



UNSW
SYDNEY

School of Education

EDST 6717

Aboriginal (Indigenous) 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 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
EDST 6717 Aboriginal Studies Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Rubea McManus
Email: r.mcmanus@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

| | |
|----------------------|---|
| Course Name | Aboriginal (Indigenous) Studies Method |
| Credit Points | 6 units of credit (uoc) |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule | http://classutil.unsw.edu.au/EDST_T1.html#EDST6717T1 |

SUMMARY OF COURSE

This course will provide students with an overview of the Aboriginal Studies syllabus in Stages 4, 5 and 6 with a major focus on content and structure, programming and implementation as well as the key issues that impact them. Students will develop skills that will form a culturally appropriate pathway for teaching Aboriginal Studies to both Aboriginal and non-Aboriginal students, linking with Aboriginal communities and organisations as well as offering an insight into Aboriginal culture and history.

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---------|--|--------------|
| 1 | Identify foundational aspects and structure of the NSW Education Standard Authority Syllabuses 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 |
|----------|---|--------------|
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1,2,3 |
| 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. | 1,2,3 |
| 2.1 | 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 | Organise content into an effective learning and teaching sequence. | 1,2,3 |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 1,2,3 |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | 1 |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas | 3 |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 1,2,3 |

| | | |
|-----|--|-------|
| 3.1 | Set learning goals that provide achievable challenges for students of varying characteristics. | 1,2,3 |
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | 2,3 |
| 3.3 | Include a range of teaching strategies. | 1,2,3 |
| 3.4 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning. | 1,2,3 |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 1,2,3 |
| 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. | 1,3 |
| 6.3 | 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 |
| 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 | 1,2,3 |
| E. Students with Special Educational Needs | 7 | 2 |
| F. Teaching Students from Non-English-Speaking Backgrounds | 4-5 | 2 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

“Australia is a country of many layers. It is an ancient land: its map is made up of hundreds of Aboriginal Nation States. Aboriginal Culture is humanity’s oldest continuous surviving culture, which is why it is so urgent and crucial that all Australians have a good understanding of what and why it must be preserved and nurtured. Aboriginal culture is a fundamental part of the Australian narrative.”

(Linda Burney MP - Forward of *Nelson Aboriginal Studies*, 2011: v)

Education is the key: the key to success in breaking down barriers between Aboriginal and non-Aboriginal people. Educators play a vital role in highlighting the injustices of the past and working to achieve equality in the future. They must also teach the positive aspects of this ancient culture so Aboriginal people can be proud of the oldest living culture in the world. This course is one step towards this success.

5. TEACHING STRATEGIES

- Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and allow them to engage in relevant and challenging experiences.
- The lectures and tutorials are designed to be supportive, friendly and engaging.
- Explicit teaching will demonstrate and understand the different approaches to learning and a range of teaching strategies to engage and support learning.
- Small group cooperative learning will be used to understand the importance of collaborative work in teaching.
- There will be extensive opportunity for dialogue and discussion, allowing students the opportunity to demonstrate their understanding of the method content and increase their communication skills.
- Online learning from readings on Moodle
- Peer teaching in a real classroom setting
- Opportunities to engage in professional dialogue with teaching and non-teaching staff in a real school environment

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 | <p>Understanding the NESA syllabuses Stages 4 & 5.</p> <ul style="list-style-type: none"> • Overview of Aboriginal Studies • How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students | <ul style="list-style-type: none"> • Deconstructing the Aboriginal Studies Stage 4 & 5 Syllabus/Course Structure. • Cultural Protocols and Working in Aboriginal and Torres Strait Islander communities |
| 2 | <p>Lesson Planning</p> <ul style="list-style-type: none"> • Setting challenging learning goals in lesson planning • Lesson plan structure • What to consider in creating effective lessons • Teacher Reflection • Assessment FOR/AS/OF learning | <ul style="list-style-type: none"> • The construction and sequence of lesson plans • Setting high expectations for learning • Strategies for making learning goals explicit for students • Using NESA guidelines and support documents to assist in the planning of lessons • Choosing a topic for micro teaching |
| 3 | <p>How students learn</p> <ul style="list-style-type: none"> • Physical, social and intellectual development of students in Stages 5 and 6 and how this affects their engagement in learning • Promoting inclusive student participation and engagement in the classroom • ICT classroom management Fostering cross-curricula opportunities | <ul style="list-style-type: none"> • Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes • Responding to individual needs • Developing appropriate strategies and Resourcing the Stage 5 course |
| 4 | <p>Quality teaching</p> <ul style="list-style-type: none"> • Teaching strategies to respond to individual needs and backgrounds • Importance of matching teaching strategies to individual needs • The Quality Teaching Framework and School Excellence framework • Literacy and Numeracy in Aboriginal Studies • Demonstration of microteaching | <ul style="list-style-type: none"> • What Quality teaching looks like • Coding a lesson extract for QT and transitions between activities • Integrating literacy and numeracy within Aboriginal Studies |
| 5 | <p>Programming</p> <ul style="list-style-type: none"> • Understanding NESA elements to create a scope and sequence for Stage 5 • Sequencing subject content across lessons within a unit of work | <ul style="list-style-type: none"> • Selecting and writing a scope and sequence for one stage • Writing a program for a unit of work |

