



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Education

EDST6719
Legal 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 the 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
EDST6719 Legal Studies Method 1 (6 units of credit)
Semester 1 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Sonya Chahine
Email: s.chahine@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Legal Studies Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Tue 17:00 – 19:00 CLB 3 (w 1-7, 9-11, N4)
Tutorial(s)	Tue 18:00 – 20:00 AGSM LG06 (w1-7, 9-11, N4)

Summary of Course

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

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

- *More time dedicated to the content of the Preliminary Legal Studies Course.*
- *Uploading completed tutorial tasks onto Moodle for students to share resources.*

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 Legal Studies Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 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	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
1.2	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.	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
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	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.	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1
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, 2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1, 2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	2, 4, 5, 8, 11	2
B. Classroom Management	1, 3, 4, 5, 8	1, 2
C. Information and Communication Technologies	1, 3, 4, 5, 6, 12	1, 2
D. Literacy and Numeracy	1, 3, 5, 8, 9, 10, 11, 12, 15, 17	1, 2
E. Students with Special Educational Needs	3, 4, 6, 7, 8	2
F. Teaching Students from Non-English Speaking Backgrounds	3, 4, 7	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

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

5. TEACHING STRATEGIES

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

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

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic <i>Lecturer will...</i>	Tutorial Topic <i>Students will...</i>	Priority Areas
1 February 28	Introduce 6719; provide an overview of the Legal Studies syllabus; provide an overview of the Quality Teaching Model and other pedagogical models; introduce Assessment I.	Analyse the structure of the Legal Studies syllabus; discuss assessment for the semester.	D1, D8, D17
2 March 7	Introduce programming, teaching strategies and lesson planning.	Examine and compare a range of lesson plans and programmes; analyse the varying approaches to curriculum planning.	A2, A8, B1, D5, D10, E8
3 March 14	Describe a range of lesson strategies from opening to closing the lesson, including the role of ICT, teacher-talk and independent learning, group work, think-pair-share and other teaching routines.	Apply lesson strategies to Preliminary Course Core Part I: The legal system.	A5, B4, C4, D1, D5
4 March 21	Explain differentiation techniques and demonstrate a range of teaching and learning strategies and thinking routines which are relevant for Legal Studies.	Microteaching (Assessment 1 due) Create differentiated teaching and learning strategies using Preliminary Course Core Part I: The legal system.	B4, D3, D4, F3
5 March 28	Outline how visual literacy works in Legal Studies (posters, tables, mind mapping, diagrams and use of technology).	Microteaching Complete exercises in visual literacy using Core Part II: The individual and the law.	D3, D11, F4, F7
6 April 4	Explain how to use ICT in the preparation and delivery of lessons; introduce Assessment II.	Microteaching Examine and analyse a range of ICTs for Legal Studies lessons.	A4, C1, C3, C4, C5, C6, D12, E3, E7
7 April 11	Outline thinking routines and discuss their application to the teaching of Legal Studies	Microteaching Apply a range of thinking routines to develop teaching and learning strategies for Core Part II: The individual and the law.	D5, D8, D11
Mid-semester break			
8 April 25	Anzac Day Public Holiday		
9 May 2	Demonstrate how to draft worksheets (use of scenario-based stimulus, visual elements and design).	Microteaching Create worksheets for Core Part III: Law in practice.	C12, D5, D11, E4, F7
10 May 9	Provide an overview of assessment – formal and informal, summative and formative; the ideology underpinning; parent feedback; records management; report writing.	(Assessment 2 Due) Design an assessment program for Legal Studies based on Core Parts II and III, applying various strategies.	D12, E4, E6
11 May 16	Discuss how to thrive at school and in the Legal Studies classroom: practicalities, politics and other possible pitfalls.	Complete exercises to practise dealing with difficult students, 'trigger' issues, colleagues and teachers. CATEI online course evaluation.	A11, B3, B5, D9
Professional Experience			
N4 June 20	Lead an assessment of Practicum I; provide feedback on Assessment II.	Debrief on and discuss the teaching and learning strategies, use of ICT, differentiation, programming and types of assessment witnessed in Practicum I. Complete course evaluation (if not already completed).	B5, B8, D15

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Lesson Plans (x2)	2000 words	35%	1, 2, 3, 4, 5, 6	1.2,2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.4	B4, C5, C12, D5, D9	March 21 (Week 4)
Assessment 2 Unit Outline (45% unit 20% rationale)	4000 words	65%	1, 2, 3, 4, 6	1.2, 1.3, 2.4,2.5,2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3	A4, A5, B4, B5, C6, D5, D12, D17, E3, E7, F4, F7	May 9 (Week 10)
Assessment 3 Micro-teaching	10 min.	S/U	3, 4, 6			Weeks 4 - 9

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.

