UNSW SYDNEY   **Arts & Social Sciences**

School of Education

EDST6731
Drama Method 2

Semester 2, 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
EDST6731 Drama Method 2 (6 units of credit)
Semester 2 2017

2. **STAFF CONTACT DETAILS**

Course Coordinator: Tiffany Crittle
Email: t.crittle@unsw.edu.au
Availability: Please email to arrange an appointment

3. **COURSE DETAILS**

Course Name	Drama Method 2
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 17-18 (w1-8, Mathews 228)
Tutorial/s	Thu 18-20 (w1-8, Mathews 103)

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for Drama teaching. The key elements of pedagogy and Drama 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 Drama syllabuses.

The main ways in which the course has changed since last time as a result of student feedback:
- *Assignment 2 has been modified so that it does not specify reflection on practicum as many students have not done a practicum in Drama by this time*
- *The Hurdle Requirement has been modified so that it does not require students to collect work samples from practicum as some students have not done a practicum in Drama by this time.*

Important Information
Assessment: Students must **pass ALL assignments in order to pass the course**. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, **failure to attend 80% of classes in a course will result in failure**.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify essential elements of the NSW Board of Studies Drama Syllabus, and strategies to support students as they transition between stages	1 and 2
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	1 and 2
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Drama	1
4	Provide clear directions to organise and support prepared activities and use resources	1
5	Assess and report on student learning in Drama to all key stakeholders	3
6	Identify the characteristics of an effective Drama teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	2, 3

AITSL Professional Graduate Teaching Standards

Standard		Assessment/s
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	2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1 & 2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1 & 2
2.2	Organise content into an effective learning and teaching sequence	1
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
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
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1
3.3	Include a range of teaching strategies	1
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	2
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
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2

National Priority Area Elaborations

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Drama to secondary school students with an emphasis on the NSW Drama curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will explore current practices in drama teaching and develop in students, the skills and knowledge required to teach drama effectively to a variety of students. Teaching in this course will be both theoretical and experiential. Emphasis will be given to viewing Drama as an artform with a discrete body of knowledge including conventions, history, skills and methods of working and the role and value of Drama 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

- Pair, small-group and large-group cooperative learning experiences to understand the importance of collaboration in an educational drama context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate different approaches to learning, the mandatory components of the drama curriculum and the use of a range of teaching strategies to foster interest and support learning
- A range of drama specific workshops, which model experiential learning through enactment when teaching theoretical components of the course
- Collaborative projects which mirror those in the Drama Syllabus, Year 7-10 and in the Stage 6 Drama Syllabus, e.g. playbuilding in Years 7-10 and the Group Presentation in Stage 6
- Viewing student samples of work and simulated marking experience especially of Year 9 Playbuilding, Year 10 dramatic form and Year 12 HSC Projects
- Simulations and 'teacher-in-role' experiences
- Keeping a logbook of class experiences mirroring a drama logbook in stage 4, 5 and 6
- Structured occasions for reflections on learning, encouraging critical reflection and improved teaching practice. Also, these allow students opportunities 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
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and show knowledge and understanding of method content
- Online learning from readings on the Moodle website
- Peer teaching in a simulated classroom setting
- These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 27 July	**Year 12 Individual Project -** • *Design: Poster Publicity and Promotion Transferring a Director's Concept into a Design Concept* *The HSC marking process* *Emphasis on texts with Aboriginal Content*	**Poster/Promotion,** ***Writing a Director's Concept*** • *Students view and mark HSC project work samples* • *Allocation of scripts for Assignment 1B* *A 1 2 3 5 6 8* *C 1 2 5 7 8 9* *D 1 2 3 5 6 8 10 11* *E 1 3 4 6* *F 1 2 3 4 6 9*
2 3 August	**Year 12 Individual Project – Design** • *Set, Costume and Lighting design requirements* • *Viewing student's projects* • *The HSC marking process and welfare of students in a public examination*	**Discussion of Assignment 1A and B** ***HURDLE REQUIREMENT WORKED UPON & DUE IN TUTORIAL*** *B 1 2 3 4 5 6 9* *C 1 2 3 4 5 6 8 9 10 11 12 14* *D 1 2 3 4 11 13 15 16 17 18 19* *E 7 8* *F 3 4 8*
3 10 August	**Year 12 Individual Project – Critical Analysis** • **Director's folio** • **Portfolio of Theatre Reviews** • **Research Project**	**Supporting students to analyse a text** • *Students view and mark HSC project work samples* *B 1 2 3 4 5 6 9* *C 1 2 3 4 5 6 7 8 9 10 11 12 14* *D 1 2 3 4 5 6 7 8 9 10 11* *E 1 2 4 9*
4 17 August	**Individual Project – Poster/Promotion**	**Assessment Task 1A due this week** **Lesson plan (Turnitin and hard copy in tutorial) & oral report (in tutorial)** *B 1 2 3 4 5 6 9* *C 1 2 3 4 5 6 7 8 11 14* *D 1 2 3 4 5 6 7 8 9 10 11* *E 1 2 4 5 9* *F 1 2 3 4 5 6 7*
5 24 August	**HSC Individual Projects – Video Drama** • **Video Drama Requirements** • **Viewing student's video projects** • **The HSC Marking Process**	***Discussion of assignment 2*** *- Essay Format* *- Classroom Experience* *B 1 4 5 6* *C 1 2 3 4 5 6 7 8 9 10 12* *D 1 2 3 5 8 10* *E 2 8* *F 3*

