School of Education

EDST6722
Society and Culture Method 1

Semester 1, 2017

Contents

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 2017

2. **STAFF CONTACT DETAILS**

   Course Coordinator: Bernie Howitt
   Office Location: John Goodsell 132
   Phone Number: 0421 417 544
   Email: b.howitt@unsw.edu.au
   Availability: Please email to arrange an appointment

3. **COURSE DETAILS**

Course Name	Society and Culture 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	Thu 13:00-14:00 Business School 130 (w1-7, 8-10, N4)
Tutorial	Thu 14:00-16:00 Business School 216 (w1-7, 8-10, N4)

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.

The main way in which the course has changed since last time as a result of student feedback:
- Wording and structure of the assessment tasks tightened, and tutorial time reallocated to ensure students are prepared for the tasks. 2nd task has been brought forward to spread the assessment load more evenly for students across courses.

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.

Outcome		Assessment/s
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	1a and b 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1a and b 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	1a and b 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1a and b 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	2
6	Practise the ethical and professional values expected of teachers	1a and 2, 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

		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
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
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.	1,2
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.	1,2
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
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
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	2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1,2
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.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
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.	2

5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1

National Priority Area Elaborations

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

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 BEGINNING	THURSDAYS 1 - 2pm LECTURE TOPIC	THURSDAYS 2 - 4pm TUTORIAL
1 2nd March	Welcome to Society and Culture Teaching: Understanding the syllabus; Preliminary/HSC courses – what's the difference? Who chooses Society and Culture? Why? **Priority Areas** **CM** B.1, 4 **ICT** C.2	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 9th March	Lesson Planning **Priority Areas** **ATSIE** A.1 **CM** B.1, 2, 4, 5, 9 **ICT C.**1-6, 9, 10 **L&N** D.1, 5, 9, 11, 12 **SEd** E.2, 3 **NESB** F.4,5, 7	How to plan a lesson. Choosing a topic for your microteaching lesson ITC strategies
3 16th March	Programming **Priority Areas** **ATSIE** A.1 **CM** B.1, 2, 4, 5, 9 **ICT** C.1-6, 9, 10 **L&N** D.1, 5, 9, 11, 12 **SEd** E.2, 3 **NESB** F.4,5, 7	Creating a unit of work What's a program? Implementing ICT strategies: finding/doing/keeping
4 23rd March	Assessment: Formative and Summative and using summative assessments for formative purposes **Priority Areas** **ATSIE** A.4, 5 **ICT** C.7 **L&N D.**4, 12 **SEd** E.2, 3, 6 **NESB** 9	Assessment schedules and assessment tasks Task 1 due
5 29th March	NSW Quality Teaching Framework and School Excellence Framework **Priority Areas** **ATSIE** 1, 2, 5, 7 **CM** 1, 4, 5, 8 **ICT** 1, 3, 4, 8 **L&N** 4, 7 **SEd** 2-4 **NESB** F.2-7	Using the QT framework to plan lessons and assess.
6 6th April	Glossary of concepts – introducing the Preliminary Course **Priority Areas:** **ATSIE** 5 **CM** 1, 4, 5 **L&N** 5 **SEd** 3 **NESB** 1, 5	Understanding the conceptual content of the syllabus Microteaching presentations
7 13th April	Unpacking Personal and Social Identity – dealing with the personal **Priority Areas:** **ATSIE** 1 **CM** 2, 3 **ICT** 1, 2 **SEd** 1 **NESB** 1-4	Dealing with the personal Microteaching presentations Task 2 due
Mid-semester break		

8 27th April	Intercultural Communication – why it matters **Priority Areas:** **ATSIE** 1-3 **CM** 4 **ICT** 2-6 **L&N** 2 **NESB** 1, 3, 4	Intercultural misunderstanding – classroom issues. Connecting with the world Microteaching presentations
9 4th May	Exam construction Priority Areas **ATSIE** A.4, 5 **ICT** B.7 **L&N** C.4, 12 **SEd** E.2, 3, 6 **NESB** F.9	Creating multiple choice questions Microteaching presentations
10 11th May	Creating an inclusive classroom **Priority Areas** **ATSIE** A.1-9 **CM** B.1, 2, 4,5 **ICT** C.2, 4 **L&N** D.1-5 **SEd** E.1, 2 **NESB** 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
Professional Experience		
N4 22nd June	**Reflections on Professional Experience:** 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.	**Goals for Semester 2**

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Elaborations	Due Date
1a .Detailed lesson plan for your microteaching presentation:	Total length for lesson plan and evaluation combined: c. 2000 words	25%	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	Lesson Plan: 23rd March **5:00 PM** Evaluation: In the week after your microteaching presentation **5:00 PM**
1b. Evaluation of your microteaching presentation:		15%				
2. Eight lesson outlines as part of a unit of work for a stage 6 Society and Culture class	3000 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, 4, 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	13th April **5:00 PM**
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	Between weeks 6-9

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.

Assessment Details

Tasks 1 a and b details

You are to design a detailed 60 minute lesson plan for a stage 6 Society and Culture Class. You will use part of this lesson (a part which includes a literacy/numeracy focus) for your micro teaching presentation (see below).

Your plan should include any prior knowledge the students would need to enable them to achieve the outcomes for that lesson. Relevant syllabus outcomes and content statements for the lesson must be written out in full. Include with your detailed plan any handouts you would be providing to the students. This section will show your understanding of the required syllabus content knowledge.
(The lesson plan is a standard format that will be explained and investigated during tutorials. You will receive a template for the lesson outline).

Write a lesson rationale in which you **refer to readings** that you have studied during the course and that are relevant to your lesson and from **any other research articles which justify the teaching and learning activities you have chosen to deliver in the lesson. Your reading and research should be correctly referenced.**

Include in your rationale a description of the backgrounds, needs and abilities of the students to be taught. You should also comment on how the material chosen for the lesson would complement classroom management strategies.

Tasks are due by **5pm** on the day of the lecture/tutorial, and should be submitted through Moodle.

Microteaching presentation
Students should choose a 10-minute segment from the 60 minute lesson plan to present to their peer group. At some stage in your microteaching lesson, and in its subsequent presentation, **you must demonstrate the use of a literacy or numeracy strategy,** relevant to the subject content and the needs and abilities of the students you have identified in your rationale.

Evaluation of microteaching

You must also provide a brief written evaluation of your microteaching **in the week after you have presented your lesson**. It should provide reflection on what you thought were the strengths and weaknesses of your presentation and what you have learned for future development of your teaching. This is not a formal piece of writing, and the emphasis should be on reflection. It should be submitted through Moodle the week after your microteaching.

Task 1c details
Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a mini-lesson). It is an essential competency that must be reached before student teachers are permitted to start their Teaching Experience in Semester 2. Microteaching is an important component of Society and Culture Method.

It is recommended that students complete further reading on effective classroom strategies and practice presentations with a small group of peers prior to assessment. An important aspect of microteaching is observing other student teachers and engaging in peer review.

Microteaching will be assessed against the AITSL Professional Graduate Teaching Standards (see above) 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. If a student is assessed as unsatisfactory in microteaching s/he will automatically fail method overall.

The Lesson Presentation
You are to deliver your planned lesson to your peers, who will act as students.
To be graded as satisfactory, students must satisfy ALL three of the following categories during the presentation: *Professional Knowledge; Professional Practice; Professional Commitment.*

Task 2 Details
Present an outline of **the first eight lessons** of a unit of work that has as its focus a topic suitable for a stage 6 Society and Culture class in a comprehensive high school. The unit of work **must accommodate** as much as possible **the learning needs of the class described below.**
"This class is a mixed ability, co-educational group of students in a comprehensive public high school. It will include students from varying ethnic backgrounds, cultural experiences and beliefs. Some students may be there because no other subject choice was available on that line. It will reflect a wide range of ability levels."

