

# EDST6717

Aboriginal Studies Method 1

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
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### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### Summary of the Course

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

In this course, you will begin to learn how to teach Aboriginal Studies in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

### Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Aboriginal Studies Syllabus and the depth of subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
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
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

### Australian Professional Standards for Teachers

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	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
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for	1

	Aboriginal and Torres Strait Islander histories, cultures, and languages.	
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3	Include a range of teaching strategies.	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

## National Priority Area Elaborations

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

## Teaching Strategies

### Rationale:

This subject aims to develop in each student the ability to effectively teach Aboriginal Studies to secondary school students with an emphasis on the NSW Aboriginal Studies curriculum. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Aboriginal Studies classroom. Emphasis will be given to the relationship between Aboriginal Studies, literacy and numeracy and the role and value of Aboriginal Studies in the curriculum and the community.

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

### Teaching Strategies:

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate 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.

Online learning from readings on the Blackboard website.

Online discussions.

Peer teaching in a simulated classroom setting.

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

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

## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Friday 25/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Friday 29/4/2022	1, 2, 3, 4, 5, 6

### Assessment 1: Lesson plan

**Due date:** Friday 25/3/2022

Plan and design one 60-minute lesson for a Stage 6 Preliminary class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

#### Additional details

Plan and design one 60-minute lesson for a mixed-ability Stage 4 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 are 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 2: Unit of work outline**

**Due date:** Friday 29/4/2022

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

### **Additional details**

Prepare an outline for a unit of work for a Stage 5 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/text 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, 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)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.



# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date/Module	Type	Content
Week 1	Lecture	<b>Understanding the NESA syllabuses Stages 4 &amp; 5.</b> <ul style="list-style-type: none"><li>• Overview of Aboriginal Studies</li><li>• The intra, inter and cross-cultural dynamics of this subject.</li><li>• Cultural Protocols and Working in Aboriginal and/or Torres Strait Islander communities</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Deconstructing the Aboriginal Studies 7-10 Syllabus and Course Structures.</li><li>• Who are you? Who is your lecturer? Why Aboriginal Studies?</li></ul>
	Reading	<ul style="list-style-type: none"><li>• <a href="#">Year 7-10 (2020) Aboriginal Studies Syllabus</a></li><li>• Phillips, J. &amp; Lampert, J. (2012). Chapter 6. Becoming a socially just teacher: Walking the talk. <i>Introductory Indigenous Studies in Education</i>. Pearson. Australia. Pg. 81-96.</li></ul>
Week 2	Lecture	<b>Lesson Planning</b> <ul style="list-style-type: none"><li>• Setting challenging learning goals in lesson planning</li><li>• Lesson plan structure</li><li>• What to consider in creating effective lessons</li><li>• Teacher Reflection</li></ul>

		<ul style="list-style-type: none"> <li>• Assessment for/as/of learning</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• The construction and sequence of lesson plans</li> <li>• Setting high expectations for learning</li> <li>• Strategies for making learning goals explicit for students</li> <li>• Using NESA guidelines and support documents to assist in the planning of lessons</li> </ul>
	Reading	<i>See Moodle for updates.</i>
Week 3	Lecture	<b>How students learn</b> <ul style="list-style-type: none"> <li>• Physical, social and intellectual development of students in Stages 5 and 6 and how this affects their engagement in learning</li> <li>• Promoting inclusive student participation and engagement in the classroom</li> <li>• ICT classroom management Fostering cross-curricula opportunities</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes</li> <li>• Responding to individual needs</li> <li>• Developing appropriate strategies and Resourcing the Stage 4+5 course</li> </ul>
	Reading	<i>See Moodle for updates.</i>
Week 4	Lecture	<b>Quality teaching</b> <ul style="list-style-type: none"> <li>• Teaching strategies to respond to individual needs and backgrounds</li> <li>• Importance of matching teaching strategies to individual needs</li> <li>• The Quality Teaching Framework and School Excellence framework</li> <li>• Literacy and Numeracy in Aboriginal Studies</li> <li>• Demonstration of microteaching</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• What Quality Teaching (QT) looks like</li> <li>• Coding a lesson extract for QT and transitions between activities</li> <li>• Integrating literacy and numeracy within Aboriginal Studies</li> </ul>
	Reading	<i>See Moodle for updates.</i>

