



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST6722**  
**Society and Culture 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  
EDST6722 Society and Culture Method 1  
Semester 1, 2018

## 2. STAFF CONTACT DETAILS

Course Coordinator: Bernie Howitt  
Office Location: John Goodsell 132  
Email: [b.howitt@unsw.edu.au](mailto:b.howitt@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Society and Culture Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_S1.html">http://classutil.unsw.edu.au/EDST_S1.html</a>

### *Summary of Course*

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

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

- Greater attention to providing PowerPoints for all lecture material.
- Inclusion of analysis of relevance of School Excellence framework.

**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	
1	Identify foundational aspects and structure of the NSW Board of Studies Society and Culture Syllabus and the depth of subject knowledge required to implement the syllabus
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
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
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practise the ethical and professional values expected of teachers

### *AITSL Professional Graduate Teaching Standards*

1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Organise content into an effective learning and teaching sequence.
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Include a range of teaching strategies.
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

## National Priority Area Elaborations

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Priority area		
A. Aboriginal and Torres Strait Islander	Education (ATSI)	1,4,5,6,7
B. Classroom Management (CM)		4, 5
C. Information and Communication Technologies (ITC)		1, 2, 3, 4, 5, 6, 11
D. Literacy and Numeracy (L&N)		1, 4, 5, 8 , 10, 11, 12
E. Students with Special Educational Needs (SE)		4, 8
F. Teaching Students from Non-English Speaking Backgrounds (NESB)		3, 4, 5, 9, 10, 11

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#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Society and Culture to secondary school students with an emphasis on the NSW Society and Culture syllabus. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Society and Culture classroom. Emphasis will be given to the relationship between Society and Culture, literacy and numeracy and the role and value of Society and Culture in the curriculum and the community.

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

#### 5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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.
- Online learning from readings on Moodle
- Online discussions
- Peer teaching in a simulated classroom setting
- These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Course Content and Structure

WEEK	THURSDAYS 1 - 2pm LECTURE TOPIC	THURSDAYS 2 - 4pm TUTORIAL
1 26 Feb – 2 March	Welcome to Society and Culture Teaching: Understanding the syllabus; Preliminary/HSC courses – what’s the difference? Who chooses Society and Culture? Why?  <b>Priority Areas</b> <b>CM B.1, 4 ICT C.2</b>	Mapping the syllabus What’s the subject about? Compulsory vs non-compulsory – making choices to meet student needs. Writing exercise Outline of assessment tasks
2 5 - 9 March	Lesson Planning  <b>Priority Areas</b> <b>ATSIE A.1 CM B.1, 2, 4, 5, 9</b> <b>ICT C.1-6, 9, 10</b> <b>L&amp;N D.1, 5, 9, 11, 12</b> <b>SEd E.2, 3 NESB F.4,5, 7</b>	How to plan a lesson. Choosing a topic for your microteaching lesson ITC strategies
3 12 – 16 March	Programming  <b>Priority Areas</b> <b>ATSIE A.1 CM B.1, 2, 4, 5, 9</b> <b>ICT C.1-6, 9, 10</b> <b>L&amp;N D.1, 5, 9, 11, 12</b> <b>SEd E.2, 3 NESB F.4,5, 7</b>	Creating a unit of work What’s a program? Implementing ICT strategies: finding/doing/keeping
4 19 – 23 March	Assessment: Formative and Summative and using summative assessments for formative purposes  <b>Priority Areas</b> <b>ATSIE A.4, 5 ICT C.7 L&amp;N D.4, 12</b> <b>SEd E.2, 3, 6 NESB 9</b>	Assessment schedules and assessment tasks
5 26 – 30 March	NSW Quality Teaching Framework and School Excellence Framework  <b>Priority Areas</b> <b>ATSIE 1, 2, 5, 7 CM 1, 4, 5, 8</b> <b>ICT 1, 3, 4, 8 L&amp;N 4, 7</b> <b>SEd 2-4 NESB F.2-7</b>	Using the QT and School Excellence frameworks for lesson planning and assessment.
<b>Mid-semester break (30<sup>th</sup> March – 8<sup>th</sup> April)</b>		
6 9 – 13 April	Glossary of concepts – introducing the Preliminary Course  <b>Priority Areas:</b> <b>ATSIE 5 CM 1, 4, 5 L&amp;N 5 SEd 3</b> <b>NESB 1, 5</b>	Understanding the conceptual content of the syllabus Microteaching presentations <b>Assessment Task 1 due</b> <b>5pm Thursday 12<sup>th</sup> April</b>
7 16 – 20 April	Unpacking Personal and Social Identity – dealing with the personal  <b>Priority Areas:</b> <b>ATSIE 1 CM 2, 3 ICT 1, 2 SEd 1</b> <b>NESB 1-4</b>	Dealing with the personal Microteaching presentations

8 23 – 27 April	Intercultural Communication – why it matters  <b>Priority Areas:</b> <b>ATSIE</b> 1-3 <b>CM</b> 4 <b>ICT</b> 2-6 <b>L&amp;N</b> 2 <b>NESB</b> 1, 3, 4	Intercultural misunderstanding – classroom issues. Connecting with the world Microteaching presentations
9 1 – 4 May	Exam construction  Priority Areas <b>ATSIE</b> A.4, 5 <b>ICT</b> B.7 <b>L&amp;N</b> C.4, 12 <b>SEd</b> E.2, 3, 6 <b>NESB</b> F.9	Creating multiple choice questions Microteaching presentations
10 7 – 11 May	Creating an inclusive classroom  <b>Priority Areas</b> <b>ATSIE</b> A.1-9 <b>CM</b> B.1, 2, 4,5 <b>ICT</b> C.2, 4 <b>L&amp;N</b> D.1-5 <b>SEd</b> E.1, 2 <b>NESB</b> F.3	Developing appropriate strategies for the classroom. Film study: Yolngu Boy – ATSI students in the classroom Development of ICT teaching strategies discussion Online course evaluation
11 12 – 18 May	No class	<b>Assessment Task 2 due</b> <b>5pm Thursday 17<sup>th</sup> May</b>

