

# TEAC 5002 ABORIGINAL AND SOCIETY STUDIES CURRICULUM 2

**Credit Points** 10

**Legacy Code** 102874

**Coordinator** Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

**Description** The subject will build on Aboriginal Studies Curriculum 1 and examine and model effective innovative classroom practice in teaching senior Aboriginal Studies and Society Studies in Stage 6. The subject will provide opportunities to engage with the inquiry pedagogy and social science thinking. The specifics of the relevant NSW Education Standards Authority Years stage 6 Syllabuses will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying sociological and Indigenous studies teaching to develop innovative lesson and subject planning, choose relevant sources, and how to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of senior inquiry project, and subject specific concepts will be presented.

**School** Education

**Discipline** Teacher Education: Secondary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 5 subject

**Pre-requisite(s)** TEAC 7027 AND  
TEAC 7004 AND  
TEAC 7032

## Learning Outcomes

1. Demonstrate understanding of NSW Education Standards Authority Stage 6 Aboriginal Studies, Society and Culture and Studies of Religion syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate an appreciation of Aboriginal identity and experiences, which are interconnected with Country, culture and community and apply teaching and learning pedagogies that promote inclusiveness and enables more respectful and reciprocal engagement with Aboriginal Peoples and communities.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of senior assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design and select innovative teaching resources that apply a critically reflective approach to teaching senior Aboriginal Studies, Society and Culture and Studies of Religion and include opportunities to develop students' inquiry skills.

6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.
7. Reflect and research professional learning to develop the discipline of Aboriginal Studies, Society and Culture and Studies of Religion teaching.

## Subject Content

1. What is the nature of Aboriginal Studies, Society and Culture and Studies of Religion in the senior years of secondary education?
2. How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in the teaching of the subject?
3. What are the key concepts related to Aboriginal peoples' heritage and identity, including identity, Dreaming, spirituality, autonomy, cultural affirmation, appropriation, cultural ownership, language and cultural reclamation and maintenance?
4. What is the significance of the role of religion in society and, in particular, within Australian society?
5. How can we develop cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time?
6. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in these subjects?
7. How are lessons planned, units written and learning scoped and sequenced in the subject?
8. Why is it necessary to continue to differentiate teaching in the subject in the senior years of secondary education? How do teachers go about differentiation?
9. How do teachers keep students safe during teaching in the subject?
10. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
11. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
12. What records do teachers keep? How are those records used in reporting student performance at the HSC and for awarding the Record of Student Achievement (ROSA)?
13. In what ways has educational research contributed to the teaching and student learning of the subject?
14. What options are open to pre-service teachers to continue to learn about the subject?

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2000 words	50	N	Individual
Portfolio	2000 words	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2010) Aboriginal Studies Stage 6 Syllabus (<https://educationstandards.nsw.edu.au/>)

wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies/)

New South Wales Standards Authority [NESA]. (2009) Studies of Religion Stage 6 Syllabus. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1/>)

New South Wales Standards Authority [NESA]. (2013) Society and Culture Stage 6 Syllabus. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/>)

Teaching Periods

## Spring

### Penrith (Kingswood)

#### Day

**Subject Contact** Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC5002\\_22-SPR\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5002_22-SPR_KW_D#subjects))