School of Education

EDST5141
Critically Engaging with Indigenous Education in Australia

Summer 2019

Contents

IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5141 Critically engaging with Indigenous education in Australia (6 units of credit)
Summer 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Michelle Bishop
Office Location: John Goodsell Building, room 131
Email: michelle.bishop@unsw.edu.au
Phone:
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Critically engaging with Indigenous education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule Lecture	Monday 21 January, Tuesday 22 January, Thursday 24 January, Friday 25 January

Summary of Course

In this course, you will be immersed in the competing and politicised discourses and school level practices that play a part in what is known as Indigenous education in Australia. The aim of the course is to equip you with skills, knowledge and the confidence that will support you in becoming an active and aware contributor to improving teaching practices and learning outcomes within the Indigenous education landscape. Informed by ideas and strategies coming from a range of theoretical frameworks, you will critically engage with the literature and research that underpins Indigenous education, challenging you to reflexively position yourself within this landscape as active agents of change.

Aims of the Course

This course aims to:
- To distinguish, clarify and investigate concerns with the teaching of Indigenous studies, the teaching of Indigenous students, and how these come together as Indigenous education
- To encourage students to develop a deeper understanding of their location and relationships within the Indigenous education landscape
- To develop students knowledge, skills and confidence to critically engage with research and literature that contributes to constructing and sustaining Indigenous education

Student Learning Outcomes

Outcome		Assessment/s
1	Recognise and articulate the historical and contemporary politicised framing of Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.	1 & 2
2	Identify and justify suitable and effective local level education responses that are meaningfully engaging with the complexities of teaching and learning in Indigenous studies.	1 & 2
3	Articulate a theoretically and empirically well informed critique of the 'deficit' perspective in relation to Indigenous students.	1

4	Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.	1 & 2
5	Articulate a critically reflective understanding of their socio-cultural perspective, position and power within the Indigenous education landscape.	2

Graduate Attributes

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Research-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**International outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1
6	**Ethical and responsible professional practice** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

AITSL Professional Teaching Standards (Proficient, Highly Accomplished)

Standard	Assessment/s
1.4.2	1
1.4.3	1
2.4.2	2
2.4.3	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

There is currently a renewed concern and focus on Indigenous education within Australia. While primarily this is directed towards teaching and learning in the primary and secondary sectors, attention has also turned to higher education and in particular to the preparation of educators for these sectors. This course aims to contribute to these efforts by providing students with an opportunity to deepen their engagement with, and understanding of, the complexities of working within the Indigenous educational landscape. The approach taken for the course accepts that one of the reasons why little sustained or wide-spread improvement has occurred despite nearly 40 years of concerted effort, is to do with an ongoing inability to effectively account for impacts arising from socio-historical issues such as race, socio-economic status, language, and geographic location as continuing to underpin policy, curricula and pedagogic practices.

5. TEACHING STRATEGIES

The course is designed to be a reflective and collaborative investigation of the highly politicised Indigenous education landscape. To develop the students understanding and familiarity with the competing and at times contradictory discourses that construct this landscape, the course will use a combination of lectures, guided reading, small group discussion, and individual reflection. As the students are being asked to locate and consider their relationships within this landscape, some students may find the readings and discussions challenging and confronting, with the approach to the course designed to create an environment that is encouraging, supportive and safe to explore, take risks, and make mistakes. Students are asked to keep in mind that everybody will be entering the course with different levels of knowledge, understanding and confidence, and to promote deep and enriching learning for all, students are expected to attend classes fully prepared to engage with the readings, share their ideas, listen to the ideas of others, and be committed to learning to think in different ways and to respect the learning of others.

6. COURSE CONTENT AND STRUCTURE

Session	Lecture Topic
1	**Thinking about Indigenous education, thinking with theory** Ferfolja, T., Diaz, C. & Ullman, J. (2015). The unseen half: Theories of educational practices. In T. Ferfolja, C. Diaz & J. Ullman (Eds.), *Understanding sociological theory for educational practices* (pp. 1-20). Port Melbourne, VIC: Cambridge. Gray, J., & Beresford, Q. (2008). A 'formidable challenge': Australia's quest for equity in Indigenous education. *Australian Journal of Education*, 52(2), 197-223. doi:10.1177/000494410805200207
2	**Race critical approaches for Indigenous education** Moodie, N. (2018). Decolonising race theory: Place, survivance and sovereignty. In G. Vass, J. Maxwell, S. Rudolph, & K. Gulson (Eds.), *The relationality of race in education research* (pp. 33-46). Abingdon, Ox: Routledge.
3	**Multicultural approaches for Indigenous education** Marom, L. (2016). A new immigrant experience of navigating multiculturalism and Indigenous content in teacher education. *Canadian Journal of Higher Education*, 46(4), 23-40.
4	**Postcolonial approaches for Indigenous education** Hickling-Hudson, A., Matthews, J., & Woods, A. (2004). Education, postcolonialism and disruptions. In A. Hickling-Hudson, J. Matthews, & A. Woods. (Eds.), *Disrupting preconceptions: Postcolonialism and education* (pp. 1-16). Flaxton, QLD: Post Pressed.
5	**Decolonizing approaches for Indigenous education** Nakata, M., Nakata, V., Keech, S., & Bolt, R. (2012). Decolonial goals and pedagogies for Indigenous studies. *Decolonization: Indigeneity, Education & Society*, 1(1), 120-140.
6	**Culturally responsive approaches for Indigenous education** Vass, G. (2017). Preparing for culturally responsive schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462. doi:10.1177/0022487117702578
7	**Indigenous studies: Policy, politics, practices**

