School of Education

EDST6719
Legal Studies Method 1

Term 1 2021

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

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6719 Legal Studies Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Vanessa Purnell
Email:	v.purnell@unsw.edu.au
Availability:	Email to arrange an appointment

3. COURSE DETAILS

Course Name	Legal Studies Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST6719T1

SUMMARY OF COURSE

This course is designed to increase a student's pedagogical and content knowledge for Legal Studies teaching. The key elements of pedagogy and Legal Studies content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice to address the requirements and philosophy of the NSW Legal Studies syllabus.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- A stronger focus on planning and assessment in line with course content

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NESA Legal Studies Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2, 3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1, 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1, 2, 3
6	Practice the ethical and professional values expected of teachers	1, 2, 3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
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, 3
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	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, 3
2.2.1	Organise content into an effective learning and teaching sequence	1, 2, 3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2, 3
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1 & 3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2, 3
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2, 3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2 & 3
3.3.1	Include a range of teaching strategies	1, 2, 3

3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2, 3
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, 2, 3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	1 & 3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	2 & 3

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 7	1 & 2
B. Classroom Management	1	3
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12	1 & 2
D. Literacy and Numeracy	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19	1, 2, 3
E. Students with Special Educational Needs	7	2
F. Teaching Students from Non-English-Speaking Backgrounds	4, 5	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Legal Studies to secondary school students. Lectures, tutorials and assignments cover a variety of approaches to teaching and learning in the Stage 6 Legal Studies classroom. During the course students will develop their knowledge of New South Wales syllabus documents. Emphasis will be placed on the relationship between Legal Studies and literacy and numeracy, and on the role and value of legal knowledge, skills and understanding in the curriculum and the community.

Student-centred activities form the basis of the course. These activities draw on the prior knowledge of the students and allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate the use of a range of teaching strategies to foster interest and support learning.
- A range of individual and group independent learning activities, to enable students to develop an understanding of students' different approaches to learning.
- Small group cooperative learning to enable students to understand the importance of teamwork in an educational context and to demonstrate the use of group structures to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	Overview of the Stage 6 Legal Studies syllabus Physical, social and intellectual development of students and how this affects their engagement in learning The Quality Teaching Framework and other pedagogical models	• Research on how students learn • Structure of the Legal Studies syllabus • Assessment requirements for the semester
2	Lesson planning using course outcomes Importance of matching teaching strategies to individual needs How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students	• Examine and compare a range of lesson plans and programmes • Analyse varying approaches to curriculum planning • Develop culturally responsive teaching strategies and resources • Choose a microteaching lesson topic
3	Setting challenging learning goals in lesson planning Teaching strategies for Legal Studies • opening and closing the lesson • teacher-talk and providing clear instructions • independent learning • pair and group work	• Setting high expectations for learning • Strategies for making learning goals explicit for students • Workshop to explore and evaluate teaching strategies to meet learning goals and outcomes • Apply strategies to Preliminary Course Core Part I: The legal system
4	What is differentiation? How is it implemented in the classroom to meet student needs?	• How to structure instructions, questioning and transitions between activities • Demonstrate microteaching • Create differentiated teaching and learning strategies using Preliminary Course Core Pt I: The legal system • Self and peer assessment for microteaching • Importance of ethical and respectful behaviour
5	Sequencing subject content across lessons within a unit of work for Preliminary	• Content selection and scope of content for effective lesson sequences for one stage • Microteaching
6	Using ICT in the preparation and delivery of lessons Visual literacy in Legal Studies (posters, tables, mind mapping, diagrams and use of technology)	• Examine and analyse a range of ICTs to engage students in Legal Studies lessons. • Microteaching
7	Inclusive student participation and engagement in the classroom Teaching and learning strategies and thinking routines: application to the teaching of Legal Studies	• Strategies for inclusion, participation and engagement • Apply a range of thinking routines to develop teaching and learning strategies for Core Part II: The individual and the law. • Microteaching

	Week 8	**Method Break**
9 (online, F2F, async)	Essay writing in Legal Studies and the importance of the 'effectiveness criteria'	• How to scaffold Legal Studies essays and discuss sample responses on the Assessment Resource Centre. • Microteaching
10	Demonstration of drafting worksheets (use of scenario-based stimulus, visual elements and design)	• Evaluation of sample worksheets • Create worksheets for Core Part III: Law in practice
11	Preparation for Professional Experience Becoming a reflective teacher through the feedback cycle	• Are you ready for PE1? What you need, expectations and managing your workload • If practicable, PE from a recent student • Strategies for review and change to embrace reflection and change • Online course evaluation
Professional Experience		

7. RESOURCES

The Flipped Classroom
http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra)
http://www.tpack.org/
Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

Teaching Teachers for the Future – What is TPACK?
http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html

Reflections of pre-service teachers
http://www.ttf.edu.au/psts-talk.html
This series of video clips shows the reflections of several pre-service teachers who trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (it is free) at Edublog (http://edublogs.org/)to create and share resources and lessons they create.

