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### CIFAL Newcastle - EDUC4750 Curriculum Contexts: Integration and Inclusion

#### People

Deadline: 25 Jan 2026

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Type:	Course
Location:	University of Newcastle Callaghan Campus and Ourimbah Campus New South Wales, Australia, Australia
Date:	26 Jan 2026 to 24 Apr 2026 (To be confirmed)
Duration:	30 Hours
Programme Area:	Decentralize Cooperation Programme
Website:	<a href="https://www.newcastle.edu.au">https://www.newcastle.edu.au</a>
Price:	\$0.00
Event Focal Point Email:	Education@newcastle.edu.au
Partnership:	The University of Newcastle, school of Education

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#### BACKGROUND

EDUC4750 is a core course within the K-6 Initial Teacher Education program at the University of Newcastle. The course addresses professional skill development in curriculum design through contextualised practice, community engagement, and reflective professional learning.

The course integrates:

- Sustainable Development Goals (SDGs)
- 21st century skills
- Integrated curriculum design
- Community asset-based curriculum planning
- Inclusion and culturally responsive pedagogies

It aligns with ACARA General Capabilities and Cross-Curriculum Priorities and supports future teachers to develop inclusive, community-connected, and globally aware curriculum practices.

## EVENT OBJECTIVES

- To develop pre-service teachers' capacity to design integrated and inclusive curriculum units.
- To support contextualised curriculum planning informed by school and community assets.
- To strengthen professional communication and collaboration with community stakeholders.
- To embed Sustainable Development Goals (SDGs) within primary curriculum planning.
- To promote 21st century capabilities including collaboration, critical thinking, creativity, and communication.

## LEARNING OBJECTIVES

Upon successful completion of the course, participants will be able to:

1. Identify issues of context to direct curriculum design.
2. Identify and utilise community assets to construct curriculum.
3. Communicate effectively with community stakeholders in curriculum planning and implementation.
4. Plan strategies to engage community in curriculum implementation.

Participants will also demonstrate the ability to:

- Integrate key learning areas (KLAs) within an SDG-focused unit of work.
- Incorporate NSW General Capabilities and Cross-Curriculum Priorities.

- Design authentic school/community-based projects.
- Apply 21st century learning design principles.

## CONTENT AND STRUCTURE

The course is structured across 12 teaching weeks covering:

1. Professionalism and contextualised practice
2. Equity, diversity and inclusion
3. Integrated curriculum design
4. Sustainable Development Goals (SDGs)
5. Community asset analysis
6. Culturally responsive pedagogies
7. 21st century skills and Innovative Teaching & Learning (ITL) framework
8. Service learning in primary education
9. NSW Learning Across the Curriculum (ACARA priorities & general capabilities)
10. Cooperative learning and collaboration
11. Critical and creative thinking pedagogies (Revised Bloom's Taxonomy, Multiple Intelligences, De Bono's Thinking Hats)
12. Real-world innovation and problem solving

Assessment structure:

- Assignment 1 (80%):
  - Part A: Professional Learning Network (PLN) Blog Journey
  - Part B: Mind Map and Integrated Unit of Work incorporating a school/community project
- Weekly Quizzes (20%) based on scholarly readings

## METHODOLOGY

- Blended learning (online lectures + face-to-face tutorials)

- Inquiry-based and project-based learning
- Professional Learning Network (PLN) engagement through blogs and podcasts
- Community-based curriculum design
- Collaborative discussion and reflective practice
- Evidence-based reading quizzes
- Authentic assessment through development of integrated SDG-focused unit plans

The course emphasises reflective practice, peer learning, and community engagement.

## **TARGETED AUDIENCE**

- Pre-service primary (K-6) teachers
- Initial Teacher Education students
- Education professionals interested in curriculum integration and inclusion