



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST 6717

Aboriginal (Indigenous) Studies Method 1

Semester 1, 2017

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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 and Social Sciences
School of Education
EDST 6717 Aboriginal Studies Method 1 (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Lecturer: Linda Holloway
Office Location: John Goodsell 132
Email: l.holloway@unsw.edu.au
Phone: Given in Tutorials
Availability: Email for 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	Monday 2-5pm, Matraville Sports High School Cnr Anzac Parade and Franklin Street Chifley Please report to Administration Office to sign in then proceed to Room 27
Lecture	
Tutorial/s	Friday 14:00 - 16:00 Friday 15:00 – 17:00

Summary of Course

This course will provide students with an introductory overview of the Aboriginal Studies Stage 6 Syllabus with a major focus on content and structure, programming and implementation of the course 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.

The main ways in which the course has changed since last time as a result of student feedback:

Students evaluated this course highly from 2014-2016 so little modification was required.

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

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

Student Learning Outcomes

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Aboriginal 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	1, 2, 3
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	2
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	2
6	Practise the ethical and professional values expected of teachers	1, 2, 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, 3
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
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5	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	Demonstrate knowledge and understanding of the concepts, substance and structure of 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 Aboriginal and Torres Strait Islander histories, cultures and languages	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	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	1, 2
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
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	3
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1, 2
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, 3

National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 3, 4, 5, 6, 7, 8, 10	1, 2
Classroom Management	1, 4, 5,	1, 2, 3
Information and Communication Technologies	1, 3, 4, 5, 6,	1, 2
Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 15,	1, 2, 3
Students with Special Educational Needs	7	1
Teaching Students from Non-English Speaking Backgrounds	3, 4, 5, 7, 9,	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

Week	Lecture Topic	Tutorial Topic
1 3 March	Overview of Aboriginal Studies Understanding the syllabuses Stages 5-6 Priority Areas ATSIE 1-3	Deconstructing the Aboriginal Studies Stage 6 Syllabus/Course Structure. Deconstructing the Assessment tasks
2 10 March	Lesson planning to meet BOSTES and UNSW policy Priority Areas ATSIE 4, CM 1, 2, 4, 5, 9 ICT 1-6, 9-10 L&N 1, 5, 9, 11-12 SEd 2-3 NESB 4-5, 7	The construction and sequence of lesson plans Choosing a topic for micro teaching
3 17 March	Programming Priority Areas ATSIE 1, 5 CM 1, 2, 4, 5, 9 ICT 1-6, 9-10 L&N 1, 5, 9, 11-12 SEd 2-3 NESB 4, 5, 7	Teaching perspective: Designing a unit of work and Glossary activities
4 24 March	Aboriginality and the Land Priority Areas ATSIE 1-3, 8 CM 1, 4, 5 ICT 1-6, 9-10 L&N 1, 4-5, 10	The Digital Classroom. The use of ICT in an Aboriginal Studies classroom. <i>Assessment Task 1 Due:</i> Thursday 23 March 5.00pm on Turnitin – micro teaching lesson plan
5 31 March	Heritage and Identity Priority Areas ATSIE 1-3, 5, 7-8 CM 2, 5 ICT 2-3, 6, 9 L&N 1, 5, 10, 16	Developing appropriate strategies and Resourcing the Preliminary course
6 7 April	Research and Inquiry Method and the Information Literacy Process Priority Areas ATSIE 2-3,6, 7, 8, 9 SEd 5 NESB 10	Cultural Protocols and Working ATSI communities + classroom issues Microteaching Presentations
7 14 Lesson to be rescheduled due to GOOD FRIDAY	Assessment in the Aboriginal Studies Classroom <ul style="list-style-type: none"> Assessment tools - Bloom's Taxonomy, Costa's Level of Thinking and ALARM Role of formative and summative assessment Priority Areas ATSIE 4-5, 9, 12 ICT 7, 8 L&N 1, 4, 7-8, 12-14 SEd 2, 3, 6 NESB 2-7, 9	Designing appropriate assessment tasks. Creating marking criteria/guidelines. Using the BOS Assessment Resource Centre site. Keeping records of student performance. Giving constructive feedback to students and reporting achievement to parents.
17 April – 21 April	Mid-semester break	

8 28 April	Planning <ul style="list-style-type: none"> • NSW Q&T Framework • School Excellence Framework Priority Areas ATSIE 1-2, 5, 7 CM 1, 4-5 ICT 1, 3-4 L&N 4, 7 Sed 2-4 NESB 3-4, 7	Using the Frameworks to plan lessons and create assessments.
9 5 May	International Indigenous Community–Comparative Study Priority Areas ATSIE 2-3, 10 ICT 3, 6-7, 9-10,16,	Developing and resourcing Comparative Case Studies Assessment Task 2 Due: Thursday 4 May 5.00pm on Turnitin
10 12 May	Classroom management and teaching strategies in the Aboriginal Studies classroom Priority Areas ATSIE 1-9, CM 1-2 ICT 2, 4 L&N 1-5 Sed 1-2 NESB 3	Strategies for differentiating lessons and utilisation of specialist support staff On-line CATEI feedback
Professional Experience		
N4 June 19-23	Practicum Debrief using PMI scaffold. Sharing of useful strategies, interesting ICT resources and other teaching resources	Looking forward to Semester 2 CATEI course evaluation (if not already completed)

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Areas	Due Date
1. Lesson plan	2,000 words equiv.	40%	Lesson Plan 1, 2, 3, 6	1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.3 1.1, 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.2, 4.3, 6.3	ATSIE – 1, 4, 5, 6, 7, 10 CM – 1, 4, 5 ICT – 3 L&N – 1, 4, 8, 11, 15 SEd – 7, NESB – 3, 4, 5, 9	Thursday 23 March 2017 5pm Turnitin
2. Unit of work outline with 3 detailed lesson plans	3,000 words	60%	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.5, 5.1, 6.3	ATSIE – 1, 3, 4, 5, 6, 7, 8 CM – 1, 4, 5 ICT – 1, 3, 4, 5, 6 L&N – 1, 5, 7, 8, 9, 10, 12, 15 SEd – NESB – 3, 4, 5, 7	Thursday 4 May 2017 5pm Turnitin
3. Microteaching	10 minutes	S/U	1, 2, 3, 6			Friday 7 April

Submission of Assessment Tasks

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. Student no longer need to use a cover sheet. 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.

