



Australia's  
Global  
University



# EDST1108

## Indigenous Perspectives in Education

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

| Name               | Email                          | Availability       | Location                              | Phone        |
|--------------------|--------------------------------|--------------------|---------------------------------------|--------------|
| Katherine Thompson | katherine.thompson@unsw.edu.au | Fridays 8am - 10am | Consultation hours at The White House | please email |

### School Contact Information

School of Education  
Arts and Social Sciences  
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**T:** +61 (2) 9385 1977

**E:** education@unsw.edu.au

**W:** education.arts.unsw.edu.au

### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Workload**

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### **Summary of the Course**

The course will introduce students to current research and theoretical frameworks that are known to assist educators with developing the skills and knowledge to critically reflect on the role and influence of cultural beliefs and perspectives on schooling practices. A central focus for the course is preparing students to meet the Australian Professional Standards that directly concern Indigenous education: the teaching of Aboriginal and Torres Strait Islander students (AITSL 1.4), and the embedding of Aboriginal and Torres Strait Islander perspectives, histories and heritage across the curriculum (AITSL 2.4).

### **At the conclusion of this course the student will be able to**

1. identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.
2. explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.
3. develop suitable skills and strategies to work effectively with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.
4. respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.

### **Teaching Strategies**

The teaching, learning, and assessment activities in this course are designed to provide students with the skills, knowledge and disposition to assist them with developing an informed and critically aware approach to working with Indigenous students and the embedding of Indigenous knowledges, perspectives and histories in teaching and learning. The course is underpinned by a relational approach to critically engaging with the political, ethical and philosophical framing of what has come to be known as 'Indigenous education' in Australia. The teaching approach works with a culturally responsive framing that aims to foster a socio-political consciousness that can sustain transformative future education practices.

## Australian Professional Graduate Teaching Standards

| Standard | Description  |
|----------|--|
| 1.2.1    | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.   |
| 1.4.1    | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. |
| 2.4.1    | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.  |
| 7.2.1    | Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.   |
| 7.3.1    | Understand strategies for working effectively, sensitively and confidentially with parents/carers.   |
| 7.4.1    | Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.   |

## National Priority Area Elaborations

| Priority Areas   | Elaborations               |
|--|----------------------------|
| <b>A</b> - Aboriginal and Torres Strait Islander Education         | 1,2,3,4,5,6,7,8,9,10,11,12 |
| <b>B</b> - Classroom Management                                    | 4                          |
| <b>C</b> - Information and Communication Technologies              | 6,12                       |
| <b>D</b> - Literacy and Numeracy                                   |                            |
| <b>E</b> - Students with Special Education Needs                   |                            |
| <b>F</b> - Teaching Students from Non-English Speaking Backgrounds | 3,5,9,11                   |

# Assessment

## Attendance Hurdle Requirements

In semester 2 2018, this course is run in a hybrid format -- lectures are accessed INDEPENDENTLY and ONLINE - you must find a time in the week prior to your Friday tutorial to watch the lecture and engage in the proof-of-attendance task.

As proof of lecture attendance, you are required to submit a short reflection via the Moodle portal each week. This reflection should be around 250 words, answering the following questions:

1. *What was one key concept from this week's lecture that you found useful and why?*
2. *How does this connect to your own experience of schooling or a situation you can imagine as a teacher?*
3. *What is one question you still have after watching the lecture?*

This portal will only be available to you after you have watched the lecture, and you must submit your response by 8am Friday morning for your "attendance" to count.

You must also attend a one-hour in-person tutorial each week. As per School of Education attendance policy, falling below 80% attendance (both for in-person tutorials and online lecture reflections) can be grounds for failing the course.

## Expectations

You are expected to watch and listen to the weekly online lectures and provide written reflections for each as well as attend the one 1-hour tutorial each week. The lectures and tutorials will provide conceptual and theoretical frameworks from which particular topical issues can be understood. The tutorials are designed to supplement independent study.

You should come to each tutorial:

- having ALREADY watched that week's lecture online – please note you will need to plan a time in the week leading up to the tutorial to do this;
- having read the required reading;
- having made notes on the reading and on any pertinent and/or unclear areas of your reading;
- having read as much additional material as possible; and
- having prepared carefully to engage in debate and other learning activities as relevant each week.

After each tutorial you should:

- consolidate and review your notes and additional materials;
- research and read around specific issues and areas of interest;

- consider points raised in discussion and/or feedback you've been given;
- prepare, plan, research and draft assignments.

