



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6708
History 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
EDST6708 History Method 1 (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Co-Convenor: Bernie Howitt
Email: b.howitt@unsw.edu.au
Availability: via Email

Course Co-Convenor: Stephanie Ingster
Email: s.ingster@unsw.edu.au
Availability: via Email

Other Teaching Staff: Jonathon Dallimore
Email: j.dallimore@unsw.edu.au
Availability: via Email

Other Teaching Staff: TBA
Email: [TBA](#)
Availability: via Email

3. COURSE DETAILS

Course Name	History Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Wednesday 16:00 – 17:00 (w1-7, 8-10, N4) Colombo Theatre B
Tutorials	Wednesday 17:00 – 19:00 (w1-7, 8-10, N4) Mathews 107 Wednesday 17:00 – 19:00 (w1-7, 8-10, N4) Mathews 108 Thursday 09:00 – 11:00 (w1-7, 8-10, N4) John Goodsell 119

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for History teaching. The key elements of pedagogy and History content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

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

- Changes in the order of lectures and tutorials to allow more time for preparation of assessment tasks and consolidation of the core skills of lesson preparation and programming a unit of work.
- Rearrangement of assessment task 2 requirements to maximise student syllabus knowledge and application of skills.

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, failure to attend 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 History Syllabus and the depth of subject knowledge required to implement the syllabus	1 and 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1 and 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 and 2
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1 and 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 and 2

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, Microteaching
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
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	1 & 2, Microteaching
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	1 & 2, Microteaching
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1 & 2, Microteaching
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of 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	1 & 2, Microteaching
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1 & 2, Microteaching
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
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1 & 2 Microteaching
4.5	Demonstrate an understanding of the 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.	1 & 2 Microteaching
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1 & 2 Microteaching

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	A. 1-9	1 & 2
B. Classroom Management	B. 1, 3-5	Microteaching
C. Information and Communication Technologies	C. 1-10, 12	1 & 2
D. Literacy and Numeracy	D.1, 4, 5, 8-11, 16, 18, 19	1 & 2
E. Students with Special Educational Needs	E.2-4, 6	1 & 2
F. Teaching Students from Non-English Speaking Backgrounds	F. 2-5, 7, 9	1 & 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW History Syllabus documents. During the course students will develop their knowledge of New South Wales syllabus documents.

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

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.

5. TEACHING STRATEGIES

- 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.
- 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.
- 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.
- Online learning from readings on the Moodle website.
- Online discussions.
- 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	Tutorial
1 1 March	Stages 4 & 5 in the History K–10 Syllabus. Overview & Depth Study and professional association membership <i>Bernie Howitt</i> ATSI A.3,4,6,8 ICT C.1,7 SEP E.2 NESB F.4, 9 L/N D.1,16,11	Course Outline, expectations & Assessment Programming Stages 4 & 5: Examining the Stage 4/5 syllabus
2 8 March	Lesson Planning & Teaching Methods <i>Stephanie Ingster</i> ATSI A.1,5,6,8 CM B.1,4,5 L/N D.18,19 SEN E.2,3 NESB F.3,4,5	Teaching Strategies Lesson planning modelling Lesson analysis
3 15 March	Preparing a unit of work <i>Bernie Howitt</i> ATSI A.1; CM B.1 ICT C.5,6 L/N D.4,8,11 NESB F.3,4,5 SEN E.4	Preparing a unit of work – placing the lesson into its context
4 22 March	Historical Literacy <i>Dr Denis Mootz (Guest lecturer)</i> ATSI A.1,8 ICT C.10 L/N D.1,8,9	Deconstructing the syllabus: Scope & Sequence, Units of Work. Task 1 due
5 29 March	Assessment 7-10 <i>Stephanie Ingster</i> ASTI A.5,9,7 L/N D.18,19 SEN E.6 NESB F.9	Assessment for learning Microteaching
6 5 April	Quality History Lessons <i>Bernie Howitt</i> ASTI A.2,3 CM B.1,4 NESB F.2,3,7	Differentiation exercise Microteaching
7 12 April	Differentiation <i>Jonathon Dallimore</i> ATSI A.1,5,6 CM B.1,4 L/N D.4,5,8,10,11 SEN E.3,6 NESB F.3,4,5	Planning Quality Lessons Microteaching
Mid-semester break		
8 26 April	Sources and Evidence <i>Jonathon Dallimore</i> ASTI A.5,8 CM B.4 ICT C.10	Source Study Microteaching
9 3 May	Technology in the History Classroom <i>Jonathon Dallimore</i> CM B.1,3 ICT C.2,3,4,5,6,8,9,12	Technology exercise (BYOD) Task 2 due Microteaching

10 10 May	Indigenous Perspectives in History <i>Stephanie Ingster</i> ATSI A.1-9 CM B 1, 3, 4, 5	Integrating indigenous perspectives in History lessons Microteaching (emergency/catch up)
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Professional Experience (PE1)

N4 21 June	Teaching Elective History <i>James St Julian (guest lecturer)</i>	Reflections on Professional Experience 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
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7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Areas	Due Date
Task 1 a) Stage 4 or 5 Lesson plans and b) microteaching evaluation	2 500 words equiv.	40%	1, 2, 3 and 4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 5.1, 7.1	CM B.4, 5 L&N D.1, 5	5pm Wednesday 22 March
Task 2 Stage 4 or 5 Unit of Work and Lesson Plans	Equivalent 3 500 words	60%	1, 2, 3, 4, 5 and 6	1.2,1.3,2.1,2.2, 2.3,2.4,3.2,3.3,3.4, 4.1, 6.3	ATSI A.1,4,5,6,7,8 ICT C.1, 3,4,5,6,7,8,1 0 SEN E.3,4 L/N D.1,4,5,8,10, 11,12 NESB F.3,4,5,9,	5pm Wednesday 3 May
Task 3 Microteaching	10 minutes	S/U	3, 4, 5, 6	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 5.1, 7.1		

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.

Task details 1a and 1b

1a. You are to design two detailed 60 minute lesson plans for a stage 4 or 5 History Class. The lessons should be sequential. You will use part of one of these lessons as the basis of your microteaching presentation (see p. 15).

Your plans should include any prior knowledge the students would need to enable them to help move towards the achievement of the outcomes for each lesson. Relevant syllabus outcomes and content statements for the lessons must be written out in full. Include with your detailed plans any handouts you would be providing to the students.

(The lesson plan is a standard SED format that will be explained and investigated during tutorials. You will receive a template for the lesson outline).

Write a brief rationale in which you **refer to readings** that you have studied during the course and that are relevant to your lessons and from **any other research articles justifying the teaching and learning activities you have chosen to deliver in your microteaching presentation. Your reading and research should be correctly referenced.** It is expected that this will be about 500 words.

Include in your rationale a description of the backgrounds, needs and abilities of the students to whom these lessons would be given. You should also comment on how the material chosen for the lessons would complement classroom management strategies.

You MUST highlight the TEN minutes of one lesson you will be presenting as your microteaching. These ten minutes should include an activity that will enhance student literacy or numeracy skills.

You should submit an electronic copy of this assignment through Moodle by 5pm on the due date.

Evaluation of microteaching

1b. You must also provide a brief written evaluation of your microteaching **in the week after you have presented your lesson.** It should provide reflection on what you thought were the strengths and weaknesses of your presentation and what you have learned for future teaching. It should include a comment on how effective formative assessment strategies might have been in assessing the success of the complete lesson of which it is a part. This is not a formal piece of writing, and **the emphasis should be on reflection.** It should be submitted via Moodle the week following your microteaching presentation.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6708 HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task 1a and 1b: 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"> 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 History teaching 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 a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act lesson plans, structure and resources consistently link to syllabus topics and outcomes 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 History 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. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> 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. reflection shows evidence of critical analysis and identifies a specific learning for the future 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> lesson plans and reflection meet appropriate academic and linguistic conventions 					
GENERAL COMMENTS:					

Tutor:

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.**

Task 2 – Stage 4 or Stage 5 Unit of Work and Lesson Plans

This task requires students to develop a unit of work for a Stage 4 or Stage 5 class (28 – 30 students) of mixed ability, of approximately 10 lessons of 60 minutes each.

There are **TWO** parts to the assessment task.

Part A: Unit of work outline consisting of approximately 10 lessons

Include a cover sheet with the following details:

- Year group involved
- Topic from the syllabus, either from the Overview or Depth Study
- Syllabus outcomes for the topic
- Skills and concepts from the syllabus relevant to the unit.

For each lesson in the unit provide brief details as set out in the table below. (Please use 'landscape' layout.)

	Lesson focus and content dot point	Outcome/s	Teaching / Learning Strategies	Student Activities	Resources	Assessment Formative &/or Summative
<i>Lesson 1</i>	Introductory Lesson...see full lesson plan #1.					
Lesson 2						
Lesson ...						
Lesson 12						

Part B: Detailed lesson plans for 3 lessons

(Note that these lessons need only be 'listed' in the outline above...see *Lesson 1* above)

- Introductory lesson (*Lesson #1*)
- A source study lesson
- An IT lesson (students must learn something about IT in History...use IT to achieve an outcome / learn a skill...not just use Google)

Use the SED lesson plan 'proforma' as for Microteaching and Professional Experience.