**Professional Experience**

**4<sup>th</sup> June – 29<sup>th</sup> June 2018**

### Submission of Assessment Tasks

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
1. Lesson plan	2000 words equivalent	40%	1, 2, 3 and 4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 5.1, 7.1	CM B.4,5 L&N D.1,5	<b>Week 6 12/4/18 Due 5pm</b>
2. Outline of a unit of work for a stage 6 Society and Culture class	3500 words	60%	1, 2, 3, 4, 5 and 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, 4.5, 5.1, 5.1	ATSI A.1, 4, 5, 6, 7 CM B.4, 5 ITC C.1, 2, 3, 5, 6, 11 L&N D.1, 4, 5, 8, 10, 11, 12 SE E.4, 8 NESB F.3, 4, 5, 9, 10, 11	<b>Week 11 17/5/18 Due 5pm</b>
3 Microteaching Presentation	10 minutes	S/U	3, 4 and 6	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 5.1, 7.1	CM B, 1, 4, 5 ICT C, 1, 3 L&N D, 1, 5	<b>Individual times allocated in class</b>

*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.*

#### Assessment Details

#### Assessment Task 1: Lesson plan for Stage 6 Preliminary Society and Culture

Plan and design one 60-minute lesson for a mixed-ability Stage 6 Preliminary Society and Culture 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 Task 2: Outline of unit of work for stage 6 Preliminary Society and Culture**

Prepare an outline for a unit of work for a Stage 6 Preliminary Society and Culture 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:

- 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  
 EDST6722 SOCIETY AND CULTURE METHOD 1

Student Name:

Student No.:

Assessment Task 1: Lesson plan for Stage 6 Preliminary Society and Culture

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>clarity and accuracy in use of key terms and concepts in Society and Culture teaching</li> <li>lesson content reflects understanding of the learning needs of the specific class</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act</li> <li>lesson plan, structure and resources consistently link to syllabus topic and outcomes, and show evidence of subject knowledge</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>reference specifically made to material, research and ideas presented in Society and Culture method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy</li> <li>demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</li> <li>differentiation strategy clear and explicit in lesson</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>lesson plan and reflection meet appropriate academic and linguistic conventions</li> </ul>					
<b>GENERAL COMMENTS</b>					

Lecturer

Date

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 40%**

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

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6722 SOCIETY AND CULTURE METHOD 1

Student Name:

Student No.:

Assessment Task 2: outline of unit of work for stage 6 Preliminary Society and Culture

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in unit planning</li> <li>• design of a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs where appropriate</li> <li>• essential components integrated effectively into unit of work</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act</li> <li>• unit of work reflects clear understanding of syllabus and pedagogical requirements and displays knowledge of ICT and literacy strategies, and sequences lessons appropriately</li> <li>• teaching strategies and resources are varied and appropriate for Stage 6 Preliminary course, and reflect subject knowledge</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• reference specifically to material, research and ideas presented in Society and Culture method lectures, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity, which is acknowledged in bibliography</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• rationale linked to syllabus outcomes and content and explains unit content and teaching strategies</li> <li>• demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students where appropriate, and how these factors may affect learning.</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Unit of work meets appropriate academic and linguistic conventions</li> </ul>					
<b>GENERAL COMMENTS</b>					

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.**

## Assessment Task 3 - HURDLE REQUIREMENT

### MICROTEACHING

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

The assessment process will consist of the following two components:

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

Microteaching Feedback Form for Pre-service Teacher



**STUDENT TEACHER**

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
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<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>• Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>• 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)</li> <li>• Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>• Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>	
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>• 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)</li> <li>• Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>	
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>• Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>• Were activities well organised and direction clear? (4.2.2)</li> <li>• 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)</li> </ul>	

**Comments:**

Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_ Satisfactory /Unsatisfactory (circle)

## 6. RESOURCES

### Required Readings

- NSW Board of Studies, Stage 6 Syllabus, Society and Culture, Preliminary and HSC Courses, October 2013
- Leaver, M et al. (2015) *Society & Culture: Preliminary and HSC. 2e.* Nelson Cengage Learning

### Additional Optional Readings

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history.* Allen and Unwin, Crows Nest.
- Curtis, B and Curtis, C. (2011) *Social Research: A Practical Introduction.* London: Sage Publications
- 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
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years,* Oxford University Press, Australia
- Howitt, B. and Julian, R. (2009) *Heinemann Society & Culture 2<sup>nd</sup> edition* Sydney: Pearson Heinemann
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools.* Oxford University Press, Australia
- Martin, K. (2008). The intersection of Aboriginal knowledge, 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.
- Pearson, H. (2016) *The Life Project: The extraordinary story of our ordinary lives.* Allen Lane
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

### 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:** 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.

It is possible to download the syllabus from the Board of Studies, Teaching and Educational Standards website.

**[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)**

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

The specific address for the Board's Society and Culture material is:  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/society-culture.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/society-culture.html) Please note that the relevant material is under the heading 2015 HSC examination and beyond.

The subject's professional association, the Society and Culture Association, is located at:  
<https://sca.nsw.edu.au/>