

Curriculum support: Term 3 2007

HSIE teaching resources update

Finding and selecting resources for the teaching of HSIE K-6 continues to be of concern for some teachers. This is particularly evident since the release and use of the DET Curriculum Planning K-6 Framework (COG's) units of work. This article focuses on providing information for teachers on the resources that support the syllabus outcomes and subject matter. The following discussion on resources is relevant for all teachers of primary HSIE. All resources used in the classroom need to be reviewed and then selected according to the syllabus outcomes and subject matter being addressed in the topic or lessons. This is actually a very simple and straight forward process of cross referencing between the information in the resource and the outcomes and syllabus subject matter for the stage being taught.

A range of web sites have been identified and listed in the COG units for the information they contain and the support they give teachers in providing background information. Unless a web site provides interactive activities for students it is not necessary for all students to access the information on a computer. Most of the websites referenced are not interactive. A student who has finished other class work can be set the task of accessing the web site through the hot link in the online COG units, and print a copy of the information. This information can then be copied for use by other students as required. Websites are dynamic in nature and information is often moved to different sections of a website or the section of the web site may not be available at a particular time, perseverance and some skill in finding information that has been moved is required at times.

Nationally produced and distributed resources have also been included in the COG units, plus a range of other resources. The use of all these resources will also be examined.

The most common, but incorrect, method of selecting HSIE resources is by the topic heading or theme. The topic or theme is then expanded to include all possible variations of meanings. This method is used by many commercial publishers to reference as wide a range of their materials as possible. Referencing in this manner could well be designed to enhance the purchase of commercial resources. However this method provides confusing information for teachers e.g. *Global and social issues* has been seen with references referring to different global environments, climate change, history and heritage to name a few. Publications on these areas of subject matter are all incompatible with the HSIE SSS3.7 *Resource systems* outcome referenced in the *Global and social issues* unit of work. There are no constraints on commercial organisations to get it right according to syllabus requirements; this still remains the responsibility of teachers.

A wide range of commercial resources on ancient civilisations are also directly marketed to primary schools. This gives the incorrect impression that teaching and learning about ancient civilisations is part of the primary syllabus. This is

not the case. Ancient civilisations should not be used as a topic in NSW primary schools.

HSIE resources produced by DET:

The HSIE unit at Curriculum Directorate has produced a range of resources to support the teaching of primary HSIE since 1999. Many teachers are now aware of these resources as a result of their inclusion in the COG units of work.

Most of the resources that have been published since 1999 are now out of print and can not be purchased from DET sales. This has caused problems for teachers in schools where these resources can no longer be found. PDF replacements of the teacher's books can often be downloaded from the Curriculum Support web site at:

<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/index.htm>

and use the left hand navigation *Resources*. The resources are organised in Stages 1, 2 and 3. Units of work are listed separately in the section *Teaching HSIE*.

Consideration was given to problems teachers might have in accessing DET resources when writing the COG units of work. Where possible only the lessons and worksheets available in the online versions of these resources have been included. Where there are lesson references to other materials that were originally included in the kit, but are not available online for copyright reasons, these resources have been replaced with more readily sourced materials. Teachers are encouraged to download the teacher's books from the web site, if the school copies are missing.

For two DET resource kits it was not possible to only reference the teacher's book, they are the Stage 1 kit *Caring for place – Caring for country*, and the Stage 2 kit *Talking Identity* in the COG units. The additional support materials, such as a story book, tape or poster also included in the kit are integral to the lessons and could not be replaced with other alternatives. The teacher's book only for these 2 resources is available online.

If DET support materials can not be found it is suggested that teachers work closely with their school librarian, who may be able to access these teaching kits from other schools in their library network or borrow from the Equity Centre library. Copyright can be checked by the librarian and a copy may be able to be made of DET resources to be included in the school library. The school librarian also plays an important role in identifying alternatives for suggested literature texts used in some lessons in the COG units. Some teachers have placed unrealistic expectations on the support role of the teacher librarian and the school computer coordinator to provide all the resources to the classroom teacher identified in the COG units, often at short notice.

The *MakingCents* materials have been distributed to schools through professional development workshops and can also be downloaded from the web site – www.makingcents.com.au under the teachers section. Courses will

continue to be run on these materials and hard copies provided to participants.

