EDST 6717: ABORIGINAL (INDIGENOUS) STUDIES
METHOD 1

Semester 1, 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6717 Aboriginal Studies Method 1 (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Lecturer: Linda Holloway
Office:
Email: l.holloway@unsw.edu.au
Phone: Given in Tutorials
Availability: via email
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Aboriginal (Indigenous) Studies Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Total program units</td>
<td>46 total program units of credit</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 (25 per uoc) hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Friday 2-5pm, Matraville Sports High School</td>
</tr>
<tr>
<td></td>
<td>Cnr Anzac Parade and Franklin Street Chifley</td>
</tr>
<tr>
<td></td>
<td>Entry via Franklin Street car park. Room 27</td>
</tr>
</tbody>
</table>

**Class observation**

- 2.00 – 3.00pm
- 3.00 – 4.00pm
- 4.00 - 5.00pm

**Lecture**

**Tutorial/s**

---

### Summary of Course

This course will provide students with an introductory overview of the Aboriginal Studies Stage 6 Syllabus with a major focus on content and structure, programming and implementation of the course as well as key issues that impact on them. Students will develop skills that will form a culturally appropriate pathway for teaching Aboriginal Studies to both Aboriginal and non-Aboriginal students, linking with Aboriginal communities and organisations as well as offering an insight into Aboriginal culture and history.

### Aims of the Course

This course aims to:

- provide a knowledge base underpinning the principles and practices of teaching and learning Aboriginal history, social and cultural disciplines
- demonstrate models of pedagogy for teaching and assessing Aboriginal Studies
- explore a range of strategies for teaching and assessing Aboriginal Studies
- demonstrate ways of differentiating curriculum to meet the diverse needs of students in the Aboriginal Studies classroom
**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge and understanding of the NSW Board of Studies Aboriginal Studies Syllabuses and various Department of Education policies, particularly those relating to Literacy ICT, Aboriginal Education and Cultural Diversity</td>
</tr>
<tr>
<td>2</td>
<td>Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT</td>
</tr>
<tr>
<td>5</td>
<td>Use the internet and web-based Learning Management Systems to deliver curriculum to students</td>
</tr>
<tr>
<td>6</td>
<td>Plan for and implement a range of literacy strategies to meet the needs of all students</td>
</tr>
<tr>
<td>7</td>
<td>Discuss classroom strategies that recognize student’s different approaches to learning</td>
</tr>
<tr>
<td>8</td>
<td>Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Educational Needs, Non-English Speaking Background students, Students with Challenging Behaviours</td>
</tr>
<tr>
<td>9</td>
<td>Develop appropriate and engaging resources for the Aboriginal Studies classroom that take into account students’ skills, interest and prior achievements and that respect the social, ethnic and religious backgrounds of students</td>
</tr>
<tr>
<td>10</td>
<td>Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour</td>
</tr>
<tr>
<td>11</td>
<td>Recognise a range of professional organizations that can contribute to the on-going professional development of Aboriginal Studies</td>
</tr>
<tr>
<td>12</td>
<td>Investigate the NSW Institute of Teachers’ standards for Graduate teachers</td>
</tr>
</tbody>
</table>
### Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
<td>1, 2, Microteaching</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
<td>1, 2</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</td>
<td>1, 2</td>
</tr>
<tr>
<td>1.4</td>
<td>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</td>
<td>2</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>2</td>
</tr>
<tr>
<td>1.6</td>
<td>Demonstrate knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of content and teaching strategies of the teaching area</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
<td>2</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
<td>2</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
<td>1, 2, Microteaching</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
<td>Microteaching</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
<td>1</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities</td>
<td>1, 2</td>
</tr>
<tr>
<td>4.2</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions</td>
<td>Microteaching</td>
</tr>
</tbody>
</table>
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour  
1, 2

4.5 Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching  
2

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning  
2

6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices  
1, 2, Microteaching

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

“Australia is a country of many layers. It is an ancient land: its map is made up of hundreds of Aboriginal Nation States. Aboriginal Culture is humanity’s oldest continuous surviving culture, which is why it is so urgent and crucial that all Australians have a good understanding of what and why it must be preserved and nurtured. Aboriginal culture is a fundamental part of the Australian narrative.”  
(Linda Burney MP - Forward of Nelson Aboriginal Studies, 2011: v)

Education is the key. They key to success in breaking down barriers between Aboriginal and non-Aboriginal people. Educators play a vital role in highlighting the injustices of the past and to achieve equality in the future. They must also teach the positive aspects of this ancient culture so Aboriginal people can be proud of the oldest living culture in the world. This is one step towards this success.