## **Referencing**

All referencing should use APA style guide. Sources should generally be from within the last 10 years. Use of academic sources drawn from readings and additional resources recommended in the course outline is strongly encouraged.

## **General Policies**

### Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

## **Assessment Tasks**

| <b>Assessment task</b>          | <b>Weight</b> | <b>Student Learning Outcomes Assessed</b> | <b>AITSL Professional Graduate Teaching Standards Assessed</b> | <b>National Priority Area Elaborations</b>              | <b>Due Date</b>        |
|---------------------------------|---------------|---|--|---|------------------------|
| Teacher Standpoint              | 45            | 1,2,3,4                                   | 1.2.1,1.4.1,2.4.1,7.2.1,7.3.1,7.4.1                            | A: 1,2,3,4,5,6,7,8,9,10,11,12<br>C: 6,12<br>F: 3,5,9,11 | 30/08/2018<br>05:00 PM |
| Learning and Teaching Resources | 55            | 1,2,3,4                                   | 1.2.1,2.4.1,7.2.1,7.4.1  | A: 1,2,3,4,5,6,7,8,9,10,12<br>B: 4<br>F: 3,5,9,11       | 02/11/2018<br>05:00 PM |

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

## **Assessment Details**

### **Assessment 1: Teacher Standpoint**

**Start date:**

**Details:** Create a personal statement that frames your 'teacher standpoint', responsibilities and future approach to working with Indigenous students. 1500 words

**Additional details:**

ASSESSMENT 1: Teacher 'standpoint' statement

Purpose/s:

- (i) Critically reflect on your location and understanding of the AITSL 1.4 requirements; and
- (ii) Identify, outline and justify how you will approach the curricula and pedagogic practices connected with improving the engagement and achievements of Indigenous students.

Due: Thurs 30th August – Wk (6) Weight: 45% Length: 1500 words

The task:

This task is designed to provide you with an opportunity to develop a deeper understanding of the professional role, responsibilities and practices involved in effectively addressing and improving the engagement and achievement of Indigenous learners in schooling. Hence, the major focus for this task is the AITSL Professional Standard 1.4.

To complete this task ...

Use your research skills to locate and critically engage with relevant academic literature to create a personal statement that frames your 'teacher standpoint', responsibilities and future approach to working with Indigenous students. Your 'standpoint' statement will need to address the following issues in terms of explaining what you plan to do as a teacher, and importantly why this approach is suitable/responsive for Indigenous students:

- **Your identity and cultural location** – understanding your own background and how it shapes your world view;
- **The diversity of student identities** – avoiding deficits and stereotypes; working with plurality and fluidity; understanding the importance of context;
- **Family and community** – effectively and meaningfully engaging your students' families and communities in decision-making connected with schooling;
- **Curriculum and pedagogy** – considering 'good practices' for the classroom; and
- **The Australian Professional Standards for Teachers** – your professional role and responsibilities.

# Please Note: Your task should include an introduction and conclusion, with the issues outlined above being used as sub-headings that help structure your task. For this task, a minimum of eight (8) quality sources should be used to support the task.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Assessment 2: Learning and Teaching Resources**

**Start date:**

**Details:** Use a film as the basis of demonstrating a critically informed approach to embedding Indigenous knowledges, perspectives and histories in support of curriculum learning outcomes. 1500 word + 5 minute video.

**Additional details:**

### **ASSESSMENT 2: Using resources to support teaching and learning**

Purpose/s:

- (i) Examine and critically reflect on Indigenous knowledges systems and representations of communities;
- (ii) investigate and comment on curricular and pedagogical considerations regarding the use of Indigenous oriented resources for teaching and learning in the classroom; and
- (iii) develop your familiarity with, and ability to use, ICT for the purpose educational assessment.

Due: Fri 2 Nov - Wk 14 Weight: 55% Length: 5 minute presentation + 1500 words

The task:

This task is designed to give students the opportunity to critically consider what is involved with using resources that include a focus on Indigenous representations, knowledges, heritage and/or histories. This task aligns with the AITSL Professional Standard 2.4, which requires all teachers to embed Aboriginal and Torres Strait Islander perspectives in the curriculum. The task will provide students with a strong foundation to consider the ethical, political, and social justice implications that are connected with this undertaking.

To complete this task ...

