



School of Education

EDST6752  
Society and Culture Method 2

Term 2 2022

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**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

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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

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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* (6<sup>th</sup> 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 8000 research studies*. London: Routledge.





## **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. Collect 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.



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

Student Name: