



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6706
Geography Method 1

Semester 1, 2017

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)</i>	3
<i>National Priority Area Elaborations</i>	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE.....	5
7. ASSESSMENT	7
8. RESOURCES.....	14

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 6706 Geography Method 1 (6 units of credit)
Semester 1 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Andrew Toovey
Office Location: John Goodsell 132
Email: a.toovey@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Geography 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	Wednesday 17:00 – 18:00 (w1-10, N4) Morven Brown LG2
Tutorial/s	Wednesday 18:00 – 20:00 (w1-10, N4) Mathews 302

Summary of Course

This course prepares student teachers for the teaching of Geography in secondary schools in NSW.

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

- Feedback for this course has been consistently good so few changes were 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 Geography 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	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, Microteaching
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, Microteaching
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2, Microteaching
2.2	Organise content into an effective learning and teaching sequence	1, 2, Microteaching
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2, Microteaching
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, Microteaching
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2, Microteaching
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, Microteaching
3.3	Include a range of teaching strategies	1, 2, Microteaching
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2, Microteaching
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, 2, Microteaching
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1, 2, Microteaching

4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, Microteaching
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1, 2, Microteaching
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1, 2, Microteaching
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, Microteaching
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1, 2, Microteaching

National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1, 2
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Some explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 1 March	On being a Beginning Geography Teacher <i>National Priority Area Elaborations A4-A5, B1</i>	Tutorial: Biography, motivation and expectations: Why you are here affects where you'll end up Teaching Strategy Focus: Getting to know your students and making sure they know each other
2 8 March	The NESA Geography Syllabus 7-10 and its link to Stage 3 HSIE <i>National Priority Area Elaborations A8</i>	Tutorial: Programming in Junior Geography/ICT ideas Teaching Strategy Focus: Group work
3 15 March	Stage 4 Geography – Importance of Literacy <i>National Priority Area Elaborations D1- D19</i>	Tutorial: Making literacy the focus of each lesson Teaching Strategy Focus: Creativity in the classroom
4 22 March		
5 29 March	Teaching about the place of Australia in the World and the Asia Pacific Region <i>National Priority Area Elaborations C1- C14</i>	Tutorial: GIS/Multimedia Teaching Strategy Focus: ICT in the Classroom <i>Microteaching</i>
6 5 April	Stage 5 Geography – Incorporating Civics and Citizenship in the Classroom – Citizenship for Indigenous Australian Communities <i>National Priority Area Elaborations A1-A3, A6 - A7, B3-B5, E1-E9, F1 -7</i>	Tutorial: Teaching students with different social, ethnic, cultural and religious backgrounds. What are the typical stages of students' physical, social and intellectual development and understanding the exceptions to the general patterns. Teaching Strategy Focus: Role Plays <i>Microteaching</i>
7 12 April	Senior Geography Syllabus – Year 11 Course <i>National Priority Area Elaborations C6 – C13</i>	Tutorial: Programming Introduction – ICT in Senior Geography Teaching Strategy Focus: Pair Work <i>Microteaching</i>

Mid-semester break

8 26 April	Senior Geography Syllabus – Year 12 Course <i>National Priority Area Elaborations B 6, F9-11</i>	Tutorial: Issues in programming for a differentiated curriculum Teaching Strategy Focus: Group Work <i>Microteaching</i>
9 3 May	Senior Geography Stimulus Interpretation/Geography Tools and Skills <i>National Priority Area Elaborations A8 – A10</i>	Tutorial: Interpreting Graphs and Photos Teaching Strategy Focus: Assessing understanding
10 10 May	Senior Geography Fieldwork <i>National Priority Area Elaborations B7</i>	Tutorial: Planning for Fieldwork/Virtual Fieldwork Teaching Strategy Focus: Fieldwork in the local area
11 17 May	Teaching about Australian Environments, Communities and Issues <i>National Priority Area Elaborations B9-B10</i>	Tutorial: Fieldwork/Making Geography real Teaching Strategy Focus: Learning by doing

Professional Experience

19 June – 23 June (Date TBC)	Feedback and Reflection on PE: highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other contemporary teaching resources. Goals for Semester 2.
------------------------------------	--

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
Assessment Task 1: Unit of Work	2500 Words (equivalent)	50%	1,2,3,4	1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4	A5 – A8, B1, B3 - B7, C3- C10, D1-D5, E6-E8, F5-F6	5pm, Wednesday 29th March 2017
Assessment Task 2: Detailed Lesson Plans for Fieldwork Activities	2500 Words (equivalent)	50%	1,2,3,4,6	1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4	A4 - A5, A8, B6 – B7, D8 – D10, F6 – F7	5pm, Wednesday 3rd May 2017
Assessment Task 3: Microteaching	10 minutes	U/S	3,4,5,6		D	TBC

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.

Assessment Task 1

Unit of Work (with an ICT focus)

Due Date: 5pm, Wednesday 29th March 2017 (Online submission via Moodle)

Your task is to create a unit of work for one 'bullet point' from the Stage 4 or Stage 5 NSW Geography syllabus. This unit of work is to have a particular focus on ICT, with 3 specific lesson plans for ICT rich activities to be included. The lesson plans need to use the SED template.

Note: This should be about one fortnights' worth of lessons (for example 6 x 55 minute periods).

Available technology

Assume you have 2 classes (with 2 teachers and about 50 students) working together in a shared space (eg a library or multipurpose learning area). The space you are using has 3 large projection screens and flexible furniture arrangements. Students each have their own BYO laptop device.

The lessons must be consecutive showing a consistent approach to learning and classroom management and at least one lesson plan must ask the students to make use of technology such as computers. You need to include a range of lessons that integrate literacy and numeracy, group work, mapping and statistical skills and research.

