



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6719
Legal Studies Method 1

Semester 1, 2018

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see the website <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6719 Legal Studies Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

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

3. COURSE DETAILS

Course Name	Legal Studies Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

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

Based on last year's student feedback, the following course changes have been made:

- The course has been rewritten to incorporate assessment tasks which are standardised over all Method Courses.

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		Assessments
1	Identify foundational aspects and structure of the NSW Board of Studies Drama 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	1, 2, 3
6	Practise the ethical and professional values expected of teachers	1, 2, 3

AITSL Professional Graduate Teaching Standards

Standard		Assessments
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2, 3
2.2	Organise content into an effective learning and teaching sequence	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2

2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, 3
3.3	Include a range of teaching strategies	1, 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	3
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	3
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	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	(Sem. 2)
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	(Sem. 2)
6.2	Understand the relevant and appropriate sources of professional learning for teachers	(Sem. 2)
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, 3
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

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

5. TEACHING STRATEGIES

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

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

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic	Priority Areas
1 26 Feb – 2 March	Introduce 6719; provide an overview of the Legal Studies syllabus; provide an overview of the Quality Teaching Model and other pedagogical models; introduce Assessment I.	Analyse the structure of the Legal Studies syllabus; discuss assessment for the semester.	D1, D8, D17
2 5 - 9 March	Introduce programming, teaching strategies and lesson planning.	Examine and compare a range of lesson plans and programmes; analyse the varying approaches to curriculum planning.	A2, A8, B1, D5, D10, E8
3 12 – 16 March	Describe a range of lesson strategies from opening to closing the lesson, including the role of ICT, teacher-talk and independent learning, group work, think-pair-share and other teaching routines.	Apply lesson strategies to Preliminary Course Core Part I: The legal system.	A5, B4, C4, D1, D5
4 19 – 23 March	Explain differentiation techniques and demonstrate a range of teaching and learning strategies and thinking routines which are relevant for Legal Studies.	Microteaching Create differentiated teaching and learning strategies using Preliminary Course Core Part I: The legal system.	B4, D3, D4, F3
5 26 – 29 March	Outline how visual literacy works in Legal Studies (posters, tables, mind mapping, diagrams and use of technology).	Microteaching Complete exercises in visual literacy using Core Part II: The individual and the law.	D3, D11, F4, F7
Mid-semester break (30th March – 8th April)			
6 9 – 13 April	Explain how to use ICT in the preparation and delivery of lessons; introduce Assessment II.	Microteaching Examine and analyse a range of ICTs for Legal Studies lessons.	A4, C1, C3, C4, C5, C6, D12, E3, E7
7 16 – 20 April	Outline thinking routines and discuss their application to the teaching of Legal Studies	Microteaching Apply a range of thinking routines to develop teaching and learning strategies for Core Part II: The individual and the law.	D5, D8, D11
8 23 – 27 April	Essay writing in Legal Studies and the importance of the 'effectiveness criteria'.	Microteaching How to scaffold Legal Studies essays and mark sample responses.	A1B2C1 D3E4F1
9 1 – 4 May	Demonstrate how to draft worksheets (use of scenario-based stimulus, visual elements and design).	Microteaching Create worksheets for Core Part III: Law in practice.	C12, D5, D11, E4, F7
10 7 – 11 May	Provide an overview of assessment – formal and informal, summative and formative; the ideology underpinning; parent feedback; records management; report writing.	Design an assessment program for Legal Studies based on Core Parts II and III, applying various strategies.	D12, E4, E6
11 14 – 18 May	Discuss how to thrive at school and in the Legal Studies classroom: practicalities, politics and other possible pitfalls.	Complete exercises to practise dealing with difficult students, 'trigger' issues, colleagues and teachers. CATEI online course evaluation.	A11, B3, B5, D9

Professional Experience

4th June – 29th June 2018

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Lesson Plan	2,000 words	40%	1, 2, 3,4,6	1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 4.5, 5.3	A1, 3 B1, 2 C1, 3 D1, 8 E2, 3	Week 6 April 9 5pm
Assessment 2 Unit Outline	3,500 words	60%	1,2,3,4,5,6	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.5, 5.1, 5.3, 5.4, 6.3	A1,2, 4, 5, 8, 11 B1, 2, 4,5,6,9 C1, 3, 4, 5, 6, 7, 8, 11, 13 D1, 2,3,5,7,9, 10, 11,12,14, 16, 18,19 E1, 6, 7, 8 F2, 3 4, 5, 6, 7, 9	Week 11 May 14 5pm
Assessment 3 Microteaching	10 mins plus 4 minutes for feedback	U/S	3, 4, 6	1.1,1.2,1.3, 1.4 2.2, 2.3, 2.4 3.1, 3.2,3.3 4.1, 4.2, 4.3	B1, 2, 3, 5, 6, 8, 9 D1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Weeks 4 to 9

