

Course Title: **Integrating Curriculum: English, Mathematics and Statistics**

Course Code: **EDCR501**

Descriptor Start Date: **21/09/2022**

POINTS: **15.00**

LEVEL: **5**

PREREQUISITE/S:

COREQUISITE/S:

RESTRICTION/S:

LEARNING HOURS

Hours may include lectures, tutorials, online forums, laboratories. Refer to your timetable and course information in Canvas for detailed information.

Total learning hours: 150

PRESCRIPTOR

Student teachers who care about the way in which learners integrate understanding and knowledge as they learn will be responsive in curriculum design to integrate learning areas. In this course, they will develop foundational knowledge of the principles, structure and content of English and Mathematics within the New Zealand Curriculum. They will be able to articulate and apply these understandings through an integrated learning approach which focusses on success for all learners within bicultural/multicultural contexts.

LEARNING OUTCOMES

1. Explore the structural components of the New Zealand Curriculum to design appropriate integrated learning experiences in English and Mathematics & Statistics.
2. Identify and discuss teaching and learning in English (oral and written language) and Mathematics & Statistics (knowledge and strategy within additive thinking).
3. Demonstrate an understanding of English and Mathematics & Statistics content and pedagogy to support bicultural/ multicultural learners.

Disclaimer: Course descriptors may be amended between teaching periods/semesters

CONTENT

- NZ Curriculum, including values, vision, principles, whakataukī and strands in English and Mathematics & Statistics
- Content integration as a pedagogical approach
- English and Mathematics & Statistics as cultural constructs (e.g. indigenous, Pacific and Western)

- Deliberate acts of teaching
- Language experience and rich tasks as approaches to teaching and learning
- Emergent literacy and mathematical skills
- Oral language (in English and Mathematics & Statistics)
- Children's writing – processes, purposes and people
- Counting, place value, number sense, additive thinking (knowledge and strategy)
- The use of materials to support conceptual understanding of place value and additive thinking
- Measurement and Geometry

LEARNING & TEACHING STRATEGIES

As with all courses in the programme, the sessions will be interactive, discussion-based and students are encouraged to actively participate in sharing thoughts, ideas and experiences. There is an expectation that readings on a topic are completed prior to sessions so that students will be informed and ready for participation. As part of a professional programme, being punctual to class and attendance is expected. Any absence should be notified to the lecturer.

ASSESSMENT PLAN

Assessment Event	Weighting %	Learning Outcomes
Unpacking the Curriculum - Individual Component	60.00	1, 3
Creating Learning Opportunities - Group Component	40.00	1, 2

Grade Map	MAP1
	A+ A A- Pass with Distinction
	B+ B B- Pass with Merit
	C+ C C- Pass
	D Fail

Overall requirement/s to pass the course:

Students must successfully complete all components of each assessment.
All criteria must be passed to be awarded an overall pass for an assessment.
Only one resubmit opportunity is permitted within this course.

LEARNING RESOURCES

Refer to Canvas for each course offering

For further information, contact: Te Ara Kete Aronui - Faculty of Culture & Society

Principal Programme: AK3594, Bachelor of Education (Specialty) Teaching

Related Programme/s:

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