1. Students must choose one (1) of the following movies as the focus of their response. These movies are considered acceptable and suitable for use in high school classrooms, they could be used in a number of different teaching areas (i.e. History, Drama, Aboriginal Studies, Art, Legal Studies, Music). All the movies are available through the library.

- (a) Perkins, R. (Director). (2009). *Bran Nue Day*. Australia: Roadshow Films.
- (b) Purcell, L. (Director). (2015). *Brave new clan*. Australia: CAAMA Productions.
- (c) Petersen, A. (Director). (2016). *Zach's Ceremony*. Australia: Umbrella Entertainment.
- (d) Firth, J. & Grant, S. (Director). (2013). *CQ: Indigenous Cultural Intelligence*. Australia: NITV.
- (e) Kavanagh, A. & Briggs, A. (2016). *Over-Represented: A vice special on Indigenous incarceration*.



Australia: Vice.

(f) De Heer, R. & Djigirr, P. (2006). *Ten Canoes*. Australia: Madmen Entertainment.

(g) Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia.

2. You will locate **relevant academic literature** that is relevant to **critical Indigenous studies** in your teaching area. It is expected that for this task you will refer to a minimum of five (5) academic sources - government reports/policies and webpages are not viewed as credible academic sources.

3. Use the the literature to investigate suggestions regarding 'good practice' use of resources in the classroom. This should focus in particular on the **curricular and pedagogical practices** that teachers must consider in connection with what should be avoided and why, but importantly, **what can be done, how, and why**.

4. Identify at least one suitable element of the '**learning area statement**' from the ACARA Cross-Curriculum Priorities that is relevant to your main teaching discipline (e.g. English, Math, Science). An important element of this task is you demonstrating the ability to establish a **logical and relevant link** between the formal learning statements and the use of the film in the classroom. The CCP's can be accessed at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>

5. Prepare a 1500 word 'brief' that provides a concise summary of key issues to consider when including this resource for teaching and learning in support of the learning outcome you identified.

6. The other element of the task involves developing a 5 minute video-blog. For this, you should construct the clip as if other teachers were your audience. The focus of the video component then, is to develop a **professional resource** that informs other teachers **how to effectively and critically use the film to support meeting the learning area statements**.

**# Please note one:** this must not be you reading the 'brief', failure to adhere to this requirement will significantly impact on your overall result for this task.

**# Please note two:** Keep in mind that the use of these films in high school teaching and learning contexts may involve selectively showing only 5-10 minutes of the film.

**Submission notes:** Two components: Written brief submitted to Turnitin, and 5-minute video blog uploaded to Moodle

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST1108

### Assessment Task: Teacher Standpoint

| Specific Criteria   | (-)—————>(+) |  |  |  |  |
|---|--------------|--|--|--|--|
| <p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of schooling</li> <li>• Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 1.4</li> </ul>  |              |  |  |  |  |
| <p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 1.4</li> <li>• Engagement with socio-historical concerns impacting on 1.4</li> <li>• Clarity and depth of explanation regarding the recommendations for teaching and learning</li> <li>• Synthesising of knowledge and understanding in support of creating a teacher standpoint</li> </ul>  |              |  |  |  |  |
| <p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books</li> <li>• Includes sources that are Indigenous academics, educators or community</li> <li>• Ability to effectively use literature in support of ideas/practices</li> <li>• Ability to synthesise research in support of a coherent and cohesive response</li> </ul> |              |  |  |  |  |

| Specific Criteria   | (-)—————>(+) |  |  |  |  |
|---|--------------|--|--|--|--|
| <p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>• A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW writing guides)</li> <li>• Clarity and coherence of organisation of ideas within paragraphs and across the response</li> </ul>   |              |  |  |  |  |
| <p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>• Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</li> <li>• Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>• Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>• Correct and thorough referencing according to APA 6th edition style guide</li> </ul> |              |  |  |  |  |
| <p><b>General comments/recommendations for next time:</b></p>   |              |  |  |  |  |

**Lecturer**

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

**weighting : 20%**

NB: this ticks in the various boxes and 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.**

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST1108

### Assessment Task: Learning and Teaching Resources

| Specific Criteria   | (-)—————>(+) |  |  |  |  |
|---|--------------|--|--|--|--|
| <p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of schooling</li> <li>• Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 2.4</li> </ul>  |              |  |  |  |  |
| <p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 2.4</li> <li>• Engagement with socio-historical concerns impacting on 2.4</li> <li>• Clarity and depth of explanation regarding the recommendations for teaching and learning</li> <li>• Synthesising of knowledge and understanding in support of creating an academic brief and video presentation</li> </ul>                            |              |  |  |  |  |
| <p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books</li> <li>• Includes sources that are Indigenous academics, educators or community</li> <li>• Ability to effectively use literature in support of ideas/practices</li> <li>• Ability to synthesise research in support of a coherent and cohesive response</li> </ul> |              |  |  |  |  |

| Specific Criteria  | (-)—————>(+) |  |  |  |  |
|--|--------------|--|--|--|--|
| <p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>• A clear and logical structure in both the written and oral formats of the task</li> <li>• Clarity and coherence of organisation of ideas within both oral and written responses</li> </ul>   |              |  |  |  |  |
| <p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>• Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication</li> <li>• Clarity, consistency and appropriateness of academic written/oral conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>• Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>• Correct and thorough referencing according to APA 6th edition style guide</li> </ul> |              |  |  |  |  |
| <p><b>General comments/recommendations for next time:</b></p>  |              |  |  |  |  |

**Lecturer**

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

**weighting : 20%**

NB: this ticks in the various boxes and 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.**

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time



- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

| Date                          | Type    | Content   |
|-------------------------------|---------|---|
| Week 1: 23 July - 29 July     |         | Class begins in Week 2  |
| Week 2: 30 July - 5 August    | Lecture | <p><b>Lecture 1: An introduction to the landscape of Indigenous education</b></p> <p>Course welcome and overview. In this lecture, we will introduce the policy, curriculum and pedagogical challenges and opportunities encountered in the landscape of Indigenous education – why is this course now compulsory in teacher education? What this course will and will not address?</p>   |
|                               | Reading | <p>Stanesby &amp; Thomas (Ch 5 of set text)</p> <p>‘Seeing the invisible...’</p>  |
| Week 3: 6 August - 12 August  | Lecture | <p><b>Lecture 2: The policy context – closing ‘gaps’ and curricular priorities</b></p> <p><b>Guest presenter: Anthony Galluzzo and Leisa Hicks (Aboriginal Education Unit, Department of Education)</b></p> <p>This week we will further explore education policies that shape Indigenous education. In particular, the lecture will discuss concerns linked with efforts to ‘close the achievement gap’, embedding the Cross-Curricular priorities, and the AITSL Professional Teacher Standards – what is the policy climate asking of you as a future teacher?</p> |
|                               | Reading | <p>Whatman &amp; Duncan (ch 8 of set text)</p> <p>‘Learning from the past’</p>  |
| Week 4: 13 August - 19 August | Lecture | <p><b>Lecture 3: Coming to know a diverse community</b></p> <p><b>Guest presenter: Lauren Tynan (PhD Student, UNSW, Faculty Arts &amp; Social Sciences)</b></p> <p>This week we will consider the concept of identity and how this can impact on teaching and learning in the classroom. More specifically, the focus of this week will be on developing a nuanced understanding of the diverse, pluralised, contextualised, and dynamic Indigenous identities in schooling today – why is it important to understand identity-work as being fluid and</p>            |

|                                   |            |   |
|-----------------------------------|------------|---|
|                                   |            | constant, rather than static and pre- determined?   |
|                                   | Reading    | Shay (Moodle)<br><br>'The perceptions that shape us'  |
| Week 5: 20 August - 26 August     | Lecture    | <b>Lecture 4: Understanding language when working with Aboriginal and Torres Strait Islander students</b><br><br>This week we will build on our understanding of identities and learning, to consider policy, curricular, pedagogical, assessment, and relational/communication issues connected with language and schooling – how and why does language impact on learning? What do you need to know (more) about the diversity of languages used by Indigenous students?  |
|                                   | Reading    | Bucholtz (Moodle)<br><br>'Language and culture as sustenance'   |
| Week 6: 27 August - 2 September   | Lecture    | <b>Lecture 5: Respect, relationships and reconciliation</b><br><b>Guest presenter: Dr Kevin Lowe (Macquarie University)</b><br><br>This week the lecture will focus on the central role that relationships with students, parents and community play with shaping learning experiences in the classroom. One of the aims for this week is to critically reflect on your understanding of social justice in education and your role and responsibilities as a teacher – what expectations do students, parents and community have of you as a teacher? |
|                                   | Reading    | McLaughlin et al (ch 11)<br><br>'Parent-school partnerships'  |
|                                   | Assessment | Assessment 1 due Thursday 30 August 5pm   |
| Week 7: 3 September - 9 September | Lecture    | <b>Lecture 6: Unknowing an 'imagined' history</b><br><br>This week we will interrogate the 'peaceful settler' narrative that continues to serve as the basis for how Australian history, and hence, the relationships between Indigenous and non-Indigenous Australia, are 'known' and represented – how are you connected with this history, and why does it matter?   |
|                                   | Reading    | Phillips (ch 2)<br><br>'Indigenous knowledge perspectives'  |
| Week 8: 10 September -            | Lecture    | <b>Lecture 7: Why learn about Indigenous</b>  |