You must write a rationale for the unit (about 1,000 words) in which you:
- state precisely what you want the students to learn in the eight lessons, and why it is important
- justify your choice of resources designed to suit the needs and abilities of this class, and classroom management strategies for this particular class
- justify your choice of strategies by reference to **readings, research and material presented in lectures**
- demonstrate how you would provide for diverse learning approaches and abilities
- detail the prior knowledge students must have to begin this unit and discuss how you would assess this prior knowledge

You must present **an outline of eight, sixty minute, consecutive lessons in this unit**. *(The unit of work is a standard format that will be explained and investigated during tutorials. You will receive a template for the unit of work).*

The first lesson in the unit must introduce the content.

For **ONE lesson** in the sequence, you need to base the content and learning strategies on the creative use of **ICT** and explain in detail how the lesson would work.

For **ONE lesson** in the sequence (other than an ICT lesson), base the content and learning strategies on **literacy or numeracy strategies** and explain in detail how the lesson would work.

On a separate page, you must include an outline of **formative assessments and ONE summative assessment task** for your unit. (Remember that the summative assessment should reflect your learning goals for the WHOLE unit.) Explain how the summative assessment could also be used for formative purposes.
You should discuss your plans for this assignment with your tutor during Semester 1.

YOU DO <u>NOT</u> HAVE TO SUBMIT DETAILED LESSON PLANS FOR THIS ASSIGNMENT. You have to submit **an outline only** of the 8 lessons in the unit, but include **specific detail on the ICT and literacy lessons**.

You should include a reference list of resources consulted that will reflect not only the unit of work, but also the professional reading you have done to support your pedagogical approach.

Tasks are due by **5pm** on the day of the lecture/tutorial, and should be submitted through Moodle.

Student Name: Student No.:

Assessment Task 1: Lesson plan and microteaching reflection

SPECIFIC CRITERIA	(-)			→	(+)
Understanding of the question or issue and the key concepts involved • 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 in Society and Culture teaching • reflection engages with strengths and weaknesses of successful teaching					
Depth of analysis and/or critique in response to the task • 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 • lesson plan, structure and resources consistently link to syllabus topics and outcomes, and show evidence of subject knowledge • lesson rationale and reflection show evidence of analysis of syllabus and pedagogical requirements					
Familiarity with and relevance of professional and/or research literature used to support response • 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.					
Structure and organisation of response • rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • reflection shows evidence of critical analysis and identifies a specific learning for the future					
Presentation of response according to appropriate academic and linguistic conventions • lesson plan and reflection meet appropriate academic and linguistic conventions					

GENERAL COMMENTS

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.**

Student Name: Student No.:
Assessment Task 2: unit of work for stage 6 Society and Culture

SPECIFIC CRITERIA	(-) ——————————➤ (+)				
Understanding of the question or issue and the key concepts involved • 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 in lesson and unit planning • design of a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs as specified					
Depth of analysis and/or critique in response to the task • 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 • unit of work reflects clear understanding of syllabus and pedagogical requirements while developing a unit which displays knowledge of ICT and literacy strategies in detail, and sequences lessons appropriately • teaching strategies and resources are varied and appropriate for specified class, and reflect subject knowledge • formative and summative assessment tasks demonstrate a clear understanding of how to assess student achievement					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically 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					
Structure and organisation of response • rationale linked to syllabus outcomes and content and establishes reasons for unit selection and teaching strategies • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • Specific ICT and literacy strategies detailed in specific lesson plans					
Presentation of response according to appropriate academic and linguistic conventions • Unit of work meets appropriate academic and linguistic conventions					
GENERAL COMMENTS 					

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 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

UNSW AUSTRALIA

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	

Standards	Comments
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

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) T*eaching 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* 2nd 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

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 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:
http://scansw.com.au/