



School of Education

EDST 6717

Aboriginal (Indigenous) Studies Method 1

Term 1 2021

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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6717 Aboriginal Studies Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Rubea McManus
Email: r.mcmanus@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Aboriginal (Indigenous) Studies Method
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST6717T1

SUMMARY OF COURSE

This course will provide students with an overview of the Aboriginal Studies syllabus in Stages 4, 5 and 6 with a major focus on content and structure, programming and implementation as well as the key issues that impact them. Students will develop skills that will form a culturally appropriate pathway for teaching Aboriginal Studies to both Aboriginal and non-Aboriginal students, linking with Aboriginal communities and organisations as well as offering an insight into Aboriginal culture and history.

3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2,3
3.3	Include a range of teaching strategies.	1,2,3
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2,3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2,3
4.1	Identify strategies to support inclusive student participation and	

Research and Inquiry Method and the Information Technology Process

- 6 Evaluation and appropriate selection of relevant ICT resources to support learning
- Planning for alternative pedagogy in a technology classroom (Flipped Learning, Project Based, Problem Based Learning)

Developing a project idea
Creating and adapting resources to support learning
Using ICT to engage students with subject content

Microteaching Presentations

7. RESOURCES

Required Readings

All students must buy or download a copy of the Aboriginal Studies syllabuses:
NESA Stage 5 and 6 Syllabus documents, Aboriginal Studies

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

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

Readings on the UNSW Moodle website.

The teaching standards detailed on the AITSL Professional Graduate Teachers website:

<http://www.teacherstandards.aitsl.edu.au>

www.aboriginaleducation.nsw.edu.au/index.html

Further Readings

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

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

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

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.

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

Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Wiggins, G and McTighe, J (1998) *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (AS:09uW*nBT/F5 Ss0 g0M:

Professional websites for Aboriginal Studies teachers

<http://www.boardofstudies.nsw.edu.au>

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
1. Detailed lesson plan and rationale	c. 2000 words	40%	1,3-6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	A4, 7; B1; C1, 3-6, 10, 12; D1, 3-6, 8-12, 18-19	Friday March 26 th 2021 by 5pm
2. Outline of a Unit of Work	c. 3500 words					

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.

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?

Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

HURDLE REQUIREMENT

ASSESSMENT 3 - 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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6717 ABORIGINAL (INDIGENOUS) STUDIES METHOD 1

Student Name:

Student No.:

Assessment Task 2: **Outline of a Unit of work**

CRITERIA	(-) _____ (+)				
Understanding of the question or issue and the key concepts involved					

Depth of analysis and/or critique in response to the task

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:
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Details