5. TEACHING STRATEGIES

- Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and allow them to engage in relevant and challenging experiences
- The lectures and tutorials are designed to be supportive, friendly and engaging
- Explicit teaching to demonstrate and understand the different approaches to learning and a range of teaching strategies to engage and support learning
- Small group cooperative learning to understand the importance of collaborative work in teaching
- Extensive opportunity for dialogue and discussion, allowing students the opportunity to demonstrate their understanding of the method content and increase their communication skills
- Online learning from readings on Moodle
- Peer teaching in a real classroom setting
- Opportunities to engage in professional dialogue with teaching and non-teaching staff in a real school environment
- These activities will occur in a classroom climate that is supportive and inclusive of all learners
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3 March</td>
<td>Understanding the Aboriginal Studies Stage 6 Syllabus Preliminary and HSC</td>
<td>Deconstructing the Aboriginal Studies Stage 6 Syllabus/Course Structure. Compulsory and non-compulsory –</td>
</tr>
<tr>
<td>2 10 March</td>
<td>Lesson Planning to meet BOS Outcomes</td>
<td>The development of lesson plans and their construction</td>
</tr>
<tr>
<td>3 17 March</td>
<td>Teaching perspective: Glossary of terms</td>
<td>Designing a unit of work and creating a Program</td>
</tr>
<tr>
<td>4 24 March</td>
<td>Teaching perspective: Aboriginality and the Land</td>
<td>The development of lesson plans and their construction in relation to teaching Aboriginal and the Land</td>
</tr>
<tr>
<td>5 31 March</td>
<td>Teaching perspective: Heritage and Identity</td>
<td>The use of ICT in an Aboriginal Studies classroom. The Digital Classroom; using laptops</td>
</tr>
<tr>
<td>4 April</td>
<td>Assessment 1 due in lecture – microteaching lesson plan</td>
<td></td>
</tr>
<tr>
<td>6 7 April</td>
<td>Teaching perspective: International Indigenous Community - Comparative Study</td>
<td>Developing Comparative Case Studies</td>
</tr>
<tr>
<td>18 April – 25 April</td>
<td>Mid-Semester Break</td>
<td></td>
</tr>
<tr>
<td>8 28 April</td>
<td>Teaching perspective: Research and Inquiry Methods</td>
<td>Micro Teaching Presentations</td>
</tr>
<tr>
<td></td>
<td>Information Literacy Process</td>
<td></td>
</tr>
<tr>
<td>9 5 May</td>
<td>Teaching perspective: Classroom Management and Teaching Strategies</td>
<td>Strategies for differentiating lessons and assessments</td>
</tr>
<tr>
<td>9 May</td>
<td>Assessment 2 Unit of Work</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12 May</td>
<td>Teaching perspective: Exam Construction</td>
<td>Creating Multiple Choice questions</td>
</tr>
<tr>
<td>26 May – 20 June</td>
<td>Professional Experience</td>
<td></td>
</tr>
<tr>
<td>11 23 June</td>
<td>Teaching perspective: Practicum Debrief</td>
<td>Reflection of the Practicum Experience</td>
</tr>
</tbody>
</table>
## 7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson plan Microteaching</td>
<td>2,000 words combined</td>
<td>40%</td>
<td>Lesson Plan 1, 2, 3, 6, 7, 9, 10</td>
<td>1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 6.3</td>
<td>Week 5 Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.1, 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.2, 4.3, 6.3</td>
<td>Week 8 Presentation</td>
</tr>
<tr>
<td>2. Unit of work outline with 3 detailed lesson plans</td>
<td>3,000 words</td>
<td>30% Unit 30% Lesson Plan</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.5, 5.1, 6.3</td>
<td>Week 9</td>
</tr>
</tbody>
</table>
Assessment Details

ASSESSMENT COMPONENT 1: Lesson plan (40%) and Microteaching presentation (S/U)
A detailed lesson plan (2,000 words), including a 500 - word (minimum) rationale, for the 20-minute microteaching lesson you will be presenting.

Due Date: 4pm, Week 5 – 4 April – Lesson Plan 4pm, Week 8 – 2 May - Presentation

Design a detailed lesson plan for the 15-20 minute microteaching lesson you will be presenting. The lesson plan is a standard format that will be explained and investigated during tutorials. You will receive a template for the lesson outline. Your plan should include any prior knowledge the students would need to enable them to achieve the outcomes for that lesson. Relevant syllabus outcomes and content statements for the lesson must be written out in full. Include with your detailed plan any handouts you will be providing to the students.

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

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

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

ASSESSMENT COMPONENT 2: Unit of work for a stage 6 Aboriginal Studies (60%) – overall 3,000 words.
The rationale should be 1,000 words in length.
Due Date: 4pm, Week 9 – 9 May

Design an outline of the first 8 lessons of a unit of work that has, as its focus, a concept or topic suitable for a stage 6 Aboriginal Studies class. You must write a rationale for the unit (1,000 words) in which you:

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

BABEd; Dip Ed. EDST4166 Aboriginal Studies Method UNSW Sem 1 2014

You must present an outline for the first eight (8) - sixty (60) minute lessons of a Unit of work focusing on a concept or topic suitable for Stage 6 Aboriginal Studies class in a comprehensive high school.

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

On a SEPARATE page, you must include an outline of formative assessments, and a summative assessment task for your unit.

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

You should discuss your plans for this assignment with your tutor during Semester 1.

Note: Micro-teaching will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory. Any student whose first micro-teaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. If a student is assessed as unsatisfactory in micro-teaching 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.
### Standards

#### A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)
- 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)

#### B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)
- 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)

#### C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)
- 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:

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**Lecturer:**

**Date:**

**Satisfactory /Unsatisfactory** (circle)
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD 1

Student Name: Student No.:
Assessment Task 1: Lesson Plan and Microteaching reflection

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 500 word rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in Aboriginal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reflection engages with strengths and weaknesses of successful teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ability to plan and assess for effective learning by designing a detailed lesson on the given pro-forma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• lesson plan, structure and resources consistently link to syllabus topics and outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• lesson rationale and reflection show evidence of analysis of syllabus and pedagogical requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reference specifically made to material, research and ideas presented in Aboriginal Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reflection shows evidence of critical analysis and identifies a specific learning for the future</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Presentation of response according to appropriate academic and linguistic conventions

- Detail all stages of the lesson, using the correct Lesson Plan template
- Meet appropriate academic and linguistic conventions such as English language that demonstrates control and confidence

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.
### SPECIFIC CRITERIA

#### Understanding of the question or issue and the key concepts involved
- ability to plan and assess for effective learning by designing a unit of work using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act
- rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy
- linking the task to relevant areas of theory, research and practice
- clarity and accuracy in use of key terms and concepts in Aboriginal Studies
- design of a unit outline that demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs of students

#### Depth of analysis and/or critique in response to the task
- unit of work reflects clear understanding of syllabus and pedagogical requirements while developing a unit which displays knowledge of ICT and literacy strategies in detail
- demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.
- formative and summative assessment tasks demonstrate a clear understanding of how to assess student achievement

#### Familiarity with and relevance of professional and/or research literature used to support response
- reference specifically made to material, research and ideas presented in Aboriginal Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity and acknowledged in the Bibliography.

#### Structure and organisation of response
- Unit outline follows standard format explained during lectures
- Rationale is 1,000 words

#### Presentation of response according to appropriate academic and linguistic conventions
- Unit of work meets appropriate academic and linguistic conventions such as English language that demonstrates control and confidence
- Specific ICT and literacy strategies detailed in lesson plans
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer

Date

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

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

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings

All students must buy copies of the Aboriginal Studies syllabuses:
• NSW Board of Studies, Stage 6 Syllabus, Aboriginal Studies, Preliminary and HSC Course,

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

Or you can buy a hardcopies for $12.15 from the UNSW Bookshop on lower campus.

Readings on the UNSW Moodle website

The teaching standards detailed on the AITSL Professional Graduate Teachers website:
http://www.teacherstandards.aiitsl.edu.au


Further Readings

Professional websites for Aboriginal Studies teachers http://www.boardofstudies.nsw.edu.au

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Aboriginal Studies teaching. To obtain copies of the HSC syllabuses, please go to the NSW Board of Studies website or you can buy a hardcopies for $12.15 from the UNSW Bookshop on lower campus.

http://www.det.nsw.edu.au

The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:

http://www.hsc.csu.edu.au
HSC online (DET and Charles Sturt Uni site) - material for students and teachers.

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Quotation without the use of quotation marks;
- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;
- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;
- Piecing together sections of the work of others into a new whole;
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;
- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;
- Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;
- Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic
communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convener to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).
Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
</tbody>
</table>

For more information regarding the UNSW assessment policy please visit: [https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html](https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html)

Attendance

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances.
only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the
commencement of their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.