6 31 August	**Individual Project – The director's vision represented visually**	**Assessment 1 Part B:** • *Poster and oral presentation due in tutorial* *A 2 3 4* *B 1 4 5 6* *C 1 2 3 4 5 6 7 8 9 10 12* *D 1 2 3 5 8 10* *E 1 2 3 4 5 6 7 8 9* *F 3 4*
7 7 September	**HSC Individual Projects** • *Individual Project Performance including Life Skills* • *Viewing and marking work samples*	**Assessment 1 Part B:** *Poster and oral presentation due in tutorial (if needed)* *Individual Project – Performance Suggested Teaching Strategies* *A 2 3 4* *B 1 4 5 6* *C 1 2 3 4 5 6 7 8 9 10 12* *D 1 2 3 5 8 10* *E 2 8* *F 3 4*
8 14 September	**HSC Individual Projects** • *Script writing* • *How to use Marking Criteria*	***Assessment Task 2 Due:*** ***Script Writing – The Elements of Drama*** • *Sample Scripts from HSC read and evaluated* *A 2 3 4* *B 1 4 5 6* *C 1 2 3 4 5 6 7 8 9 10 12* *D 1 2 3 5 8 10* *E 2 8* *F 3 4*

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Assessment 1A Lesson Plan Assessment 1B Poster and Director's Notes	1,000 words 600 words	20% 30%	1, 2, 3, 4	1.5,2.1,2.2, 2.3,2.6,3.1, 3.2,3.3,3.4, 3.5,4.2,4.5,	A 1 2 B 1 4 5 6 C 1 2 3 4 5 6 7 8 9 10 12 D 1 2 3 5 8 10 E 2 8 F 3 4	17th August at 4pm (Turnitin) 31st August (in class)
Assessment 2 Reflection of Practice Essay	3,000 words	50%	1, 2, 6	1.5,2.1,2.5, 3.6,4.3,5.1, 5.1, 5.4	*A 2 3 4* *B 1 4 5 6* *C 1 2 3 4 5 6 7 8 9 10 12* *D 1 2 3 5 8 10* *E 2 8* *F 3 4*	15th September at 5pm (Turnitin)
Hurdle requirement Assessment, Feedback and Reporting	-	Hurdle requirement	5, 6	5.1,5.2, 5.3, 5.4, 5.5	D 13 14 16	3rd August (in class)

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 1 50%   (Parts A & B)

Part 1 Write a single, 60 minutes lesson plan.   (20%)
Write a lesson plan for teaching a component of the HSC Promotion and Program HSC Individual Project for the HSC design text allocated to you in class, including required resources and give a short oral report to your tutorial in which you discuss ways you would teach this project in the classroom, referring to the lesson plan.

Part 2 Design a Poster and write Director's Notes for a HSC design text.   (30%)
Formulate a director's vision for a production of the HSC design text, allocated to you in class. Then write the Director's Notes that would appear in the program for your production. They should articulate the vision of the production and show an understanding of the themes, genre and research into the play (600 words).   Then create a theatre poster using an appropriate computer program such as Photoshop or Illustrator (not word) to advertise your production. The poster must demonstrate manipulation of an image appropriate for the play. Print the poster for the assessment. Speak a 2-3 minute oral report in your tutorial in which you;

- Display your project
- Briefly discuss your project and outline your director's concept & design concept
- Discuss problems overcome and conclusions about the project
- **Answer questions from your tutor** and the class on key features of your project

The poster must be a colour rendering of HSC quality, at least A3 (297 x 420 mm) size but no larger than A1 (594 x 841 mm). It must be produced as a computer design, hard copy. Note: Designs for a school production must not be used.

Assessment Criteria for the practical components
- Create an original, dynamic poster using appropriate ICT, for a HSC design text
- Format and include appropriate and details on the poster for the imagined production
- Create/choose and manipulate a suitable image to create a poster
- Write sophisticated director's notes which articulate an appropriate vision for the play
- Write a clear, innovative, 60 minutes lesson plan for the teaching of this project
- Express clearly, the process of the exercise in a critical oral reflection
- Align attributes with the Graduate Teacher Standards as per the Course Outline

Assessment criteria for the oral component
- Give a concise, insightful summery of the design process using clear, evocative expression
- Reflect critically, on the work presented

Show knowledge of the aims and objectives of the Secondary Drama Curriculum in a lesson plan

Student Name: Student No.:

