MG) Position: Combine numbers, sequence and direction to describe/determine position in relation to a given starting point.</p> <p>Early Stage 1 Statistics and Probability (SP): Data collect information about themselves and their environment with teacher assistance. They use actual objects as data and group these objects into a data display.</p>	<p>Online component Due Wed 10 April</p>

Demonstrate how reversing factors for addition keeps answer the same.

Explore different *strategies* to solve a number problem and explain reason for choosing the strategy.

7. RESOURCES

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8. ASSESSMENT

Assessment Task	Length	Weight	Learning
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**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6779 MATHEMATICS 1**

Student Name:

Student No.:

Assessment Task: 1

SPECIFIC CRITERIA	(-) ➤ (+)				
<p>Understanding of the question or issue and the key concepts involved Outline what the student already understands and can already do in relation to Measurement. Include hands-on activities which require students to demonstrate and articulate an understanding of capacity.</p>					

Depth of analysis and/or critique in response to the task

Design of a 50-minute lesson plan that clearly indicates next steps for student learning

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6779 MATHEMATICS 1**

Student Name:

Student No.:

Assessment Task: 2

SPECIFIC CRITERIA

| (-)-----> (+) |

Understanding of the question or issue and the key concepts involved

PART 1

Include **four** hands-on resources for assessing and teaching syllabus outcomes expected at the **end of early stage 1 and stage 1** addressing at least three content areas of the **Number and Algebra** strand.

Include **two** hands-on resources for assessing and teaching syllabus outcomes expected at the **end of early stage 1 and stage 1** addressing at least two content areas of the **Measurement** strand.

A rationale explaining why each of the **six** resources are appropriate for the Stage and how it will support learning.

Include statements of learning intentions for the tasks.

Include a list of concrete resources needed.

PART 2