HURDLE REQUIREMENT

Assessment 1 and 3– Lesson Plans and 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 I, whilst 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. Two detailed **lesson plans using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plans: All students must submit to the method lecturer their proposed lesson plans by week 3 (March 24th, 2017). This will be returned prior to your microteaching 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 I 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

Standards	Comments
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<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 were 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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD I

Student Name:

Student No.:

Assessment Task 1: **Lesson Plans**

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates overall understanding of how to plan a lesson incorporating relevant areas of theory, research and practice. • Accurately uses key syllabus terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students. • Makes clear statements of syllabus outcomes. • Links lesson goal(s) to syllabus outcomes and chosen strategies. • Effectively uses individual and group activities to address teaching and learning goals. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Clearly links summary to outcomes in the syllabus. • Demonstrates knowledge of different learning styles and how these factors may affect learning. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Refers to material, research and ideas presented in Legal Studies method lectures and other sources. 					
Structure and organisation of response <ul style="list-style-type: none"> • Plans and assesses for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Provides a clear and logical lesson plan and summary, with appropriate sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended:

/20 FL PS CR DN HD

Weighting: 35%

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.**

Assessment 2 – Unit Outline

Unit of work: Preliminary Legal Studies Core Parts II and III

Students are to work in groups of 4 – 5 to prepare a unit of work for a Preliminary Legal Studies class. This class is a mixed ability, co-educational group of students in a comprehensive public/private high school. Thirty percent of the students are from a non-English speaking background. There are several Indigenous Australian students in the class and students from the Pacific Islands. A diverse range of religious and cultural groups are represented in this class. A small number of students demonstrate challenging behaviours.

Students will choose either the 'Resolving disputes' or 'The individual and technology' unit and prepare a 10 hour sequence of lessons for this unit. This unit should be completely programmed, including identification of relevant outcomes, links to themes and challenges and identification of formative and summative assessment strategies. A range of teaching and learning strategies, consistent with meeting the needs of the learners identified in the context statement, is expected.

The unit outline should be organised as follows:

1. Clearly identified **links to the syllabus and syllabus outcomes** and an identification of which outcomes will be assessed in the unit.
2. **A lesson sequence** with the key concepts to be taught identified.
3. **A teaching and learning sequence** which identifies key concepts, links to syllabus (students learn about, students learn to), teaching strategies and formative and summative assessment strategies for each lesson.

You must include for each lesson:

- a) What you want the students to learn by the end of each lesson, and why this learning is important, written in your own words (this is the key concept);
- b) Teaching and learning strategies;
- c) Any worksheets or material you would give to students; and
- d) A list of resources.

In these detailed lessons, you are expected to design:

- Lesson plans that thoroughly detail all stages of the lesson (2 pages each)
- Lessons which are clearly linked together and are designed to develop knowledge, skills and understanding
- Lessons which are presented in the correct format and expressed in clear, accessible, standard English
- Teaching and learning strategies which use a wide range of ICT and differentiated learning approaches
- Activities which are interesting and engaging for students
- Effective teaching and learning strategies for meeting the needs of Aboriginal, Torres Strait Islanders, English as an additional language and language background other than English students, including literacy and numeracy.

4. A summative assessment task which:

- a) Reflects Bloom's Taxonomy, which means choosing command terms which allow all students to access the task and then using a hierarchy of command terms as means of differentiating the quality of answers produced by the students; and
- b) Contains an accompanying marking scheme which reflects the outcomes to be assessed.

Groups of students will be assessed on their ability to:

- Make appropriate links between outcomes, content, assessment and teaching and learning strategies in the unit outline.
- Include a range of interesting and engaging learning strategies.
- Choose appropriate resources for the class.
- Use material and ideas presented in Legal Studies Method lectures.
- Create a meaningful summative assessment task.