Assessment Task 1

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Show sophisticated practical knowledge of the requirements of the HSC design project, Promotion and Program					
Depth of analysis and/or critique in response to the task • Create original, sophisticated visual elements on a poster for the allocated play • Demonstrate and manipulate appropriate ICT skills • Include appropriate written details on the poster for the imagined production • Write pertinent director's notes articulating an appropriate vision for the play • Write an appropriate lesson plan for teaching a component of the Design - Promotion & Program (HSC Individual Project)					
Familiarity with and relevance of professional and/or research literature used to support response • Insightful choice of research from a range of sources, cited throughout • Perceptive commentary linking research and the design project					
Structure and organisation of response • Clear, sequential organisation of the material					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, flair and accuracy of expression • Give a concise, insightful summery of the work using clear, evocative expression • Reflect critically, on the work presented • Show knowledge of the aims and objectives of the Secondary Drama Curriculum					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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.**

Assessment 2 - 50%

Write a reflection in essay format, which analyses your Drama Practice knowledge and critically assesses the application of everyday teaching practices, by answering the following question:

> **"How are three of the following practices implemented in the drama classroom and what is the theoretical basis for their implementation?"**

Your reflection should cover your own experiences and assess practices and strategies of other teachers you observed. The reflection **must address 3** from the 6 following areas:
- Classroom management practices
- Differentiation activities for mixed ability and/or diverse backgrounds in drama
- Assessment practices specific to drama
- Catering for multiple intelligences in drama
- Literacy strategies specific to drama
- Using Bloom's Taxonomy in drama.

Assessment Criteria: A student will

- Evaluate, synthesize and critically assess teaching and learning experiences in drama and draw conclusions from the observations
- Choose judicious examples to formulate a reflective discussion
- Demonstrate sophisticated control of written expression and essay structure
- Demonstrate a theoretical and practical knowledge of 3 of the chosen areas.

*You **may** wish to consider the following to assist you in your reflection*:
- Classroom management practices (a range of successful and unsuccessful strategies; why were they successful? Teacher/student perspective?)
- Teaching and learning activities for mixed ability classes (differentiation) – gifted and talented, special needs, differentiation in a single class, policies
- Assessment practices in drama (written/verbal/performance, individual vs. group – criteria?)
- Testing for intelligences, catering for all, how classrooms are set up, do teachers do it?
- Daily strategies to improve literacy; different types of literacy, especially dramatic literacy. How the Drama essay is different to a literature essay and how to teach it
- Using Blooms Taxonomy in drama (What is it? Is it happening? How? Why/ Why not? Ask teachers you observe if they consider it)

Student Name: Student No.:

Assessment Task 2

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of the question or issue and the key concepts involved					
• Perceptive understanding of the central concepts of the 3 chosen areas					
Depth of analysis and/or critique in response to the task					
• Judicious selection and sophisticated analysis of imagined or real experiences of Drama Teaching					
Familiarity with and relevance of professional and/or research literature used to support response					
• Insightful choice of research from a range of sources, cited throughout					
• Perceptive commentary linking research and practicum observations					
Structure and organisation of response					
• Clear, sequential organisation of the material					
Presentation of response according to appropriate academic and linguistic conventions					
• Clarity, flair and accuracy of expression					
• Use of correct essay structure					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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.**

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.
View some work samples that teachers in your subject area have aligned to grades A to E at
BOSTES or ACARA workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.
Read a sample of an Individual Project rational and as a group use benchmarks to decide upon the standard at which the student who wrote this piece of work is operating at

1. Provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

NOTES:

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1) • Has the purpose of the assessment task been described appropriately? • Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? • Does the marking rubric/style provide diagnostic information for the student?	

B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)
 	
• Does the feedback allow the assessment to be used for formative purposes?
• Is feedback expressed in appropriate language for the age/stage of the students?
• Does the feedback
   -acknowledge the student's areas of strength?
   -identify areas where the student needs to do more work?
   -indicate strategies to help the student improve?	

C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1) • Is the difference between ranking and moderation understood? • Does the student recognise the importance of following marking guides/rubrics? • Can the student listen professionally to the opinions of others? • Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?	
D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1) • Has the student analysed and evaluated the schools' global assessment data? • Has the student collected a range of the students' past performance data? • Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? • Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?	
E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1) • Are feedback and reporting understood as separate tasks? • Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? • Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades?	

Comments:

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

8. RESOURCES

Required Readings
1. NSW DET (2003) *Quality Teaching in NSW Public Schools,* Sydney, NSW.

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference materials, links to related sites and an annotated bibliography of texts relevant to the syllabus and to Drama teaching.

2. Go to the BOS website; HSC Syllabuses – then D – Drama, for the documents below.
- Drama HSC Marking Guidelines – Practical and submitted tasks
- HSC Performance and Submitted Works – Advice to Schools Regarding Content
- Past Drama Examination Papers and Notes from the Marking Centres
- Course Prescriptions 2009 - 2013

Further Readings
www.boardofstudies.nsw.edu.au

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

Useful Sites
The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material   www.det.nsw.edu.au
HSC online (DET and Charles Sturt University site)   www.hsc.csu.edu.au
Sydney Theatre Company Education   education@sydneytheatre.com.au

Professional Associations
Drama NSW, P.O. Box 872 Leichardt, 2040   95604966   www.dramansw.org.au
The Association of Independent Schools   www.studentnet.edu.au/aispd/index.html
The Catholic Education Commission   www.cecnsw.catholic.edu.au