	Nakata, M. (2011). Pathways for Indigenous education in the Australian curriculum framework. The *Australian Journal of Indigenous Education*, 40, 1-8. doi:10.1375/ajie.40.1
8	**Indigenous studies: Curriculum and pedagogy in practice** Lowe, K., & Yunkaporta, T. (2013). The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum. *Curriclum Perspectives*, 33(1), 1-14. Hickling-Hudson, A. & Ahlquist, R. (2003). Contesting the curriculum in the schooling of Indigenous children in Australia and the USA: From Eurocentrism to culturally powerful pedagogies. *Comparative Education Review,* 47 (1), 64-89.
9	**Indigenous students: Misconceptions, misunderstandings and marginalisation** Nakata, M. (2013). Identity politics: Who can count as Indigenous? In M. Harris, M. Nakata, & B. Carlson. (Eds.), *The politics of identity: Emerging Indigeneity* (pp. 125-146). Broadway, NSW: UTS Press.
10	**Indigenous students: Improving engagement and achievements** Rahman, K. (2013). Belonging and learning to belong in school: The implications of the hidden curriculum for Indigenous students. *Discourse: Studies in the cultural politics of education*, *34*(5), 660-672.
11	**Indigenous education: Knowing, understanding and working in a politicised landscape** Leonardo, Z., & Grubb, W. (2014). High-stakes testing, accountability, and racism. In Z. Leonardo, & W. Grubb. *Education and racism: A primer on issues and dillemmas* (pp. 121-142). New York, NY: Routledge.
12	**Indigenous education: What is your location and relationship?** Vaught, S., & Castagno, A. (2008). 'I don't think I'm a racist': Critical race theory, teacher attitudes, and structural racism. *Race, Ethnicity and Education*, *11*(2), 95-113.

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Theoretical framework	2500 words	40%	1, 2, 3, 4	1, 2, 3, 5	4 January 2019 (5pm)
Research essay	3500 words	60%	1, 2, 4, 5	1, 2, 3, 4, 6	4 February 2019 (5pm)

Task One: Theoretical framework

Aims of the task:

1. To identify and summarize key ideas and practices in each of the five theoretical frameworks being investigated across the course, and

2. To demonstrate your ability to synthesize and apply your understanding of the theoretical frameworks in the policy context of Indigenous education.

Description of the task:

Please refer to Moodle for additional details

Task Two: Research essay

Aims of the task:

1. To investigate the curricular and pedagogic challenges and opportunities when engaging with Indigenous perspectives and knowldges within the discipline (teaching area) that you work, and
2. To demonstrate a theoretically informed understanding of the practices involved in effectively responding to the Cross-Curricular Priorities related to the educational settings you operate within.

Description of the task:

For this task, you are being invited to investigate and construct a response that considers the challenges and opportunities of contributing to Indigenous education from your perspective and location within the educational landscape itself. For many of you, this will be based on being a classroom teacher, however, if you are involved in education as a school leader or education researcher (for example), you can undertake this task from this location. The policy framework connected with this task is the National Cross-Curriculum Priorities that require all teachers to embed Indigenous knowledges, histories and perspectives in teaching and learning. It is important to note that this policy document is primarily concerned with the learning experiences of non-Indigenous students and the work of the largely non-Indigenous dominated profession that is responsible for this.

You are to investigate and discuss examples of 'good practice' teaching and learning related to your teaching context and discipline. Your response will need to succinctly demonstrate an understanding of the curricular and pedagogic requirements related to your educational context. This will include offering a rationale that illustrates a philosophical and political awareness of why Indigenous knowledges and/or perspectives offer valuable contributions to the teaching and learning in this setting. The examples that you draw on will most likely come from settings that differ from yours in significant ways (potentially from other countries), meaning that you will need to additionally explain why these strategies are suitable for your context, and how you will change the practices to better suit your setting.

For this, you should either use one of the theoretical frameworks covered in the course, or alternatively you can draw from across several frameworks. In either case, you need to demonstrate a clear understanding of why you believe the theoretical framework and the 'good practices' that you aim to take up are suitable and relevant for the setting you work within.

Student Name: Student No.:

Assessment Task: **Task one: Theoretical framework**

SPECIFIC CRITERIA	(-) ——————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education • Clarity and accuracy in use of key theoretical terms and concepts in relation to policy and schooling practices					
Depth of analysis and/or critique in response to the task • Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education policy • Clarity and depth of explanation regarding the theoretical approach chosen • Effectiveness of synthesis in connection with communicating with and across the different theoretical frameworks					
Familiarity with and relevance of professional and/or research literature used to support response • Ability to effectively use literature that demonstrates an understanding of the relevance, suitability and sensitivity when evaluating academic literature • Ability to synthesise and present research findings that supports your response					
Structure and organisation of response • A clear and logical structure • Clarity and coherence of organisation of ideas					
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: inclusive of reference list; within 10% over/under • Correct and thorough referencing according to APA 6th edition style guide					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer   **Date**

Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting:**   **40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task: **Task two: Research essay**

SPECIFIC CRITERIA	(-) —————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of curricular and pedagogic practices linked with Indigenous education • Clarity and accuracy in use of key curriculum and pedagogic terms and concepts in relation to schooling practices					
Depth of analysis and/or critique in response to the task • Depth of understanding of relevant key concepts, politics and concerns linked with schooling practices and Indigenous education • Depth of analysis regarding socio-historical concerns linked with Indigenous education, your teaching discipline, and your schooling context • Clarity and depth of argument in support of 'good practice' schooling • Clarity and depth of explanation regarding the theoretical approach chosen • Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis					
Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) • Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from Indigenous knowledges/scholars) • Ability to synthesise and present research findings that supports your response					
Structure and organisation of response • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) • Clarity and coherence of organisation of ideas within paragraphs and across the response					
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: inclusive of reference list; within 10% over/under • Correct and thorough referencing according to APA 6th edition style guide					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

RESOURCES

Required Readings
As listed above in section 6.

Further Readings

Beresford, Q., Partington, G. & Gower, G. *Reform and resistance in Aboriginal education* (2nd ed). Western Australia, WA: UWA Printing.

Burridge, N., Buchanan, J., & Chodkiewicz, A. (2009). Dealing with Difference: Building Culturally Responsive Classrooms. *Cosmopolitan Civil Societies: An Interdisciplinary Journal, 1(3),* 68-83.

Castagno, A. (2014). *Educated in Whiteness: Good intentions and diversity in schools.* Minneapolis, MN: University of Minnesota Press.

Chodkiewicz, A. & Burridge, N. (2013). Addressing diversity in schools: Policies, programs and local realities. In Jukubowics, A. & Ho, C. (Eds.), *'For those who've come across the seas…': Australian multicultural theory, policy and practice* (pp. 210-221). Nth Melbourne, Vic: Australian Scholarly Publishing.

Dixson, A. & Rousseau, C. (Eds.). (2006). *Critical Race Theory in Education: All god's children got a song.* New York, NY: Routledge.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116

Gay, G. & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, 42 (3), 181-187.

Hickling-Hudson, A., & Ahlquist, R. (2003). Whose culture? The colonizing school and the miseducation of Indigenous children: Implications for schooling in Australia. *Journal of Postcolonial Education*, 2(2), 15-35.

Hickling-Hudson, A., Matthews, J., & Woods, A. (2004). *Disrupting preconceptions: Postcolonialism and education.* Flaxton, QLD: Post Pressed.

Ladson-Billings, G. & Gillborn, D. (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education.* London: RoutledgeFalmer.

Leonardo, Z. (2009). *Race, Whiteness, and education.* New York, NY: Routledge.

Leonardo, Z. & Grubb, W. (2014). *Education and racism: A primer on issues and dilemmas.* New York, NY: Routledge.

May, S. & Sleeter, C. (Eds.). (2010). *Critical multiculturalism: Theory and praxis.* New York, NY: Routledge.

Ma Rhea, Z. (2012). "The invisible hand of pedagogy in Australian Indigenous studies and Indigenous education." *The Australian Journal of Indigenous Education*, 41(1), 18-25.

Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into practice*, 42(3), 173-180.

Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.

Phillips, J. & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in Education: Reflection and the importance of knowing (2nd Ed).* Frenchs Forest, NSW: Pearson.

Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession.* Port Melbourne, Vic: Cambridge University Press.

Sarra, C. (2011). *Strong and smart – towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.

Savage, C., Hindle, R., Meyer, L., Hynds, A., Penetito, W. & Sleeter, C. (2011). Culturally responsive pedagogies in the classroom: Indigenous student experiences across the curriculum. *Asia-Pacific Journal of Teacher Education*, 39 (3), 183-198.

Sleeter, C. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, 47(3), 562-584.

Taylor, E., Gillborn, D. & Ladson-Billings, G. (Eds.). (2009). *Foundations of Critical Race Theory in education.* New York, NY: Routledge.

Tuck, E. & Yang, K. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1 (1), 1-40.

Zamudio, M., Bridgeman, J., Russell, C. & Rios, F. (2009). Developing a critical consciousness: Positionality, pedagogy and problems. *Race, Ethnicity and Education*, 12 (4), 455-472.