In addition, each student will submit an individual, academically referenced **rationale** for the unit which integrates theory and practice to:

- a) Detail the prior knowledge, skills and understanding students must have to begin this unit;
- b) State the learning outcomes for students i.e. what concepts students will learn and why these are important;
- c) Justify the choice of teaching and learning strategies for this class; and
- d) Critically reflect on what could go wrong with this unit of work.

The rationale should be about 1000 words in length.

Individual students will be assessed on their ability to:

- Make appropriate links between outcomes, content, assessment and teaching and learning strategies.
- Use material and ideas presented in Legal Studies Method lectures.
- Write a clear, logically argued rationale.
- Demonstrate an understanding of material and ideas presented in Legal Studies Method lectures, the Combined Methods Lectures and the Professional Experience lectures.

All members of the group will receive the same mark for the group section of the task. Each student will receive an individual mark for the rationale.

Date Due: 5pm 9 May 2017

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD I

Student Name:

Student No.:

Assessment Task 2: **Unit of Work (group)**

SPECIFIC CRITERIA	(-)	→			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates overall understanding of how to plan a unit of work incorporating relevant areas of theory, research and practice. • Accurately uses key syllabus terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students and are relevant for the class scenario provided. • Makes clear statements of syllabus outcomes. • Links lesson goal(s) clearly to syllabus outcomes and chosen strategies. • Effectively uses individual and group activities to address teaching and learning goals. • Designs an effective summative assessment task which will effectively gauge students' knowledge, understanding and skills. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrates knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Refers to material, research and ideas presented in Legal Studies method lectures and other sources. 					
Structure and organisation of response <ul style="list-style-type: none"> • Plans and assesses for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents. • Organises unit of work clearly and coherently, including using section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Provides a clear and logical unit of work and summary, with appropriate sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Date:

Recommended: /20

FL PS CR DN HD

Weighting: 45%

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6719 LEGAL STUDIES METHOD I

Student Name:

Student No.:

Assessment Task 2: **Rationale (individual)**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates overall understanding of the task, incorporating relevant areas of theory, research and practice. • Accurately uses key syllabus terms and concepts. • Links unit of work to outcomes and themes and challenges in the syllabus; states what the learning outcomes are. • Outlines the prior knowledge and skills of the students. • Provides evidence of critical analysis and reflection. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Effectively explains reasons for the choice of teaching and learning strategies. • Demonstrates knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning, using examples. • Critically evaluates the difficulties/problems likely to be encountered in teaching this unit of work. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Refers to material, academic research and ideas presented in Legal Studies method lectures and other sources. 					
Structure and organisation of response <ul style="list-style-type: none"> • Incorporates relevant terminology, and demonstrates knowledge of NSW syllabus documents. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Provides a clear and logical response, with appropriate sentence structure, vocabulary use, spelling, punctuation and word length. • Correctly uses in-text referencing. • Provides a correctly structured reference list. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20

FL PS CR DN HD

Weighting: 20%

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

<http://rde.nsw.edu.au/tpack-samr>

A local resource presenting both frameworks

Teaching Teachers for the Future – What is TPACK?

<http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers

<http://www.ttf.edu.au/psts-talk.html>

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

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

Required Readings

All students must have a copy of the Legal Studies syllabus and other relevant documents. These can be downloaded from the Board of Studies website www.boardofstudies.nsw.edu.au

NSW Board of Studies, *Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses*, June 2009

Board of Studies (2010), *Legal Studies Higher School Certificate: Examination, Assessment and Reporting Supplement*

Board of Studies (2011 onwards), *HSC papers 2011 – 14, including marking guidelines and Notes from the Marking Centre*

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.

Barry, K. and King, L. (1998). *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

- Marsh, C (2004). *Becoming a Teacher*, Longman: NSW, Frenchs Forest (3rd Edition).
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Wiggins, G and McTighe, J (1998). *Understanding by Design*. Alexandria, VA USA, Association for Supervision and Curriculum Development (ASCD)
- Legal Studies Preliminary and HSC Texts
- Hamper, D et al (2009). Legal Studies Preliminary Course, Pearson Australia 2009
 - Hamper, D et al (2010). Legal Studies HSC Course, Pearson Australia, 2010
 - Milgate, P et al (2010). Cambridge Legal Studies HSC, Cambridge University Press, Port Melbourne, 2010.
 - Milgate, P et al (2009). Cambridge Preliminary Legal Studies, Cambridge University Press, Port Melbourne, 2010.

Legal Studies Association of NSW

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