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students 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.*

S1 Assessment 1

(2 000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability preliminary Legal Studies class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component:

- design effective lesson sequences suitable for a variety of Stage 5 students
- plan a logical, sequential, cohesive unit of work
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of legal studies pedagogies appropriate to the material to be delivered
- show knowledge of the NSW HSC Drama Stage 5 syllabus and curriculum documents

NSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD 1

Student Name:
Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) _____ □□(+)				
<p>Learning Goals</p> <p>Ability to identify a clear and appropriate learning goal</p> <p>Ability to link this goal to appropriate syllabus outcomes</p>					
<p>Lesson Sequence</p> <p>Ability to sequence and scaffold activities in a manner that would promote effective learning</p>					
<p>Lesson strategies</p> <p>Learning strategies are appropriate for the Legal Studies Class and for the topic</p>					
<p>Differentiation Strategies</p> <p>Ability to incorporate appropriate differentiation strategies</p>					
<p>Assessment Strategies</p> <p>Ability to incorporate appropriate assessment for learning strategies</p>					
<p>Use of English</p> <p>Ability to use standard Australian English clearly and effectively</p>					
GENERAL COMMENTS					

Recommended: /20 (FL PS CR DN HD)

Date 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.

S1 Assessment 2

(3 500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 6 (preliminary) class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- Provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD I

Student Name:

Student No.:

Assessment Task 2

SPECIFIC CRITERIA	(-)				
	(+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Design effective, creative lesson sequences for a variety of Stage 6 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key legal studies terms and concepts) Use a variety of legal studies pedagogies appropriate to the material to be delivered 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit) Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours 					
Familiarity with and relevance of professional and/or research literature <ul style="list-style-type: none"> Reference specific material, research and ideas presented in Drama Method, Combined Method and the Professional Experience lectures Research and show evidence of reading the allocated text and topic 					
Rationale <ul style="list-style-type: none"> Justify your approach throughout and describe prior knowledge students have to begin this unit & how it could be pre-tested 					
Structure <ul style="list-style-type: none"> Plan a logical, sequential, cohesive sequence of lessons 					
Syllabus Links <ul style="list-style-type: none"> State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric 					
Teaching Strategies <ul style="list-style-type: none"> Devise a variety of dynamic teaching strategies for the topic to maximise student engagement Incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired Devise an appropriate worksheet, literacy strategies and questioning Differentiate at least 1 lesson to cater for diverse learning approaches and needs 					
Assessment <ul style="list-style-type: none"> Devise an appropriate assessment task (using relevant documents) Show understanding of formative assessment 					
GENERAL COMMENTS					

LEGAL STUDIES METHOD SEMESTER 1
MICROTEACHING PRESENTATION
HURDLE REQUIREMENT

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 two components:

1. The preparation of a lesson plan (part of which will be the microteaching) which you will discuss with your tutor
2. A 10-minute mini-lesson on the topic chosen during week 1 tutorial.

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.

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) a. Were instructions, explanations and questioning techniques effective? (3.3.1) b. 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)

Recommended Satisfactory / Unsatisfactory

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

8. RESOURCES

The Flipped Classroom

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra)

<http://www.tpack.org/>

Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura)

Provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW

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

A local resource presenting both frameworks

Teaching Teachers for the Future – What is TPACK?

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

Reflections of pre-service teachers

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

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

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

Required Readings

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

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

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

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

Further Readings

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

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

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

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

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

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

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

Marsh, C (2004). *Becoming a Teacher*, Longman: NSW, Frenchs Forest (3rd Edition).

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Wiggins, G and McTighe, J (1998). *Understanding by Design*. Alexandria, VA USA, Association for Supervision and Curriculum Development (ASCD)

Legal Studies Preliminary and HSC Texts

- Hamper, D et al (2009). Legal Studies Preliminary Course, Pearson Australia 2009
- Hamper, D et al (2010). Legal Studies HSC Course, Pearson Australia, 2010
- Milgate, P et al (2010). Cambridge Legal Studies HSC, Cambridge University Press, Port Melbourne, 2010.
- Milgate, P et al (2009). Cambridge Preliminary Legal Studies, Cambridge University Press, Port Melbourne, 2010.

Legal Studies Association of NSW

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