



UNSW
SYDNEY

School of Education

EDST6747
Aboriginal (Indigenous) Studies Method 2

Term 2 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 and Gadigal 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 6747 Aboriginal Studies Method 2 (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Rubee McManus
Email: r.mcmanus@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Aboriginal (Indigenous) Studies Method 2
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_T2.html#EDST6747T2C

SUMMARY OF THE COURSE

Continuing from EDST 6717 this course looks further into the Stage 5 and 6 Aboriginal Studies course content, structure and programming and implementation as well as key issues that impact on 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.

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Board of Studies Aboriginal Studies Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Aboriginal Studies
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Aboriginal Studies to all key stakeholders
6	Identify the characteristics of an effective Aboriginal Studies teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning

5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

“Adults involved in Aboriginal students' education must examine their own beliefs and mindsets and consciously work to create and implement classroom and community practices where all children can be strong and smart. This means high expectations for all students, and adults with the belief and the capacity to make a difference by creating Stronger Smarter school cultures”.

Sarra, C, (2010). Stronger Smarter Approaches to Indigenous Leadership in Education in Australia.

This semester students will continue unpacking the Stage 5-6 Aboriginal Studies course, and teaching in general, as well as spending time reflecting on/challenging their own educational beliefs. They will have opportunities to speak with community members and Aboriginal support staff in schools to embrace the important role these people play in a school environment.

5. TEACHING STRATEGIES

- Student-centred activities will form the basis of the course
- Structured occasions for reflection of learning, such as the use of Learning Journals, to allow students to reflect critically on and improve teaching practice
- Explicit teaching to demonstrate and understand the different approaches to learning and a range of teaching strategies to engage and support learning
- Cooperative learning to understand the importance of collaborative work
- Extensive opportunity for dialogue and discussion, allowing the opportunity to demonstrate understanding of the content and improve communication skills
- Online learning from readings on Moodle
- Peer teaching in a real classroom setting
- Opportunities to engage in professional dialogue with all personnel in the 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><i>On-line assessment module</i></p> <ul style="list-style-type: none"> Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching <p>Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</p>	<ul style="list-style-type: none"> Critically describe the role of assessment in ensuring effective learning and teaching. evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. <p>Content of this module will be assessed during the Hurdle Requirement in Module 6</p>
2	<p>Unpacking the Stage 6 Aboriginal Studies Syllabus – HSC</p> <p>NPAE: A1-3/8, B5, D1/5/12</p>	<p>Programming for the Stage 6 Aboriginal Studies syllabus - HSC</p>
3	<p>Teaching perspective: Research and Inquiry Method -The Major Project</p> <p>NPAE: A5/8/12, B1/5, C2/6/9/18, D12</p>	
4	<p>Teaching perspective: Social Justice and Human Rights topics</p> <p>1. Health 2. Education 3. Housing 4. Employment 5. Criminal Justice 6. Economic Independence</p> <p>NPAE: A1-4/8/10, B1/5/10, D8</p>	<p>Undertaking community consultation and fieldwork</p> <p>Major Project Student Handbook</p> <p>Reflective Oral Report</p>
5	<p>Teaching Perspective: Unpacking the HSC Aboriginal Studies exam</p> <p>NPAE: A5/8, B1/5, C2/7, D8/12/18, E2, F3</p>	<p>Assessment and Exam Construction, including feedback and reporting</p>

6	Teaching perspective: Unpacking the Stage 5 Syllabus NPAE: A1-3, B5	Developing positive relationships and partnerships with the Local Community Goals for PE2 Hurdle Requirement as class activity: Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders
7	Teaching perspective: Aboriginality and the Land and Heritage and Identity post 1960's NPAE: A3, 7-8, B1, 5, C1, 3, 5, 6, 9, 14 D12, E5, F4,7,10	Organising excursions ICT Resources for Aboriginal Studies

7. RESOURCES

NESA Teaching and Education Standards:

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

Professional websites for Aboriginal Studies teachers

<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. University student member rate c. \$25.00.

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task for a year: Preliminary	2000 equivalent words	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Friday 30 th July by 5pm
Assessment 2 Unit of work for Year 12	3000 words equivalent words	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Friday 27 th August by 5pm
Hurdle requirement Assessment, Feedback and Reporting	In class week 6	Hurdle requirement	5-6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	In class week 6 activity

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.

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (three terms).

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within **one** of the terms. Your scope and sequence must indicate when the task will occur. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6747 ABORIGINAL (INDIGENOUS) STUDIES METHOD 2

Student Name:

Student No:

Assessment Task 1: **Scope and sequence with ONE assessment task for a year (Preliminary)**

SPECIFIC CRITERIA	(-) (+)					
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understands the task and its relationship to relevant areas of theory, research and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Depth of analysis in response to the task <ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Structure and organisation of response <ul style="list-style-type: none"> • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation. 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 						

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
 EDST6747 ABORIGINAL (INDIGENOUS) STUDIES METHOD 2

Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work 					
Depth of evidence in response to the task <ul style="list-style-type: none"> • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices 					
Structure and organisation or response <ul style="list-style-type: none"> • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage. 					
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.**

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [NESA](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

- A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text
 1. ensure anonymity by removing student names and destroying the samples at the end of the course.
 2. include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
 3. annotate the task to indicate what worked well and what needs changing if it were to be used again
 4. include the assessment criteria and/or marking scheme/rubric for each task
 5. provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 6. include a key for marking symbols
 7. find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider

where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

8. provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)
 9. indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 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.



STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
<p>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</p> <ul style="list-style-type: none"> • Has the purpose of the assessment task been described appropriately? • Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? • Does the marking rubric/style provide diagnostic information for the student? 	
<p>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</p> <ul style="list-style-type: none"> • Does the feedback allow the assessment to be used for formative purposes? • Is feedback expressed in appropriate language for the age/stage of the students? • Does the feedback <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -identify areas where the student needs to do more work? -indicate strategies to help the student improve? 	
<p>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</p> <ul style="list-style-type: none"> • Is the difference between ranking and moderation understood? • Does the student recognise the importance of following marking guides/rubrics? • Can the student listen professionally to the opinions of others? • Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint? 	
<p>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</p> <ul style="list-style-type: none"> • Has the student analysed and evaluated the schools' global assessment data? • Has the student collected a range of the students' past performance data? • Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? • Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching? 	
<p>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</p> <ul style="list-style-type: none"> • Are feedback and reporting understood as separate tasks? • Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? • Has the student provided evidence that the Assessment Resource Centre (NESA) has been used to provide appropriate A, B, C, D, E grades? 	

Comments:

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)