

TEAC 5001 ABORIGINAL STUDIES CURRICULUM 1

Credit Points 10

Legacy Code 102873

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Description The subject will examine and model effective contemporary classroom practice in teaching Aboriginal Studies in Stages 4 and 5. The subject will provide opportunities to engage with the inquiry pedagogy. The specifics of the relevant NSW Education Standards Authority Years 7-10 Syllabuses and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying Aboriginal Studies teaching to develop innovative lesson and subject planning, choose relevant and creative texts 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 inquiry, concepts and skills 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/) 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 4 and 5 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 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 Aboriginal Studies 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 teaching and culturally responsive pedagogies.

Subject Content

1. What is the nature of the subject in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in the senior years of secondary education?
2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of the subject?
3. How do we recognise of individual Aboriginal student identity, cultural knowledge, language learning, community connection and/or responsibilities?
4. How do we teach and learn knowledge of local Aboriginal Languages, cultural practices and communities, and the interests of Aboriginal students?
5. How can we develop knowledge, valuing and inclusion of culturally responsive pedagogies?
6. How are lessons planned, units written and learning scoped and sequenced in the subject?
7. Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
8. How do teachers keep students safe during teaching in the subject?
9. 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?
10. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
11. What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
12. In what ways has educational research contributed to the teaching and student learning of the subject?
13. What options are open to pre-service teachers to continue to learn about the Aboriginal Studies?

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 (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2020) Aboriginal Studies Syllabus Years 7-10 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020/>)

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5001_22-AUT_KW_D#subjects)