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| 16 September                        |          | <p><b>perspectives, what to learn, and different ways of learning</b></p> <p><b>Guest presenter: Rubee McManus (Moree High School)</b></p> <p>In this week's lecture, we will critically consider the place of 'Indigenous perspectives' within policy and curriculum documents, with a view to questioning the difficulties and possibilities for non-Indigenous educators to embed Indigenous knowledges, histories, and ways of knowing in T&amp;L – why are Indigenous perspectives and ways of knowing often simplified and co-opted to provide a 'one size fits all approach' for the education system? What are the implications?</p>   |
|                                     | Reading  | <p>Lowe &amp; Yunkaporta (Moodle)</p> <p>'The inclusion of Aboriginal and Torres Strait Islander content in the national curriculum'</p>   |
| Week 9: 17 September - 23 September | Lecture  | <p><b>Lecture 8: Working with Indigenous knowledges and perspectives</b> <b>Guest presenter: Michelle Bishop (UNSW School of Education)</b></p> <p>This week we will build on our understanding from last week to consider the critical and informed practices that teachers can take up in working with Indigenous oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning – how and why can engaging deeply with theory and the politics of schooling help shape your approach to T&amp;L in the classroom?</p> <p><i># Please note, instead of having tutorials on campus this week, you are required to register for one of the off-campus Walk on Country sessions (these are undertaken at La Perouse)</i></p> |
|                                     | Reading  | <p>Griffin, Griffin &amp; Trudgett (Moodle)</p> <p>'At the movies:<br/>Contemporary Australian Indigenous cultural expressions'</p>  |
|                                     | Tutorial | <p>This week's tutorial will be the Walk on Country in La Perouse. Please see Moodle for details and sign up for an appropriate session.</p>   |
| Break: 24 September - 30 September  |          |  |

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| Week 10: 1 October - 7 October   | Lecture  | <p><b>Lecture 9: Teaching and learning in ‘the cultural interface’</b></p> <p>This week the lecture will focus on the ‘cultural interface’, a concept that can help with deepening our understanding of the complexities and possibilities of embedding Indigenous knowledges in formal educational settings – why is understanding and engaging with the politics of knowledge construction important for you?</p>  |
|                                  | Reading  | <p>McLaughlin &amp; Whatman (Moodle)</p> <p>‘Embedding Indigenous Knowledges’</p>  |
|                                  | Tutorial | <p>This week’s tutorial will take place in the Virtual Reality lab in the School of Mining Engineering, at your normal tutorial time. Please see Moodle for details.</p>   |
| Week 11: 8 October - 14 October  | Lecture  | <p><b>Lecture 10: Racism, tokenism, and Aboriginalism in T&amp;L</b></p> <p>This week we examine schooling practices that contribute to preserving and protecting concerns to do with race, and we also will look into some of the misconceptions and misunderstandings about Indigenous knowledges, histories and heritage that can influence teaching and learning practices in problematic ways – despite the good intentions of many, why does racism and stereotyping continue as an everyday practice?</p> |
|                                  | Reading  | <p>Downey &amp; Hart (ch 7)</p> <p>‘Teaching and textual spaces in Indigenous education’</p>   |
| Week 12: 15 October - 21 October | Lecture  | <p><b>Lecture 11: The politics and practices of knowledge</b></p> <p>This week we will look further into the contested and challenging requirements for all teachers to think and work critically in connection with the knowledges being constructed by learners in their classrooms – it is important that we always ask, what knowledges and why?</p>   |
|                                  | Reading  | <p>Andersen (Moodle)</p> <p>‘Intellectual predilections and institutional realities’</p>   |
| Week 13: 22 October - 28 October | Lecture  | <p><b>Lecture 12: Reflecting on your location and relationships</b></p> <p>This week we will build on the reflective practices started in the previous week, aims for this week</p>  |