Week 5	Lecture	<b>Programming</b> <ul style="list-style-type: none"> <li>• Understanding NESA elements to create a scope and sequence for Stage 5</li> <li>• Sequencing subject content across lessons within a unit of work</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Selecting and writing a scope and sequence for one stage</li> <li>• Writing a program for a unit of work</li> </ul>
	Reading	<i>See Moodle for updates.</i>
Week 6	Lecture	<b>Research and Inquiry Method and the Information Technology Process</b> <ul style="list-style-type: none"> <li>• Evaluation and appropriate selection of relevant ICT resources to support learning</li> <li>• Planning for alternative pedagogy in a technology classroom (Flipped Learning, Project Based, Problem Based Learning)</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Developing a project idea</li> <li>• Creating and adapting resources to support learning</li> <li>• Using ICT to engage students with subject content</li> <li>• Microteaching</li> </ul>
	Reading	<i>See Moodle for updates.</i>
Week 7	Lecture	<b>Resources and the School Community</b> <ul style="list-style-type: none"> <li>• Appropriate integration of school and community resources to support learning</li> <li>• Creating, adapting, and evaluating resources to support learning</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Resources to Support Learning - strategies for inclusion, participation, and engagement</li> <li>• Evaluation of a Course Book/Materials</li> <li>• Microteaching</li> </ul>
	Reading	<i>See Moodle for updates.</i>
Week 8	Lecture	Method break.
	Tutorial	Method break.
	Reading	Method break.
Week 9	Lecture	<b>What is differentiation?</b>

		<p>Strategies for differentiating subject content:</p> <ul style="list-style-type: none"> <li>• Identifying and supporting students with special learning needs</li> <li>• Designing activities for students with mixed abilities</li> <li>• Education policies and theories of differentiation - Life Skills and High Potential and Gifted Education Policy (HPGE)</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• How is differentiation implemented in the classroom to meet student needs?</li> <li>• Group and/or individual differentiation</li> </ul>
	Reading	See Moodle for updates.
Week 10	Lecture	<b>Indigenous Community</b> –Comparative Study
	Tutorial	<ul style="list-style-type: none"> <li>• Developing and resourcing Comparative Case Studies</li> </ul>
	Reading	<i>See Moodle for updates.</i>
Week 11	Lecture	<ul style="list-style-type: none"> <li>• Classroom management and teaching strategies in the Aboriginal Studies classroom</li> <li>• Preparing for PE2 – being a reflective teacher</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Utilisation of specialist support staff</li> <li>• Goals for PE2</li> <li>• On-line MyExperience feedback</li> </ul>
	Reading	<i>See Moodle for updates.</i>

## Resources

### Prescribed Resources

#### Required Readings

All students must buy or download a copy of the Aboriginal Studies syllabuses:

NESA Stage 5 and 6 Syllabus documents, Aboriginal Studies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

Readings on the UNSW Moodle website.

The teaching standards detailed on the AITSL Professional Graduate Teachers website:

<https://www.aitsl.edu.au/teach/standards>

<https://education.nsw.gov.au/teaching-and-learning/aec>

#### Professional websites for Aboriginal Studies teachers

##### Australian Curriculum and Reporting Authority (ACARA)

<https://www.acara.edu.au/>

*They're in charge of:*

- Australian Curriculum
- Assessment (NAPLAN and NAP sample assessments)
- Reporting on schooling (*My School* and other reports)

##### The NSW Education Standards Authorities (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

*They're in charge of:*

- Curriculum implementation in NSW – It's where you'll find NSW syllabus', policies and teaching support.

##### The NSW Department of Education (DoE)

<https://education.nsw.gov.au/>

*They're responsible for:*

- for administering and staffing government schools and producing support material.

### **The Aboriginal Studies Association (ASA)**

[https://twitter.com/nsw\\_asa](https://twitter.com/nsw_asa)

The Aboriginal Studies Association: Your membership entitles you to membership rates at the Annual Conference (held at Sydney University in December), Members rates on resource purchase, Access to the E-Resource Sharing Group/website.

### **Aboriginal Education Consultative Group (AECG)**

<https://www.aecg.nsw.edu.au/about/>

The NSW Aboriginal Education Consultative Group Inc. is a non for profit Aboriginal organisation that provides advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint.

## **Recommended Resources**

### **Further Readings**

- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Bishop, & Durksen, T. L. (2020). What are the personal attributes a teacher needs to engage Indigenous students effectively in the learning process? Re-viewing the literature. *Educational Research (Windsor)*, 62(2), 181–198. <https://doi.org/10.1080/00131881.2020.1755334>
- Bishop, Vass, G., & Thompson, K. (2021). Decolonising schooling practices through relationality and reciprocity: embedding local Aboriginal perspectives in the classroom. *Pedagogy, Culture & Society*, 29(2), 193–211. <https://doi.org/10.1080/14681366.2019.1704844>
- Nakata. (2007). *Disciplining the savages, savaging the disciplines* (1st ed.). Aboriginal Studies Press.
- Phillips, & Lampert, J. (2012). *Introductory indigenous studies in education : reflection and the importance of knowing* (2nd edition.). Pearson Australia.
- Yunkaporta, Tyson and Shillingsworth, Doris (2020) "Relationally Responsive Standpoint," *Journal of Indigenous Research: Vol. 8 : Iss. 2020 , Article 4*. DOI: <https://doi.org/10.26077/ky71-qt27> Available at: <https://digitalcommons.usu.edu/kicjir/vol8/iss2020/4>

## **Course Evaluation and Development**

- Inclusion of YouTube links (where videos from the site are used in lectures). This allows students to control information delivery of this material.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library



## **Academic Information**

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## **Image Credit**

Bidjigal Country - 19.12.21

## **CRICOS**

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