Required Readings

All students must have a copy of the Legal Studies syllabus and other relevant documents. These can be downloaded from the NSW Education Standards Authority
www.educationstandards.nsw.edu.au

NSW Education Standards Authority, *Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses*, June 2009
NSW Education Standards Authority, Assessment and examination materials in Legal Studies: *Assessment and Reporting (2017)*
NSW Education Standards Authority, Assessment and examination materials in Legal Studies: *Common grade scale for Preliminary courses*
NSW Education Standards Authority, Support materials in Legal Studies: *Units of work*

Further Readings

- Anstey, M. & Bull, G. (2006). T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.
- Barry, K. and King, L. (1998). *Beginning Teaching and Beyond,* (3rd Edition). Social Science Press: Katoomba
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.
- Harrison, N (2008). *Teaching and learning in Indigenous education.* Oxford, Sydney.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Marsh, C (2004). *Becoming a Teacher,* Longman: NSW, Frenchs Forest (3rd Edition).
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press
- Wiggins, G and McTighe, J (1998). *Understanding by Design.* Alexandria, VA USA, Association for Supervision and Curriculum Development (ASCD)

Legal Studies Preliminary and HSC Texts

- Hamper, D et al (2009). Legal Studies Preliminary Course, Pearson Australia 2009
- Hamper, D et al (2010). Legal Studies HSC Course, Pearson Australia, 2010
- Milgate, P et al (2010). Cambridge Legal Studies HSC, Cambridge University Press, Port Melbourne, 2010.
- Milgate, P et al (2009). Cambridge Preliminary Legal Studies, Cambridge University Press, Port Melbourne, 2010.

Legal Studies Association of NSW
http://lsa.net.au
P.O. Box 549
Sylvania Southgate 2224
Phone (02) 9522 6352

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Lesson Plan	c. 2000 words	40%	1,3-6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F.4	Wednesday March 24th, 2021 by 5pm
Assessment 2: Unit Outline	c. 3500 words	60%	1-6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Wednesday April 28th, 2021 by 5pm
Assessment 3: Microteaching	10 mins plus 4 minutes for feedback	U/S	1,3-6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	As allocated in tutorials

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessments will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of their work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Lesson Plan

(c. 2000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Preliminary Legal Studies class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies including scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component:

- design an effective lesson sequence suitable for a variety of Stage 6 students
- plan a logical, sequential, cohesive lesson plan
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of legal studies pedagogies appropriate to the material to be delivered
- show knowledge of the NSW Preliminary Legal Studies Stage 6 syllabus and curriculum documents

Assessment 2: Unit of Work

(c. 3500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching Framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- outlines only for the other teaching materials required.

HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of two components:

1. The preparation of a lesson plan (part of which will be the microteaching) which you will discuss with your tutor
2. A 10-minute mini-lesson on a topic chosen during week 2 tutorial.

Microteaching: This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory.** Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD 1

Student Name: Student No.:

Assessment Task 1: **Lesson plan**

SPECIFIC CRITERIA	(-) ——————— (+)				
Learning Goals Ability to identify a clear and appropriate learning goal Ability to link this goal to appropriate syllabus outcomes					
Lesson Sequence Ability to sequence and scaffold activities in a manner that would promote effective learning					
Lesson strategies Learning strategies are appropriate for the Legal Studies class and for the topic					
Differentiation Strategies Ability to incorporate appropriate differentiation strategies					
Assessment Strategies Ability to incorporate appropriate assessment for learning strategies					
Use of English Ability to use standard Australian English clearly and effectively					
GENERAL COMMENTS					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD I

Student Name: Student No.:

Assessment Task 2: **Unit of work**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Design effective, creative lesson sequences for a variety of Stage 6 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key legal studies terms and concepts) • Use a variety of legal studies pedagogies appropriate to the material to be delivered					
Depth of analysis and/or critique in response to the task • Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit) • Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following; Students with Special Education Needs; Non-English-Speaking Background students; Students with Challenging Behaviours					
Familiarity with and relevance of professional and/or research literature • Reference specific material, research and ideas presented in the Legal Studies Method, Combined Method and the Professional Experience lectures • Research and show evidence of reading the allocated text and topic					
Rationale • Justify your approach throughout and describe prior knowledge students have to begin this unit & how it could be pre-tested					
Structure • Plan a logical, sequential, cohesive sequence of lessons					
Syllabus Links • State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric					
Teaching Strategies • Devise a variety of dynamic teaching strategies for the topic to maximise student engagement • Incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired • Devise an appropriate worksheet, literacy strategies and questioning • Differentiate at least 1 lesson to cater for diverse learning approaches and needs					
Assessment • Devise an appropriate assessment task (using relevant documents) • Show understanding of formative assessment					
GENERAL COMMENTS					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	Comments
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) •Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

Lecturer: **Date:** **Satisfactory/Unsatisfactory** (circle)