# Arts & Social Sciences

# School of Education

# EDST6738
# History 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
EDST6738 History Method 2 (6 units of credit)
Semester 2 2017

## 2. STAFF CONTACT DETAILS

Course Co-Coordinator: Bernie Howitt
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Availability:       by email

Course Co-Coordinator: Stephanie Ingster
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Phone:              (02) 9385 1914
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Other Teaching Staff:   Jonathon Dallimore
Email:              j.dallimore@unsw.edu.au
Phone:              (02) 9385 1914
Availability:       by email

## 3. COURSE DETAILS

| Course Name | History Method 2 | |
|---|---|---|
| Credit Points | 6 units of credit (uoc) | |
| Workload | 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. | |
| Schedule | | |
| Lecture | Wednesday 16:00 – 17:00 (Civil Engineering 101) | Weeks 1-8 |
| Tutorials | Wednesday 17:00 – 19:00 (Morven Brown G3, G4) Thursday 10:00 – 12:00 (Goldstein G01) | Weeks 1-8 |

### *Summary of Course*
EDST 6738 History Method 2, aims to prepare Initial Teacher Education students in the theory and practice of teaching Senior History courses in Stage 6 in secondary schools. There will be a focus on ICT and assessment approaches and strategies.

The main ways in which the course has changed since last time as a result of student feedback:
The main changes are to accommodate the introduction of new Stage 6 syllabuses in Ancient, Extension and Modern History in 2018/19. A specific lecture on test construction has been introduced to link with the use of sources in History exams as a result of student feedback.

### *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 History Syllabus, and strategies to support students as they transition between stages | 1, 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 |
| 3 | Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in History | 2 |
| 4 | Provide clear directions to organise and support prepared activities and use resources | 2 |
| 5 | Assess and report on student learning in History to all key stakeholders | 1, 2, 3 |
| 6 | Identify the characteristics of an effective History teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers | 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. | 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 |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 2 |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages | 1 |
| 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 |
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | |
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | 1,2 |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | 1,2 |
| 5.3 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | 1,2 |
| 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 | A. 1 - 9 | 1 & 2 |
| B. Classroom Management | B. 4, 5, 7 | 1 & 2 |
| C. Information and Communication Technologies | C. 1 – 6, 9, 10, 12, 13 | 1 & 2 |
| D. Literacy and Numeracy | D. 1, 4, 9, 12, 13, 14, 15 | 1 & 2<br>HURDLE |
| E. Students with Special Educational Needs | E. 3, 4, 5, 6, 8 | 1 & 2 |
| F. Teaching Students from Non-English Speaking Backgrounds | F. 3, 4, 5, 7 | 1 & 2 |

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

A range of 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. The lectures and tutorials are designed to be supportive, collaborative and engaging. Students are encouraged to participate fully in the tutorial activities.

### 5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- o 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.
- o 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.
- o 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.
- o Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice and strategies.
- o Online learning from materials on the Moodle website.

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 26/7 | **Stage 6 Exam Construction Using Sources** Stephanie Ingster A 5, 8; C 9, 10; D 1, 8, 13, 14; F 5; E3 | Test construction |
| 2 2/8 | **Stage 6 Ancient History** Stephanie Ingster A 5,8; C 3, D 1, 5; F 5 | Stage 6 Ancient History **Hurdle requirement** |
| 3 9/8 | **Stage 6 Modern History** Jonathon Dallimore D 1, 5, 8,11, 13, 14 | Stage 6 Modern History |
| 4 16/8 | **Stage 6 Assessment** Jonathon Dallimore C 2, D 1, 12, 13, 14; F 5, | HSC & School Assessment Writing an assessment task **Task 1 due** |
| 5 23/8 | **Tactics for teaching Stage 6 History** Stephanie Ingster C 1, 2, 3, 4, 9, 10; D 8, 9, 13 , 14 F 5, 7 | Teaching strategies |
| 6 30/8 | **Extension History** Jonathon Dallimore D 1, 5, 12; F 5, | Resources Workshop |
| 7 6/9 | **What is new in Modern History** **Core: Power & Authority in the Modern World** Jonathon Dallimore D 1, 8, 11;  F 5, | Analysis of new syllabus and HSC Core |
| 8 13/9 | **What is new in Ancient History** **Core: Cities of Vesuvius** Dr Denis Mootz C 9, D 1, 8, 11; F 5; E 3 | Analysis of new syllabus and HSC Core **Task 2 due** |