ASSESSMENTS 1 and 3: Two lesson plans (40%) and microteaching presentation (S/U)
Two detailed lesson plans (2,000 words), including a 500-word (minimum) rationale, for the 10-minute microteaching lesson you will be presenting.

Due Date: Lesson Plans – Thursday 23 March 2017 5:00 PM on Turnitin

Microteaching – Friday 7th April 2017 in Tutorial

Design two detailed lesson plans one of which will include the 10-minute microteaching lesson you will be presenting. The lesson plan is a standard format that will be explained and investigated during tutorials. The template to be used can be found on the SED website. Your plans should include any prior knowledge the students would need to enable them to achieve the outcomes for each lesson. Relevant syllabus outcomes and content statements must be written out in full. Include with your detailed plans any handouts you will be providing to the students.

Write a brief rationale in which you refer to readings that you have studied during the course and that are relevant to your lessons. These could include articles from the prescribed texts, from Moodle, from the Professional Experience lectures and from any other research articles that justify the teaching and learning activities you have chosen to deliver in your microteaching presentation.

Include in your rationale a description of the backgrounds, needs and abilities of the students to whom the lessons would be given.

At some stage in your microteaching, you must demonstrate the use of a literacy or numeracy strategy, relevant to the subject content and the needs and abilities of the students you have identified in your rationale. These literacy/numeracy strategies will have been discussed in the Aboriginal Studies Method tutorials.

Note: Microteaching 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. **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.**

ASSESSMENT 2: Unit of work for a stage 6 Aboriginal Studies (60%) – overall 3,000 words.

The rationale should be 1,000 words in length.

Due Date: Thursday 4 May 2017 5:00 pm on Turnitin

Design an outline of the first 6 lessons of a unit of work that has, as its focus, a concept or topic suitable for a stage 6 Aboriginal Studies class. You must write a rationale for the unit (1,000 words) in which you:

- state precisely what you want the students to learn and why it is important
- justify your choice of texts designed to suit the needs and abilities of this class
- demonstrate how you would provide for diverse learning approaches and abilities
- detail the prior knowledge students must have to begin this unit and discuss how you would assess this prior knowledge.

You must present an **outline** for the first six (6) - fifty (50) minute lessons of a Unit of work focusing on a concept or topic suitable for Stage 6 Aboriginal Studies class in a comprehensive high school.

ONE of the lesson outlines must incorporate an **ICT component** and explain how the lesson would work. **ONE** other is to be based on **LITERACY STRATEGIES** and explain how this would support the learning of particular students in your class.

On a **SEPARATE page** you must include an outline of formative assessments and a summative assessment task (to be also used for formative purposes) for your unit.

The unit outline is a standard format that will be explained and investigated during lectures and tutorials. You will receive a template for the unit outline.

You should discuss your plans for this assignment with your tutor before the end of week 7.

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)

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD 1

Student Name:

Student No.:

Assessment Task 1: Lesson Plans and Microteaching reflection

SPECIFIC CRITERIA	(-) ----- (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 500 word rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Aboriginal Studies • reflection engages with strengths and weaknesses of successful teaching 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • ability to plan and assess for effective learning by designing two detailed lessons on the given pro-forma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • lesson plan, structure and resources consistently link to syllabus topics and outcomes • lesson rationale and reflection show evidence of analysis of syllabus and pedagogical requirements 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • reference specifically made to material, research and ideas presented in Aboriginal Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • reflection shows evidence of critical analysis and identifies a specific learning for the future • rationale is approximately 500 words 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Detail all stages of the lesson, using the correct Lesson Plan template • Meet appropriate academic and linguistic conventions such as English language that demonstrates control and confidence 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> 					

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
EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD 1

Student Name:

Student No.:

Assessment Task 2: Unit of work for Stage 6 Aboriginal Studies

SPECIFIC CRITERIA	(-) ----- (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ability to plan and assess for effective learning by designing a unit of work using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act 1000-word rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy linking the task to relevant areas of theory, research and practice clarity and accuracy in use of key terms and concepts in Aboriginal Studies design of a unit outline that demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs of students 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> unit of work reflects clear understanding of syllabus and pedagogical requirements while developing a unit which displays knowledge of ICT and literacy strategies in detail demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. formative and summative assessment tasks demonstrate a clear understanding of how to assess student achievement 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> reference specifically made to material, research and ideas presented in Aboriginal Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity and acknowledged in the Bibliography. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> Unit outline follows standard format explained during lectures Rationale is 1,000 words 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Unit of work meets appropriate academic and linguistic conventions such as English language that demonstrates control and confidence Specific ICT and literacy strategies detailed in lesson plans 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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.

8. 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.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

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 each of whom 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 buy a copy of the Aboriginal Studies syllabuses:

NSW Board of Studies, Stage 6 Syllabus, Aboriginal Studies, Preliminary and HSC Course,

Alternatively, it is possible to download these syllabuses from the Board of Studies website: www.boardofstudies.nsw.edu.au

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. University student member rate c. \$25.00 (based on 2014 rate)

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