Each lesson plan must include

- Outcomes
- Content
- Sequence of Teaching & Learning Strategies and Student Activities (with approximate timing)...based on outcomes, skills and concepts
- Details of and a copy of any resource required for these lessons
- A copy of any assessment items
- Demonstration of your awareness of, and means of catering for, students of different backgrounds, abilities and experiences, particularly students of Aboriginal or Torres Strait Islander background, including literacy and numeracy needs
- IT pedagogical approaches.

Include an annotated list of all references, resources or teaching aids to be used. This should include relevant professional reading that has influenced your pedagogical approach to the unit of work and the individual lessons. Ensure that you understand what the term 'annotated' means.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6708 HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task: Task 2: Unit of work & lesson plans

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4 & 5. • Demonstrate clarity and accuracy in use of key terms and concepts in History teaching. • Demonstrates knowledge and understanding of NSW Syllabus options. • Demonstrate clear links to syllabus outcomes. • Demonstrate coherence between syllabus outcomes and chosen strategies. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stages 4 & 5. • Demonstrate ability to plan specific lessons for History teaching and learning experiences. • Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students. • Demonstrate knowledge of resources to engage and extend students. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Make specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
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.**

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.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>1a and 1b: Lesson plans and microteaching evaluation</i>	<i>TurnItIn</i>	<i>5pm 12 April</i>
<i>2: Unit Plan and Lesson Plans</i>	<i>TurnItIn</i>	<i>5pm 24 May</i>
<i>3 Microteaching</i>	<i>Written and Oral</i>	<i>Week following submission of 1b</i>

HURDLE REQUIREMENT

MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

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

Microteaching presentation

Students should choose a 10-minute segment from one lesson plan to present to their peer group.

At some stage in your microteaching lesson, and in its subsequent presentation, **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.

1. Initial Lesson Plan: All students must submit their proposed lesson **plan as Assessment task 1a on Thursday 24 March**. The feedback will be designed to help facilitate a successful microteaching experience.

Notes

1. Component TWO: Microteaching will not proceed unless Component ONE: Lesson Plan is satisfactorily completed.

2. Micro-teaching: 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: A student who is assessed as unsatisfactory in microteaching 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.

STUDENT TEACHER

Name:	zID:	Date: 2017
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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) 	

Comments:

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)

8. RESOURCES

Essential Documents

Students must be familiar with:

NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW

Board of Studies (2012) *NSW History K-10 Syllabus Stages 4 and 5*, North Sydney, NSW.

Access at/ download from www.boardofstudies.nsw.edu.au

Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation (pdf on Moodle)

Course Readings: Available on Moodle.

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*. Allen and Unwin, Crows Nest.

Carr, E.H., (1981) *What is History?* Harmondsworth: Penguin.

Clark, A., (2008) *History's Children*, Sydney: UNSW Press.

Curthoys, A. & Docker, J. (2005) *Is History fiction?* Sydney: UNSW Press.

Ercikan and Seixas (eds) (2015) *New Directions in Assessing Historical Thinking*. Routledge.

Fines, J., (1983) *Teaching History*, Holmes McDougall Seminars.

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*, Victoria, Australia: Oxford University Press.

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

Husbands, C. (1998) *What is History: Language, Ideas and Meaning in Learning about the Past*, Buckingham: Open University Press.

Lee, P., et al, (1992) *The Aims of School History: The National Curriculum and Beyond*, London: The Tufnel Press.

Levesque (2008) *Thinking Historically: Educating Students for the 21st Century*, University of Toronto Press

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

Morton and Seixas, (2015) *The Big Six Historical Thinking Concepts*, Nelson.

Seixas, P (2001) *Knowing, Teaching and Learning History: National and International Perspectives*, New York University Press

Tarr, R (2016), *A History Teaching Toolbox*, Creatspace (recommended)

Taylor, T. (2005) *What is History?* Melbourne: VHTA.

Wineburg, S (2001) *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press.

Research Reports

Halse, C. et al. (1997). *The State of History in New South Wales*, Leichhardt: HTA of NSW.

Taylor, T. et al. (2000), *The Future of the Past*, Victoria: Faculty of Education, Monash University

Clark, A. (2008). *A Comparative Study of history Teaching In Australia and Canada*, Monash University. (Available on Moodle)

Journals

Teaching History, Journal of the History Teachers' Association of NSW Inc. (HTA NSW)

(A source of teaching ideas, curriculum issues and academic articles. Student membership available.)

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