

TEAC 2036 LEARNING FUTURES AND CURRICULUM INTEGRATION

Credit Points 10

Legacy Code 102132

Coordinator Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This subject is designed to consolidate and extend knowledge and skills gained in previous curriculum subjects. Integration opportunities between different curriculum areas will be explored and developed. The focus is on developing students' content knowledge about learning for the future as well as their understandings, skills and dispositions necessary for: planning, programming and teaching across different curriculum areas. Various approaches to planning, teaching and assessing curriculum to meet the needs of diverse learners are explored

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 2 subject

Co-requisite(s) TEAC 2033

Equivalent Subjects EDUC 2014 - Science and Technology 2

Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge and skills of advanced pedagogies in curricula and reflect on and critique these in practice;
2. Describe the content of different curricula and appreciate ways in which content links can enhance children's depth of learning;
3. Plan appropriately for Indigenous and

Subject Content

1. Learning Futures and critiquing pedagogies in curricula.
2. Investigation of the subject matter across a range of curriculum areas with focus on environment and life sciences.
3. Ethical and citizenship dimensions of teaching and learning.
4. Practising and critiquing pedagogies in different curricula including Science, HSIE, English, etc. -relationships between curricula, literacy and numeracy.
5. Integrated programming and whole school planning, including emphasis on outcomes approaches and Science, Technology and Society approaches.

6. COGS units, story path units and other ways of integrating History and Geography with other curricula.

7. Contexts and resources for teaching and learning, including Indigenous education, field site visits, and the use of ICTs.

8. Whole school events and programs that enhance student learning in a range of curriculum areas.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Report: Investigation Report and Presentation	1,500 words Plus 10-15 minute presentation	50	N	Individual
Report: Curriculum Integration Unit	2,000 words	50	N	Individual

Teaching Periods