



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6720
Dance Method 1

Semester 1, 2018

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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
EDST 6720 Dance Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Convener: Rach Kirsten
Email: r.kirsten@unsw.edu.au
Availability: By email, and 15 minutes before each tutorial

3. COURSE DETAILS

Course Name	Dance 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	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

This course introduces students to teaching dance in secondary schools. The course is designed to increase a student's content and pedagogical knowledge for teaching dance in Years 7-12, with a specific focus on the Dance Years 7-10 syllabus. Students will practically and critically investigate how various approaches to teaching dance inform a personal philosophy of teaching to meet the requirements of NSW dance syllabuses.

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

Student feedback has indicated the value of this course to dance teaching in secondary school contexts. Students have affirmed that the balance between lectures and tutorial activities including class and small group discussion, peer teaching and practical activities, feedback and opportunities provided to consider applications of the content to students' own teaching interests, have all been helpful aspects of the course. These components will continue to inform the structure of the course. Aspects of the course have been rewritten to cater for a smaller candidature and to meet the requirement of incorporating standardised assessment tasks aligned with all Method courses in the School of Education.

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

Out-come		Assessments
1	Identify foundational aspects and structure of the NSW Board of Studies Dance 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

National Priority Area Elaborations

Priority area	
Aboriginal and Torres Strait Islander Education	A1, 2, 3, 4, 5, 6, 8, 11
Classroom Management	B1, 2, 3, 5, 6, 8, 9
Information and Communication Technologies	C1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13
Literacy and Numeracy	D1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Students with Special Educational Needs	E1, 2, 3, 6, 7, 8
Teaching Students from Non-English Speaking Backgrounds	F1, 2, 3, 4, 5, 6, 7, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course content in Dance Method 1 introduces students to the structure, requirements and content of NSW dance syllabuses. The course provides opportunities for students to develop knowledge of approaches to teaching dance in secondary school contexts and build understanding of the continuum of learning in dance and how students in Stages 4 and 5 learn about dance as an artform.

The course provides opportunities for students to lead and participate in simulated teaching and learning sessions. Throughout the course, students will participate in critical discussion, group work, individual planning and reflective activities through tutorial workshops. These practical sessions will be supported with explicit, modeled teaching in tutorials as well as through course readings.

5. TEACHING STRATEGIES

The teaching strategies used in this course include tutorials and microteaching workshops.

The tutorials introduce students to a range of methodologies for teaching of dance in secondary schools, standards of professional practice in teaching and their application to teaching dance, and the structure and content of the Dance Years 7-10 syllabus.

Microteaching workshops provide students with the opportunity to plan, enact and evaluate teaching strategies in a controlled and supportive classroom context, while building a repertoire of sample lessons for dance content.

6. COURSE CONTENT AND STRUCTURE

Week	Topic	National Priority Area
1 28 Feb	Course introduction Introduction to NSW dance syllabuses: Aims / Objectives Outcomes and structure of the Dance syllabuses The K–12 continuum of learning	
2 7 March	The practices of Performing, Composing and Appreciating. Essential syllabus content Additional syllabus content	D1, E2, F9
3 14 March	Introduction to programming for Dance Years 7-10 Scope and sequence Units of work Lesson planning	A5, C2, D12
4 21 March	Teaching dance composition Explicit models for using composition as a starting point for planning a unit of work	B1, B4, B5
5 28 March	Dance and technology Dance for screen and the integration of ICT in teaching and learning.	B3, C1, C3, C8, C12, C14
Mid-semester break		
6 11 April	Teaching dance as an artform Implications for programming Linking dance practices through pedagogy	B1, B5, C3, C6, D1
7 18 April	Teaching dance appreciation Microteaching	B1, B5, C3, C6, D1
8 ANZAC Day 25 April	No class	
9 2 May	Student learning in dance Cognitive development in dance learning. Literacy, numeracy and cross curriculum content	A4, B1, B5, B6, D1, D3, D5, D8, D10, D18
10 9 May	Assessment and reporting in dance CATEI course evaluation	B1, B5, B6, D9, D18
11 16 May	Teaching for diversity Aboriginal and Torres Strait Islander dance. Copyright and protocols for Australian Indigenous dance	A3, A7, A8, A9, B1, B5, B6, C4, D4, D18, E2, F3, F7

Professional Experience
4th June – 29th June 2018

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area	Due Date
Lesson plan for Stage 4	2,000 words (equiv.)	40%	1, 2, 3, 4, 5, 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 11 April Due 5pm
Outline of a unit of work for Stage 5	3,500 words (equiv.)	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 16 May Due 5pm
Microteaching	20 mins.	S/US	1, 2, 3, 4, 6	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4, 6.3, 7.2	A5, A6, A8, B1, B2, B4, B5, B6, C2, C3, C4, C5, C6, C7, C12, D1, D5, D8, D9, D10, D11, D12, D18, E1, E2, E3, E6, E7, E8, F5, F7, F9	Week 7 18 April

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. 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.

**HURDLE REQUIREMENT (Assessment 3)
MICROTEACHING**

Microteaching is the planning, presentation and evaluation of a lesson over a defined period of time (a 45 minute 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
2. A 45 minute lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Plan a lesson in Performance, Composition or Appreciation using the Dance Years 7-10 syllabus. The lesson should reference 'Essential Content' at Year 7-10 level. The part of the lesson you will teach should be 30-40 minutes in duration and include the explicit teaching of an aspect of literacy/ numeracy.

The lesson should include:

A LESSON PLAN using the standard School of Education template, with copies to distribute to your peers at the end of your lesson.

A Performance or Composition lesson should include:

- an introduction
- a warm-up exercise (Performance); a composition warm-up exercise (Composition)
- a skill/strength exercise (Performance), a focus on one component of the elements of dance (Composition)
- a locomotor exercise that builds upon aspects of the warm-up and skill/strength components (Performance), a holistic exercise that incorporates the component of the elements of dance that is the focus of the previous exercise (Composition)
- a conclusion
- a brief outline of how the lesson integrates with another component of the syllabus (either Performance, Composition or Appreciation).

An Appreciation lesson should include:

- an introduction
- an Appreciation activity with a focus on literacy
- a conclusion
- a brief outline of how the lesson integrates with another component of the syllabus (either Performance or Composition).

Name:	zID:	Date:
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Details			
Method		Topic/level	

<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) 	
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<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) 	
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<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) 	
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<p>Comments:</p>

Lecturer: _____ Date: _____ Satisfactory /Unsatisfactory (circle)

ASSESSMENT ITEM 1: Lesson plan for Stage 4

DUE DATE: 11 April 2018 (Week 6)

WEIGHTING: 40%

Task description:

Plan and design one 60-minute lesson for a mixed-ability Stage 4 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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6720 DANCE METHOD 1

Student Name:
 Assessment Task 1: Lesson plan for Stage 4

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts that relate to the planning of a lesson 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • demonstration of knowledge of NSW dance syllabuses • demonstration of knowledge and understanding of specific strategies for teaching a lesson for Stage 4 					
Familiarity with and relevance of professional and/or research literature used to support task <ul style="list-style-type: none"> • demonstration of research relating to planning a lesson for Stage 4 • selection and depth of analysis of lesson planning 					
Structure and organisation of task <ul style="list-style-type: none"> • appropriateness of overall structure of lesson • clarity and coherence of organisation, including structure, content and organisation of teaching resources 					
Presentation of task according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer 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.**

ASSESSMENT TASK 2: Outline of a unit of work for Stage 5

DUE DATE: 16 May 2018 (Week 11)

WEIGHTING: 60%

Task description:

Prepare an outline for a unit of work for a Stage 5 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 intention(s) 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
 EDST6720 DANCE METHOD 1

Student Name:

Student No.:

Assessment Task 2: Outline of a unit of work for Stage 5

SPECIFIC CRITERIA	(-) -----» (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to practices in the Dance Years 7-10 syllabus. • clarity and accuracy in use of key terms and concepts in lesson and unit planning. 					
Depth of analysis and/or critique in response to the task Ability to plan and assess for effective learning by designing lesson sequences that contribute to a unit outline. Demonstration of knowledge of NSW syllabus documents and requirements of the Education Act. <ul style="list-style-type: none"> • presentation of an outline of a unit that demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs • 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on education theory to support response • reference to material, research and ideas presented in dance tutorials and other relevant courses 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENT 					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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.**

8. RESOURCES

Required Readings

Board of Studies NSW (2003) *Dance Years 7-10 Syllabus*, Sydney: Board of Studies NSW
Board of Studies NSW (1999) *Dance Stage 6 Syllabus*, Sydney: Board of Studies NSW
Board of Studies NSW (2003) *Advice on Programming and Assessment*, Sydney: Board of Studies NSW.
NSW Department of Education and Training (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW
NSW Department of Education and Communities (2014) *School Excellence Framework*, Sydney, NSW
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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.
- Australian Curriculum, Assessment and Reporting Authority (2014) *Australian Curriculum: The Arts*
- Blom, L. A. and Chaplin, L. T. (1989). *The Intimate Act of Choreography*, London: Dance Books.
- Clark, D. (2003). *Developing Observation Strategies to Enhance Teaching Effectiveness in the Dance Class*, JOPERD, Vol 74, No 9, 2003, p33+.
- Clarkson, P.M., Skrinar, M, (Eds) (1988). *Science of Dance Training*, Champaign IL: Human Kinetics Books.
- Danielson, L. (2008). *Making Reflective Practice More Concrete Through Reflective Decision Making*. The Educational Forum, Vol 72, No 2, 2008, pp 129-137
- Finger, G. et al. (2007) *Transforming Learning with ICT*, Sydney: Pearson Education Australia.
- Foster, S.L. (1986). *Reading Dancing*, Los Angeles: University of California Press.
- Gibbons, E. (2007) *Teaching Dance The Spectrum of Styles*, Bloomington: AuthorHouse
- Gibbons P. (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Sydney: Heinemann
- Harrison, N. (2008) *Teaching and Learning in Indigenous Education*. Victoria: Oxford University Press
- Healy, A. (2008) *Multiliteracies and Diversity in Education*. Victoria: Oxford University Press
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hinchy, P.H. (2004) *Becoming Critical Educators Defining a Classroom Identity, Designing a Critical Pedagogy*, New York: Peter Lang
- Howse, J., & Hancock, S. (1988). *Dance Technique and Injury Prevention*, London: A & C Black
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Jensen, B. (2010) *Measuring what matters: Student progress*. Grattan Institute Report No. 2010-1
- Kanpol, B. (1999). *Critical Pedagogy: An introduction 2nd Edition*, Westport: Bergin and Garvey
- Kassing, G., & Jay, D.M. (2003) *Dance Teaching Methods and Curriculum Design*, Champaign, IL: Human Kinetics Books.
- Kraus, R., & Chapman, S. (1981). *The Art of Dance in Education*, New Jersey: Prentice-Hall

- Loughran, J. (Ed) (1999). *Researching Teaching: Methodologies and Practices for Understanding Pedagogy*, London: Falmer 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
- Marzano, R.J., & Marzano, J.S. (2003) *The key to Classroom Management*. Educational Leadership, Vol 61, No 1, 2003, pp 6-13.
- NSW Department of Education and Training (2003). *Quality Teaching in NSW Public Schools: A Classroom Practice Guide*, Ryde: NSW DET Professional Support and Curriculum Directorate
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Schlaich, J., & DuPont, B. (1996). *The Art of Teaching Dance Technique*, Virginia: AAHPERD
- Smith-Autard, J.M. (2002). *The Art of Dance in Education 2nd Edition*, London: A & C Black.
- Smith-Autard, J.M. (2000). *Dance Composition 4th Edition*, London: A & C Black.
- Smythe, J. (1989). *A Critical Pedagogy of Classroom Practice* in Journal of Curriculum Studies, Vol 21, No 6, Pp: 483-502
- Watkins, A., & Clarkson, P. (1994). *Dancing Longer, Dancing Stronger: A Dancer's Guide to Improving Technique and Preventing Injury*, Princeton: Princeton Book Company.
- Weiss, I.R., & Pasley, J.D. (2004). *What is High quality Instruction?* Educational Leadership, Vol 61, No 5, 2004, pp 24-28.

The Flipped Classroom,

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

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

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