The program must be set out using the following headings as found on the Board of Studies website: "Time allocation", "Targeted outcomes", "Learn about", "Students learn to", "Integrated teaching, learning and assessment", "Evidence of learning and feedback", "Resources".

Lesson plans should show what part of the program is being used, a focus question, outcomes to be achieved or attempted and indicators that demonstrate this, learning activities, sequencing and timing and at least TWO Assessment Tasks and TWO Resources used to assess students learning of outcomes.

Any worksheets or resources used as part of your lesson plans that are to be developed by you (and are not commercially available) must be included.

In these detailed lessons, you will be assessed on your ability to:

- Plan and assess for effective learning by designing lessons and lesson sequences using knowledge of the NSW syllabus documents and other relevant curriculum requirements of the Education Act
- Demonstrate current knowledge and proficiency in ICT, in the use of the following:
 - Basic operational skills
 - Information technology skills
 - Software evaluation skills
 - Effective use of the internet
 - Pedagogical skills for classroom management.
- Plan coherent lessons that articulate clear and appropriate learning goals and use a range of appropriate and engaging resources and materials to cater for the diverse learning approaches and needs of students.
- Apply the research and ideas presented in Geography method lectures, and from the Professional Experience lectures.

Assessment Task 2

Detailed Lesson Plans for Fieldwork Activities

Due Date: 5pm, Wednesday 3rd May 2017 (Online submission via Moodle)

Your task is to create 3 x 90 minute fieldwork activities that could be completed by students at or nearby to a school. The focus of your fieldwork activity should be 'Geographical Inquiry' where the teacher facilitates and guides students through the activities. Assume you have 2 classes (with 2 teachers and about 50 students) working together for these activities.

You must investigate one site for 2 hours of active fieldwork that will satisfy the requirements for a Stage 4 or 5 Fieldwork task. You must choose a site, where possible visit the site, and write a detailed plan of what work will be done in the classroom leading up to the day, what will be done during the fieldwork lesson and how this will be followed up in class after the day.

For this task you will present as a minimum:

- **Rationale** for why you have selected the site
- **2 lesson plans** (one for the day before the field trip, and one for the day after showing pre and post field trip work)
- **Devise an assessment task based on fieldwork** (to assess students learning of outcomes)
- **A detailed plan** showing how you will safely get the students to the selected site including transport information
- **A worksheet to be completed by students on the fieldwork.** This should detail objectives of activities and outcomes, skills and tools, actual learning activities (you should have at least 3 activities in a day of fieldwork)
- **An itemised list** of fieldwork equipment needed for the day (provide links and prices for any products you wish to purchase. Assume the school owns nothing).
- Write a letter to parents outlining the day and cost.

You need to look at the cost of the excursion in terms of transport and cost of venue/any staff you wish to use at the venue. Costs per student for 50 students should be kept under \$30.

Some important considerations:

- Will students work alone or in groups?
- Will you give students a focus question or will they devise their own focus question?
- How will students record and/or share their data?
- What fieldwork equipment will you need?
- What technology will you need? Will it work where you are going?
- Are you using public transport or walking? How long will this take?
- What will students need to bring?

Note: Take the cost of a bus as \$500 a half day.

MARKING CRITERIA

In the unit you design, you will be assessed on your ability to:

- Plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act
- Design an outline which demonstrates your ability to differentiate the curriculum to cater for diverse learning approaches and needs
- Demonstrate knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of students and the effects of these factors on learning.
- Demonstrate knowledge and understanding of specific strategies for teaching: Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.
- Write with control and confidence
- Refer specifically to material, research and ideas presented in Geography method lectures, and from the Professional Experience lectures on diversity.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6706 GEOGRAPHY METHOD 1

Student Name:
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) -----» (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> 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 Geography teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> reference specifically to material, research and ideas presented in Geography method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Rationale <ul style="list-style-type: none"> rationale linked to outcomes in the syllabus reasons for the choice of teaching and learning strategies effectively explained demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
Syllabus Links <ul style="list-style-type: none"> clear statement of syllabus outcomes lesson goal(s) clearly linked to syllabus outcomes and chosen strategies effective use of student group structures to address teaching and learning goals. 					
Resources <ul style="list-style-type: none"> demonstrates knowledge of resources that will engage and extend all students 					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS 					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
Weighting: 50%

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
EDST6706 GEOGRAPHY METHOD 1

Student Name:
Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-) -----» (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> 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 Geography teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> reference specifically to material, research and ideas presented in Geography method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Rationale <ul style="list-style-type: none"> rationale linked to outcomes in the syllabus reasons for the choice of teaching and learning strategies effectively explained demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
Syllabus Links <ul style="list-style-type: none"> clear statement of syllabus outcomes lesson goal(s) clearly linked to syllabus outcomes and chosen strategies effective use of student group structures to address teaching and learning goals. 					
Resources <ul style="list-style-type: none"> demonstrates knowledge of resources that will engage and extend all students 					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
Weighting: 50%

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.**

**EDST 6706
HURDLE REQUIREMENT**

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 30 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 SED 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.

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)

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

Board of Studies (2003) Geography Stages 4-5 Syllabus (available for download as PDF document at www.boardofstudies.nsw.edu.au)

Kleeman et al (2008) A Geography of Global Environments and Communities. Heinemann

Kleeman et al (2008) A Geography of Australian Environments and Communities

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.
- Bliss and Paine (2008) *Geoactive 1 & 2*. Jacaranda
- 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
- Kriewaldt and Digby (2010) *Keys to Geography*. Macmillan
- 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
- Van Zuylen et al (2007) *Geography Focus*. Pearson

Professional Associations

Geography Teachers Association

<http://www.gtansw.org.au>

Australian Geography Teachers Association

<http://www.agta.asn.au>