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|  |            | include locating yourself in the landscape of Indigenous education, and articulating your philosophical, ethical and political vision for working in the landscape of Indigenous education – what sort of a teacher to you want to be? |
|  | Reading    | Lampert (ch 6)<br><br>'Becoming a socially just teacher'   |
|  | Assessment | Assessment 2 due Friday 2 November 5pm   |

## Resources

### Prescribed Resources

Required textbook:

Phillips, J. & Lampert, J. (2012). *Introductory Indigenous studies in education* (2nd Ed.). Frenchs Forest, NSW: Pearson.

### Recommended Resources

Adriani, A. (2013). Australian sovereignty, Indigenous standpoint theory and Feminist standpoint theory. *Griffith Law Review*, 22 (2), 315-343.

Baynes, R. (2016). Teachers' attitudes to including Indigenous knowledges in the Australian science curriculum. *The Australian Journal of Indigenous Education*, 45 (1), 80-90.

Beresford, Q., Partington, G. & Gower, G. (Eds.) (2012). *Reform and resistance in Aboriginal education* (2nd ed). Western Australia, WA: UWA Printing.

Burgess, C & Evans, J. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In Keengwe, J. (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). IGI Global.

Burnett, B., Lampert, J. & Crilly, K. (2013). "I can't believe I just said that": Using guided reflections with non- Indigenous pre-service teachers in Australia. *The International Education Journal*, 12(1), 161-179.

Burridge, N., Whalan, F. & Vaughan, K. (Eds.). (2012). *Indigenous education: A learning journey for teachers, schools and communities*. Rotterdam: Sense.

D'Ambrosio, U. & D'Ambrosio, B. (2013). *The role of ethnomathematics in curricular leadership in mathematics education*. *Journal of Mathematics Education*, 4, 19-25.

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.

Gray, J. & Q. Beresford (2008). "A "Formidable Challenge": Australia's Quest for Equity in Indigenous Education." *The Australian Journal of Education*, 52(2), 197-223.

Harrison, N. & Greenfield, M. (2011). Relationship to place: Positioning Aboriginal knowledge and perspective in classroom pedagogies. *Critical Studies in Education*, 52(1), 65-76.

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.

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

- Lowe, K. & Yunkaporta, T. (2013). The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum: A cultural, cognitive and socio-political evaluation. *Curriculum Perspectives*, 33 (1), 1-14.
- Maxwell, J. (2014). It's a bit hard to tell isn't it: Identifying and analyzing intentions behind a cross-curriculum priority. *Curriculum Perspectives*, 34 (3), 27-38.
- 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.
- Owens, K. (2015). Changing the teaching of mathematics for improved Indigenous education in a rural Australian city. *Journal of Mathematics Teacher Education*, 18 (1), 53-78.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Crows Nest, NSW: Allen & Unwin.
- Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession*. Port Melbourne, Vic: Cambridge University Press.
- Rudolph, S. (2016). The logic of history in 'gap' discourse and related research. *The Australian Educational Researcher*, 43 (4), 437-451).
- Salter, P. & Maxwell, J. (2016). The inherent vulnerability of the Australian curriculum's cross-curriculum priorities, *Critical Studies in Education*, 57 (3), 296-312.
- Sarra, C. (2011). *Strong and smart – towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.
- Thompson, G. (2013). NAPLAN, MySchool and accountability: Teacher perceptions of the effects of testing. *The International Education Journal*, 12(2), 62-84.
- Vale, C., Atweh, B., Averill, R. & Skourdumbis, A. (2016). Equity, social justice and ethics in mathematics education. In Makar et al (Eds.), *Research in mathematics education in Australasia 2012-2015* (pp. 97-118), Singapore: Springer.
- Zipin, L., Fataar, A. & Brennan, M. (2015). Can social realism do social justice? Debating the warrants for curriculum knowledge selection. *Education as Change*, 19 (2), 9-36.

## Course Evaluation and Development

Feedback from students given via previous course evaluations and discussions led to a change to the assessments (two assessments of higher weighting each, rather than three of lesser weighting). It also led to a revision to the lecture attendance hurdle requirement, streamlining this process to enhance and simplify the student experience.



## **Image Credit**

K Thompson, 2016

## **CRICOS**

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