



School of Education

EDST6719
Legal Studies Method 1

Term 1, 2019

2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2, 3
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2, 3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2 & 3
3.3.1	Include a range of teaching strategies	1, 2, 3
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2, 3

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p>Overview of the Stage 6 Legal Studies syllabus</p> <p>Physical, social and intellectual development of students and how this affects their engagement in learning</p> <p>The Quality Teaching Framework and other pedagogical models</p>	<ul style="list-style-type: none"> • Research on how students learn • Structure of the Legal Studies syllabus • Assessment requirements for the semester
2	<p>Lesson planning using course outcomes</p> <p>Importance of matching teaching strategies to individual needs</p> <p>How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students</p>	<ul style="list-style-type: none"> • Examine and compare a range of lesson plans and programmes • Analyse varying approaches to curriculum planning • Develop culturally responsive teaching strategies and resources • Choose a microteaching lesson topic
3	<p>Setting challenging learning goals in lesson planning</p> <p>Teaching strategies for Legal Studies</p> <ul style="list-style-type: none"> • opening and closing the lesson • teacher-talk and providing clear instructions • independent learning • pair and group work 	<ul style="list-style-type: none"> • Setting high expectations for learning • Strategies for making learning goals explicit for students • Workshop to explore and evaluate teaching strategies to meet learning goals and outcomes • Apply strategies to Preliminary Course Core Part I: The legal system
4	<p>What is differentiation? How is it implemented in the classroom to meet student needs?</p> <p>Teaching and learning strategies and thinking routines for Legal Studies</p>	<ul style="list-style-type: none"> • How to structure instructions, questioning and transitions between activities • Demonstrate microteaching • Create differentiated teaching and learning strategies using Preliminary Course Core Pt I: The legal system • Self and peer assessment for microteaching • Importance of ethical and respectful behaviour
5	<p>Sequencing subject content across lessons within a unit of work for Preliminary</p>	<ul style="list-style-type: none"> • Content selection and scope of content for effective lesson sequences for one stage • Microteaching
6	<p>Using ICT in the preparation and delivery of lessons</p> <p>Visual literacy in Legal Studies (posters, tables, mind mapping, diagrams and use of technology)</p>	<ul style="list-style-type: none"> • Examine and analyse a range of ICTs to engage students in Legal Studies lessons. • Microteaching
7	<p>Inclusive student participation and engagement in the classroom</p> <p>Thinking routines and their application to the teaching of Legal Studies</p>	<ul style="list-style-type: none"> • Strategies for inclusion, participation and engagement • Apply a range of thinking routines to develop teaching and learning strategies for Core Part II: The individual and the law. • Microteaching

8	<p>Essay writing in Legal Studies and the</p>	<ul style="list-style-type: none"> • How to scaffold Legal Studies essays and discuss sample responses on the Assessment Resource Centre. • Microteaching
---	---	---

Mid-term break

9	<p>Demonstration of drafting worksheets (use of scenario-based stimulus, visual elements and design)</p>	<ul style="list-style-type: none"> • Evaluation of sample worksheets • Create worksheets for Core Part III: Law in practice
10	<p>Preparation for Professional Experience</p> <p>Becoming a reflective teacher through the feedback cycle</p>	<ul style="list-style-type: none"> • Are you ready for PE

Required Readings

All students must have a copy of the Legal Studies syllabus and other relevant documents. These can be downloaded from the NSW Education Standards Authority www.educationstandards.nsw.edu.au

NSW Education Standards Authority, *Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses*, June 2009

NSW Education Standards Authority, Assessment and examination materials in Legal Studies: *Assessment and Reporting (2017)*

NSW Education Standards Authority, Assessment and examination materials in Legal Studies: *Common grade scale for Preliminary courses*

NSW Education Standards Authority, Support materials in Legal Studies: *Units of work*

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.

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

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.

Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

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

Marsh, C (2004). *Becoming a Teacher*, LoTm0 9.96 Tf1 0 0 1 217.13 399.67 Tm0 G[]JTJETLb N TmEp(20)4(06)4()-3

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Lesson Plan	2,000 words	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	27 March 5pm
Assessment 2 Unit Outline	3,500 words	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	7

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component:

- design an effective lesson sequence suitable for a variety of Stage 6 students
- plan a logical, sequential, cohesive lesson plan
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of legal studies pedagogies appropriate to the material to be delivered
- show knowledge of the NSW Preliminary Legal Studies Stage 6 syllabus and curriculum documents

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 two components:

1. The preparation of a lesson plan (part of which will be the microteaching) which you will discuss with your tutor
2. A 10-minute mini-lesson on a topic chosen during week 2 tutorial.

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.

**NSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6719 LEGAL STUDIES METHOD 1**

Student Name:

STUDENT TEACHER

Name:	zID:	Date:
-------	------	-------

Details	
Method	Topic/level

Standards	Comments
-----------	----------

- A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)**
- Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)
 - Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)
 - Were relevant linguistic structures and features and literacy / numeracy knowledge and skills integrated into the lesson? (2.5.1)
 - Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)
 - Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)
 - Were tasks required of students modelled and scaffolded? (2.1.1.3.3.1)
- B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)**
- . Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)
 - a. Were instructions, explanations and questioning techniques effective? (3.3.1)
 - b. Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement o

--