## 7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | AITSL Professional Graduate Teaching Standards Assessed | National Priority Area Elaborations | Due Date |
|---|---|---|---|---|---|---|
| Assessment 1 Senior Test Construction | 2500 words | 40% | 1, 2, 5 | 2.3, 2.5, 3.6, 5.1, 5.3, 5.4 | A 4, C 13; D 3, 4, 10, 12, 18; F 5 | 5pm Wednesday 16 August |
| Assessment 2 Senior assessment task | 3000 words | 60% | 1, 3, 4, 5 | 1.3; 2.3; 2.5; 3.6; 5.1; 5.3 | A5; B1; C7; D9, 10, 18 | 5pm Wednesday 13th September |
| Hurdle requirement Assessment, Feedback and Reporting | | Hurdle requirement | 5, 6 | | | Week 2 |

*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 – Test Construction**

Length:  2500 words          Weighting: 40%

Construct a test for a topic drawn from the **new Year 11 Modern or Ancient History course that will be taught for the first time in 2018**. The new Modern History syllabus is available at:

**http://syllabus.nesa.nsw.edu.au/modern-history-stage6/**

and the new Ancient History syllabus at:

**http://syllabus.nesa.nsw.edu.au/ancient-history-stage6/**

It is your responsibility to ensure you are working from the correct syllabus. Please check with your tutor before proceeding too far in your preparations.

The test will have three parts. Students should be required to use sources in all parts of the test.
- Part A: A source book consisting of **five** sources relevant to the topic being tested. Each source must be correctly referenced and its origin identified.
- Part B: Question 1: a question with a total value of 25 marks that may have either three or four parts. The marks allocated to each part should reflect the knowledge and understanding required to respond. Sources presented in Part A should be relevant to the areas being tested.
- Part C: Question 2: a question to the value of 25 marks requiring an extended response answer of approximately 1000 words. It should be possible for students to utilise some of the sources used in Part A.

In your rationale:

a) Identify the topic, the syllabus outcomes and syllabus points for the topic(s) being tested.
b) Explain how the content tested is appropriate for the topic and lessons taught.
c) Map outcomes against the test items.
d) Comment briefly on the choice of each source used…readability and variety.
e) Comment on what curriculum and assessment knowledge was needed to develop the learning for this test.
f) The basis for pedagogical choices made in compiling the test.

You must also:

Provide 'Marking Guidelines' for the written answers in Parts B and C

**Date due:** Week 4. Wed 16/8. 5pm

Student Name:                                    Student No.:

Assessment Task 1 – Test Construction

| SPECIFIC CRITERIA | (-) | | → | | (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Explain the relationship of sources to the topic, syllabus point(s) and outcomes.<br>• Test accurately reflects syllabus requirements | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Explain the choice of content and sources, variety of question stems and types.<br>• Show understanding of the use of sources in both the teaching and testing of History in the classroom. | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Reference specifically to material, research and ideas presented in History method lectures, readings from suggested texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. | | | | | |
| **Structure and organisation of response**<br>• Construct the test in required format, with answers and marking guidelines. | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions** | | | | | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**


**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.**

**Assessment 2 – Senior assessment task**

Approximate length: 3000 words.          Weighting: 60%

You are to prepare an assessment task for a senior History course. The task may be either from the Preliminary or HSC Modern or Ancient History course, or from the HSC History Extension course. The task must reflect the **current syllabus being taught in NSW schools**, and should include the following information on a cover sheet that could be handed to students:

- The subject and course the assessment applies to
- The specific topic being assessed
- The component(s) being assessed
- The weighting of the task
- The number of marks allocated to the task
- The outcomes to be assessed
- An overview of the task that describes for students and parents what the student is required to do
- The criteria that will be used to assess the progress towards achieving each of the specified outcomes

On a separate page students should describe the context of the task, focussing on:

- The nature and make-up of the class the task is for. It is suggested that a class the student has taught or observed be the model for the task.
- At which part of the course the task would be given. This could be reflected in a brief scope and sequence statement or through a discussion of prior learning.
- The basis for pedagogical choices made in compiling the assessment task.

The assessment task must reflect the information contained on the cover sheet, and also include marking guidelines that will not only enable students to see how the task is being assessed and what is required to achieve a specific grade, but also be able to provide clear feedback for the student on their strengths and weaknesses.

An annotated bibliography reflecting sources of information utilised in completing this task should be included. The annotations should comment on the usefulness of the source.

Examples will be available on Moodle. These will reflect a range of approaches to assessment tasks, and no task is being provided as a model for your own task.

It is recommended that students familiarise themselves with the range of information available on the NESA site for the syllabus of the course they have chosen.

Modern History: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/modern-history.html

Ancient History: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/ancient-history.html

History Extension: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/history-extension.html

**Date due:** Week 8. Wed 13/9. 5pm

Student Name:                                    Student No.:

Assessment Task 2 – Senior assessment task

| SPECIFIC CRITERIA | (-) | | | | ➔ (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved** <br> • Construct an assessment task that accurately reflects NESA and syllabus requirements <br> • Construct marking guidelines that will enable accurate reflection of student achievement, and be able to provide clear feedback for students on their strengths and weaknesses | | | | | |
| **Depth of analysis and/or critique in response to the task** <br> • Explains the pedagogical choices made in compiling the assessment task. <br> • Outlines the nature of the class the task is prepared for, and places the task within the context of the relevant course | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response** <br> • Reference specifically to material, research and ideas presented in History method lectures, readings from suggested texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. | | | | | |
| **Structure and organisation of response** <br> • Cover sheet, context statement, assessment task and marking guidelines clear and coherent. | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions** | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**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.**

**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 NESA 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.

1. A collection of five or six authentic student texts (one can be oral, one can be visual). The number depends on the length of the text. For each text
   - ensure anonymity by removing student names and destroying the samples at the end of the course.
   - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative <u>and</u> formative purposes
   - annotate the task to indicate what worked well and what needs changing if it were to be used again
   - include the marking scheme/rubric for each task
   - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
   - include a key for marking symbols
   - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
   - 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.)

- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

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 NESA and ACARA.

**NOTES:**
**The student work samples must be authentic. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.**

**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**<br>**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)**<br><br>• Has the purpose of the assessment task been described appropriately?<br>• Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?<br>• 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)**<br><br>• Does the feedback allow the assessment to be used for formative purposes?<br>• Is feedback expressed in appropriate language for the age/stage of the students?<br>• Does the feedback<br>    -acknowledge the student's areas of strength?<br>    -identify areas where the student needs to do more work?<br>    -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)**<br><br>• Is the difference between ranking and moderation understood?<br>• Does the student recognise the importance of following marking guides/rubrics?<br>• Can the student listen professionally to the opinions of others?<br>• 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)**<br><br>• Has the student analysed and evaluated the schools' global assessment data?<br>• Has the student collected a range of the students' past performance data?<br>• Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?<br>• 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)**<br><br>• Are feedback and reporting understood as separate tasks?<br>• Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?<br>• 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*

Harrison, N (2008). *Teaching and Learning in Indigenous Education,* Victoria, Australia Oxford University Press.

Marsh, C. (2004). *Becoming a Teacher (3rd Edition),* Longman: NSW, Frenchs Forest.

Essential Documents; Students must be familiar with:

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

**Please note:**
The appropriate NESA syllabuses are mentioned in specific assessment tasks. This semester presents the challenge of working in a year when syllabuses are changing. The **new** Ancient, Modern and Extension History syllabuses will commence with Year 11 undertaking the Preliminary course in 2018. The HSC course will commence in Term 4, 2017, and be examined for the first time in the 2018 HSC. The syllabuses for these courses are available at:

Modern History: **http://syllabus.nesa.nsw.edu.au/modern-history-stage6/**

Ancient History: **http://syllabus.nesa.nsw.edu.au/ancient-history-stage6/**

Extension History: **http://syllabus.nesa.nsw.edu.au/history-extension-stage6/**

Any teaching of senior subjects in your Professional Experience this semester will be with the **current** syllabuses. These are available at:

Modern History**: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/modern-history.html**

Ancient History: **http://www.boardofstudies.nsw.edu.au/syllabus_hsc/ancient-history.html**

History Extension: **http://www.boardofstudies.nsw.edu.au/syllabus_hsc/history-extension.html**

### *Further 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.

Carr, E.H., (1981) *What is History?* Harmondsworth: Penguin.

Clark, A., (2008) *History's Children*, Sydney: UNSW Press.

Curthoys, A. & Docker, J. (2005) *Is History fiction?* Sydney: UNSW Press.

Ercikan and Seixas (eds) (2015) *New Directions in Assessing Historical Thinking.* Routledge.

Fines, J., (1983) *Teaching History*, Holmes McDougall Seminars.

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.

Harrison, N., (2008) *Teaching and Learning in Indigenous Education,* Victoria, Australia: Oxford University Press.

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Husbands, C. (1998) *What is History: Language, Ideas and Meaning in Learning about the Past*, Buckingham: Open University Press.

Lee, P., et al, (1992) *The Aims of School History: The National Curriculum and Beyond*, London: The Tufnel Press.

Levesque (2008) *Thinking Historically: Educating Students for the 21st Century,* University of Toronto 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

Morton and Seixas, (2015) *The Big Six Historical Thinking Concepts*, Nelson.

Seixas, P (2001) *Knowing, Teaching and Learning History: National and International Perspectives,* New York University Press

Tarr, R (2016), *A History Teaching Toolbox,* Creatspace (recommended)

Taylor, T. (2005) *What is History?* Melbourne: VHTA.

Wineburg, S (2001) *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press.

Teaching History, *Journal of the History Teachers' Association of NSW Inc.* (HTANSW - A source of teaching ideas, curriculum issues and academic articles… eventually requires your joining HTANSW)  Website http://www.htansw.asn.au/