China Downunder is a new HSIE resource that is being distributed to all schools, including Catholic and independent schools free of charge by expressions of interest. Send an email to hsie@det.nsw.edu.au Request a school copy of the *China Downunder* HSIE teaching resource. Include:

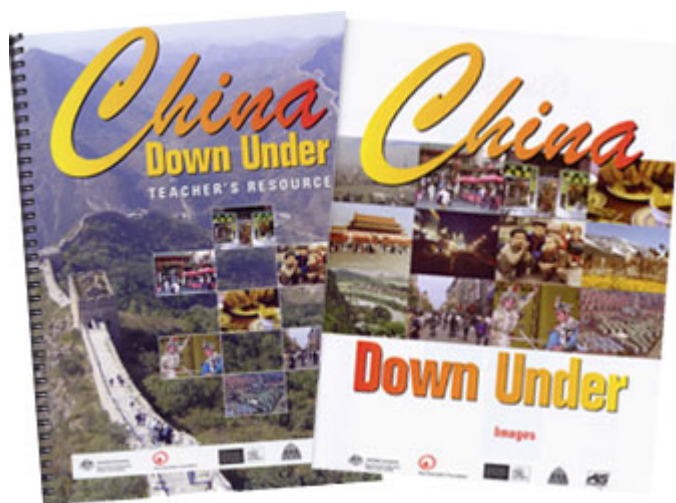
Contact name:

School:

School address:

Postcode:

This resource will then be mailed out.



National publications for schools:

A variety of support materials have been distributed to all schools in Australia as part of a range of programs undertaken by the Commonwealth Department of Education, Science and Training, these resources have been published by Curriculum Corporation. Curriculum Corporation also publishes a range of additional resources that have relevance to all states and territories.

The national Discovering Democracy program ran from 1998 to 2004. A range of support material was distributed to all schools, including a teaching kit, which included units of work, a set of posters, a video and CD ROMs.

Additional materials were also distributed at other times; these included half class sets of student readers for middle and upper primary, a big book, and additional support for teachers around student assessment and developing research tasks. This was an extensive programme with significant support; however the teaching materials are now out of print. The teaching units and student handouts can be downloaded from:

<http://www1.curriculum.edu.au/ddunits/units/units.htm>

Other national resources referenced in the COG units include a video *Our national flag since 1901* and *The BIG Australia Day Book* published by National Australia Day Council. Other suitable resources include those on ANZAC day published and distributed by the Department of Veterans Affairs.

ABC programs for schools such as *Many nations, one people*, the ABC is another excellent source of resources.

Many non government organisations, local councils and not for profit organisation provide a range of materials specifically written for use in schools, by students and teachers. Often these materials have been developed with advice and support from various educational organisations, including DET. It is becoming increasingly common for materials of this nature to be published on the relevant organisation web site as a PDF document, often hard copies may be obtained free of charge or for a reasonable cost through the web site. Examples include:

1. www.whysouldi.com.au published by the NSW Bar Association (2007) as part of Law Week, provides support for HSIE outcomes SSS3.8.
2. www.humanrights.gov.au/racial_discrimination/face_facts/index.html An online publication of Face the Facts information booklet for use by students and teachers provides support for several HSIE outcomes including CUS2.3 / 3.3 and CUS2.4 / 3.4.
3. http://kids.mdbc.gov.au/_data/page/337/animation.swf called 'Basin Kids' a student activities booklet related to the Murray Darling Basin, provides support for outcomes ENS3.5 and ENS3.6.
4. http://www.hreoc.gov.au/social_justice/stolen_children/personal_stories.html personal stories from the stolen generations, provides support for outcome CCS3.2.
5. http://www.australianoilseeds.com/australian_oils_natures_finest/schools_kit *The Journey of Oilseeds* can be downloaded or a free hard copy will be mailed out upon request, provides support for outcome SSS2.7.

Resources such as those listed above may not include syllabus references. Advice on the use of various resources used in the teaching of HSIE in the primary classroom can be accessed by contacting Anne Southwell, details below.

Resources to support the teaching of HSIE are many and varied. Using a range of resources can make the teaching of HSIE more interesting and engaging for both students and teachers. Teachers need to apply their professional skill in being able to identify the syllabus outcomes for different resources to facilitate their use in the classroom. Using the syllabus outcomes and subject matter will ensure that the teaching of HSIE is not expanded beyond the syllabus intent for the stage being taught.

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