School of Education

EDST6752
Society and Culture Method 2

Term 2 2022

Contents

1. **LOCATION**

   Faculty of Arts, Design & Architecture
   School of Education
   EDST 6752 Society and Culture Method 2 (6 units of credit)
   Term 2 2022

2.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Society and Culture Syllabus, and strategies to support students as they transition between stages
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
3	Set achievable learning outcomes to match content, teaching strategies, resources, and different types of assessment for a unit of work in Society and Culture
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Society and Culture to all key stakeholders
6	Identify the characteristics of an effective Society and Culture teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard
1.1.1

5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

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

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 curriculum. 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

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

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.

Opportunity for online discussions an extension

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

7. RESOURCES

Required Readings

Stage 6 Syllabus documents
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture including:

Syllabus
Personal Interest project advice
Marking guidelines   Personal Interest Project
HSC performance and submitted works   Advice to schools regarding content
Performance band descriptors
Standards materials

Thompson, K., (ed) (2021) Society & Culture: Preliminary and HSC. 3e. Nelson Cengage Learning

OR

Bruseker, K., Dark, L., Emo, A., Howard, E. (2021) Cambridge Society and Culture Stage 6, Cambridge University Press

https://sca.nsw.edu.au/

Further Reading

Other potential sources of information, depending on specific interests and depth studies/focus areas include:

Arvanitakis, J. (2009). *Contemporary Society*. South Melbourne: Oxford University Press.
Australian, state and territory documents.
Curtis, B and Curtis, C. Social Research: A Practical Introduction (2011) London: Sage Publications
Fuller, C & Stone M.E (1998). Teaching Social Studies to Diverse Learners. The Social Studies, 89(4), 154-157.
Giddens, A. (2009). *Sociology* (6th ed.) Malden: Polity.
Social Studies, in J.P. Shaver (ed). Handbook of Research on Social Studies Teaching and Learning. New York: Macmillan.
Harrison, N (2008), Teaching and learning in Indigenous education. Oxford, Sydney

Extended Reading

Arthur, M., Lyons, G.S., Butterfield, N., & Gordon, C. (2006). *Classroom management: Creating positive learning environments* (2nd revised edition) Melbourne: Thomson Learning.
Barry K, & King L (1998), *Beginning Teaching and beyond*, 3rd Ed, Social Science Press.
Fetherston, T. (2007). *Becoming an effective teacher*. South Melbourne: Thomson.
Foreman, P. (2001) *Integration and inclusion in Action*. Marrickville: Harcourt.
Groundwater-Smith, S., Brennan, M., McFadden, M. & Mitchell, J. (2001). *Secondary Schooling in a Changing World*. Sydney: Harcourt.
Hattie, J. (2009). *Visible Learning: A Synthesis of over 80*

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to the Common Assessment Module.

This task consists of three components:

1. Collecp five or six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.
3. Write a few lines that could be included in a mid-year report comment to parents.

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UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name: