



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6720
Dance Method 1

Semester 1, 2017

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IMPORTANT:

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

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

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6720 Dance Method 1 (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Rach Kirsten
Email: r.kirsten@unsw.edu.au
Availability: By email, and 20 minutes before each lecture

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	
Lecture	Wed 17:00-18:00 Red Centre 2035 (w1-7, 8-10, N4)
Tutorial/s	Wed 18:00-20:00 Red Centre 2035 (w1-7, 8-10, N4)

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 be highlighted during the course.

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Dance Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2, 3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2, 3
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

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, 3
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, 3
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, 3
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	1, 2, 3
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	2, 3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2, 3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2, 3
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
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2, 3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, 2, 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	2, 3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1, 3
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	2, 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	1, 2, 3
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2, 3
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2, 3
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	2
7.2	Understand the relevant legislative, administrative and organisational Understand teacher policies and processes required for school stage	1, 2, 3

National Priority Areas

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

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 lectures and course readings.

5. TEACHING STRATEGIES

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

The lectures and 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 each component of dance content.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic	National Priority Area
1 1 MARCH	Introduction to NSW dance syllabuses and the K-12 continuum of learning	Course introduction Introduction to NSW dance syllabuses: Aims / Objectives / Outcomes and structure of the Dance Years 7-10 syllabus	
2 8 MARCH	The practices of Performing, Composing and Appreciating	Essential syllabus content Additional syllabus content	D1, E2, F9
3 15 MARCH	Dance and technology, dance for screen and the integration of ICT in teaching and learning	ICT cross-curriculum content and applying the Quality Teaching Framework to dance	B3, C1, C3, C8, C12, C14
4 22 MARCH	Teaching dance composition	Explicit models for using composition as a starting point for planning a unit of work	B1, B4, B5
5 29 MARCH Lecturer unavailable			
6 5 APRIL	Introduction to programming for Dance Years 7-10	Scope and sequence Units of work Lesson planning Considering whole-school planning tools such as the Department of Education's School Excellence Framework Microteaching	A5, C2, D12
7 12 APRIL	Student learning in dance	Cognitive development in dance learning. Literacy, numeracy and cross curriculum content Microteaching	A4, B1, B5, B6, D1, D3, D5, D8, D10, D18
Mid-semester break			
8 26 APRIL	Linking dance practices through pedagogy	Teaching dance as an artform Microteaching	B1, B5, C3, C6, D1
9 3 MAY	Teaching for diversity	Microteaching CATEI course evaluation	A7, B1, B5, B6, C4, D4, D18, E2, F3, F7
10 10 MAY	Assessment and reporting in dance	Microteaching	B1, B5, B6, D9, D18
11 16 MAY	Aboriginal and Torres Strait Islander dance. Copyright and protocols for Australian Indigenous dance	Aboriginal and Torres Strait Islander dance and perspectives	A3, A8, A9, F3

Professional Experience

N4	Feedback and Reflection on PE1: highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other contemporary teaching resources.
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7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area	Due Date
ICT and dance task	2,000 words (equiv.)	50%	1, 2, 3, 4, 6	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5, 7.2	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	5 April 2017 (Week 6)
Unit of work for Stage 4 or Stage 5	3,000 words (equiv.)	50%	1, 2, 3, 4, 5, 6	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, 3.5, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 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, F5, F7, F9, E8, F5, F9	10 May 2017 (Week 10)
Microteaching	10 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	Weeks 5–9

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

**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:

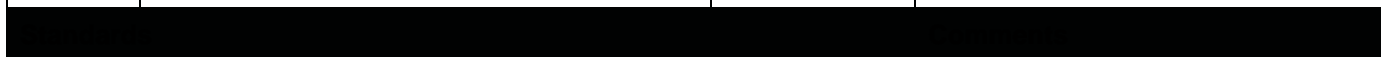
- an introduction
- an Appreciation activity with a focus on literacy
- a conclusion
- a brief outline of how the lesson integrates with another component of the syllabus (either Performance or Composition).

Microteaching Feedback Form for Pre-service Teacher



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: ICT and dance task

DUE DATE: 5 April 2017 (Week 6)

WEIGHTING: 50%

Task description:

Select one area of dance practice from the Dance Years 7-10 Syllabus and write a task for students, integrating the use of ICT. The use of ICT could include an online tool, or use of a particular app, software or hardware.

Include a task description, and links to the relevant syllabus outcomes and content addressed through the task.

Write a rationale to accompany the task that justifies the inclusion of the ICT component and how it supports student learning in the selected dance practice.

Create a sample of the ICT component as a teaching resource that introduces and models what is required of students in the task. Consider how scaffolding will be used to assist a range of learning styles.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6720 DANCE METHOD 1

Student Name:
 Assessment Task 1: ICT and dance task

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 integration of ICT in the dance classroom 					
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 ICT 					
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 the integration of ICT in the classroom • selection and depth of analysis of appropriate ICT components 					
Structure and organisation of task <ul style="list-style-type: none"> • appropriateness of overall structure of task • 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: 25%

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: Unit of work, including rationale and lesson plans

DUE DATE: 10 May 2017 (Week 10)

WEIGHTING: 50%

Task description:

Select one content area from the Composition component of the Dance Years 7-10 syllabus.

1. Submit a rationale that includes:

- a brief outline of the school context
- the Year level of the class and details of the class context
- the prior knowledge of the class. For example, what have students already learned in Composition prior to this unit and how does this unit relate to a continuum of learning?
- an outline of the Composition content in the unit, and how it develops students' skills, knowledge and understanding
- a statement about the content of Composition that will be addressed in the next unit (how does this unit relate to a continuum of learning?).
- Indicative word length for Rationale – 500 words.

2. Lesson plans

Submit 5 sequential lesson plans that relate to the selected area of content. You should use the lesson plan template provided in Assessment Task 1.

In addition to planning each lesson, you should select one of the following focus areas, and outline specific strategies to engage students with diverse backgrounds.

- Aboriginal and Torres Strait Islander students
- students with Special Education needs
- Non-English Speaking Background students
- students with Challenging Behaviours.

You are also required to submit teaching materials and resources. Each lesson should provide students with a reference point for the content being taught (i.e. worksheets, guided journal entries, content information sheets etc.). You are required to construct original materials and submit ALL teaching resources.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6720 DANCE METHOD 1

Student Name:
 Assessment Task 2: Unit of work

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 the practice of Composition 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 mini-unit. Demonstration of knowledge of NSW syllabus documents and requirements of the Education Act. <ul style="list-style-type: none"> • design a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs • demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of students and the effects of these factors on learning • demonstration of knowledge and understanding of specific strategies for teaching: Aboriginal and Torres Strait Islander students; students with Special Education Needs; Non-English Speaking Background students; students with Challenging Behaviours 					
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 specifically to material, research and ideas presented in dance method lecture 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

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

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

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.