| | | |
|---|--|---|
| 6 | <p>Research and Inquiry Method and the Information Technology Process</p> <ul style="list-style-type: none"> • Evaluation and appropriate selection of relevant ICT resources to support learning • Planning for alternative pedagogy in a technology classroom (Flipped Learning, Project Based, Problem Based Learning) | <ul style="list-style-type: none"> • Developing a project idea • Creating and adapting resources to support learning • Using ICT to engage students with subject content <p>Microteaching Presentations</p> |
| 7 | <p>Resources and the School Community</p> <ul style="list-style-type: none"> • Appropriate integration of school and community resources to support learning • Creating, adapting and evaluating resources to support learning | <ul style="list-style-type: none"> • Resources to Support Learning - strategies for inclusion, participation and engagement • Evaluation of a Course Book/Materials |

Week 8 Method Break

| | | |
|----------------------------|---|---|
| 9 (Online, F2F, asynch) | <p>What is differentiation?</p> <p>Strategies for differentiating subject content:</p> <ul style="list-style-type: none"> • Identifying and supporting students with special learning needs • Designing activities for students with mixed abilities • Education policies and theories of differentiation | <p>Tutorial: How is differentiation implemented in the classroom to meet student needs? Focus on individuals and focus on groups</p> |
| 10 | <p>International Indigenous Community– Comparative Study</p> | <p>Developing and resourcing Comparative Case Studies</p> |
| 11 | <p>Classroom management and teaching strategies in the Aboriginal Studies classroom Preparing for PE2 – being a reflective teacher</p> | <p>Utilisation of specialist support staff Goals for PE2 On-line MyExperience feedback</p> |

Professional Experience

7. 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

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

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

Or you can buy a hardcopies for from the UNSW Bookshop on lower campus.

Readings on the UNSW Moodle website.

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

<http://www.teacherstandards.aitsl.edu.au>

www.aboriginaleducation.nsw.edu.au/index.html

Further Readings

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- 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.
- 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
- 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.
- Marsh, C (2004) *Becoming a Teacher*, Longman: NSW, Frenchs Forest (3rd Edition).
- Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.
- 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)

Professional websites for Aboriginal Studies teachers

<http://www.boardofstudies.nsw.edu.au>

The NSW Board of Studies: The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Aboriginal Studies teaching. To obtain copies of the HSC syllabuses, please go to the NSW Board of Studies website or you can buy a hardcopies from the UNSW Bookshop on lower campus.

<http://www.det.nsw.edu.au>

The Department of Education and Training: The DET has the responsibility for administering and staffing government schools and producing support material, which can be found at:

[http://www.curriculumsupport.education.nsw.gov.au/secondary/Aboriginal Studies/index](http://www.curriculumsupport.education.nsw.gov.au/secondary/Aboriginal%20Studies/index)

<http://www.hsc.csu.edu.au>

HSC online (DET and Charles Sturt University site) - material for students and teachers.

www.aboriginalstudies.com.au

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.

For further information: info@aecg.nsw.edu.au

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Elaborations Assessed | Due Date |
|---------------------------------------|----------------------------|--------|------------------------------------|--|--|--|
| 1. Detailed lesson plan and rationale | c. 2000 words | 40% | 1,3-6 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2 | A4, 7; B1; C1, 3-6, 10, 12; D1, 3-6, 8-12, 18-19 | Friday March 26 th 2021 by 5pm |
| 2. Outline of a Unit of Work | c. 3500 words | 60% | 1-6 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3 | D1, 3-6, 8-12, 18-19; E7; F4-5 | Wednesday April 28 th 2021 by 5pm |
| 3. Microteaching | 10 minutes and c 500 words | S/U | 1,3-6 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3 | D1, 3-6, 8-12, 18-19 | As allocated in tutorials |

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment 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 the 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 (c. 2000, weighting 40%)

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.

- 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?
- 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 (c. 3500 words, weighting 60%)

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.

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 the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

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
 EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Lesson plan and rationale**

| CRITERIA | (-) ————— □ (+) | | | | |
|--|-----------------|--|--|--|--|
| Understanding of lesson planning and sequences | | | | | |
| Depth of analysis and/or critique in response to the task | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response | | | | | |
| Structure and organisation of response | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | | | |
| | | | | | |

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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
 EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD 1

Student Name:

Student No.:

Assessment Task 2: **Outline of a Unit of work**

| CRITERIA | (-) _____ (+) | | | | |
|--|---------------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved | | | | | |
| Depth of analysis and/or critique in response to the task | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response | | | | | |
| Structure and organisation of response | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions | | | | | |

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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 |
|-----------|----------|
|-----------|----------|

| | |
|---|--|
| <p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> • 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) | |
|---|--|

| | |
|--|--|
| <p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> • 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) | |
|--|--|

| | |
|--|--|
| <p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> • 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) | |
|--|--|

| |
|-------------------------------------|
| <p>Comments:</p> |
|-------------------------------------|

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