School of Education

EDST1108
Indigenous Perspectives in Education

Term 2 2022

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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 Bidjigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST1108 Indigenous Perspectives in Education (6 units of credit)
Term 2 2022

2. STAFF CONTACT DETAILS

Course Coordinator:	A/Prof Kevin Lowe
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Co-Course Coordinator:	Ms Rubee McManus
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Availability:	See Moodle

3. COURSE DETAILS

Course Name	Indigenous Perspectives in 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	http://classutil.unsw.edu.au/EDST_T2.html

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).

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Assessment tasks have increased from 2 to 3, to provide opportunities for earlier formal feedback to students.
- Lectures and readings have been re-structured to suit the new assessment task schedule.
- Lectures will be delivered live and recorded in contrast to only an asynchronistic delivery.

STUDENT LEARNING OUTCOMES

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

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	3
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	1, 2, 3
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages	1, 2, 3
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage	2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers	1, 2, 3
7.4.1	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	3

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A: Aboriginal and Torres Strait Islander Education	A 1-12	1, 2, 3
B: Classroom Management	B4	1, 2, 3
C: Information and Communication Technologies	C6	3
D: Literacy and Numeracy	D4	3
E: Students with Special Educational Needs	-	-
F: Teaching Students from Non-English-Speaking Backgrounds	F3, 5, 9 & 11	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. TEACHING STRATEGIES

For 2022, the course will be taught in a combination of in-person and on-line environment. The lectures will be delivered live and recorded, with the opportunity to engage with them asynchronously. Tutorials will be delivered in-person; however, limited online tutorials are available. You will also be expected to attend a Walk on Country as a compulsory part of this course.

Students are reminded to check the course Moodle site regularly for resources and updates. You will also have a link to the library website where the basic readings have been brought together for you.

It is expected that you will work your way through weekly readings. Students need to attend lectures and tutorials. The lectures and tutorials will provide conceptual and theoretical frameworks from which topical issues can be understood. The tutorials are designed to provide an opportunity for students to collaborate with peers and practise emerging skills related to the course.

You should come to each tutorial:

- having read the required reading and attended the required lecture (live or recorded)
- 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.

Moodle Site

- We will be using Moodle to support the learning and teaching activities of this course. It will be used for communication and discussion, as well as the submission of assignments.
- The Moodle site will contain course resources (i.e., weekly readings, assessment task information, course information); in addition to the information for Walk on Country.
- Walk on Country. Information about the Walk and how to sign up is available on Moodle.
- Using Moodle will also provide you with an easy access point (the library resource site) for this course. This will provide access to your tutorial readings, the recommended reading list that you consult when undertaking Assessment tasks.

Online Resources

The Library runs the ELISE tutorial on-line, which familiarises students with academic writing, research and using information responsibly. It can be located at http://elise.library.unsw.edu.au/home/welcome.html. We also recommend that you make use of the tutorial on-line, which can be found at https://subjectguides.library.unsw.edu.au/elise

6. COURSE CONTENT AND STRUCTURE

Week	Lecture	Reading
O-week	**Respect** **Terminology Use and Positive Communication** You will begin your engagement with the course by considering appropriate terminology to use when referring to First Nations peoples.	Indigenous Terminology Guide: https://www.teaching.unsw.edu.au/indigenous-terminology
1	**Respect** **Country and Kinship** This week we will examine the complexity of the notion of Country & how Indigenous identities are linked to Country. We will come to see how the removal from land that was inherent to original colonisation efforts can be perpetuated through the work of schools, through ongoing exclusionary and assimilatory practices. We will examine Indigenous conceptions of kinship, identity, and relationality and how these are impacted by ongoing acts of colonisation.	Chap.1 'Country' in, Rose, D. B. (1996). Nourishing terrains: Australian Aboriginal views of landscape and wilderness. Australian Heritage Commission. https://www.ceosand.catholic.edu.au/catholicidentity/index.php/sustainability/sustainability-and-aboriginal-education/91-nourishing-terrains/file
2	**Respect/Connect** **Relationality and Standpoint** This week we will further unpack the concepts of "relationality" and "standpoint", coming to understand the importance of each of us understanding and reflecting on our own identity and perspective in relation to social location, gender, class, cultural background, and other factors. You will be asked to reflect on, recognise and respect your responsibilities to First Nations peoples and the ways your positioning as a pre-service teacher in a Western education system may impact on your engagement with First Nations communities, cultures, and knowledges.	Aunty Denise Proud, Ann Morgan, (2021). Chapter: 'Critical self-reflection | A Foundational Skill'. *Indigenous Education in Australia. 1st* ed.
3	**Connect** **Unknowing an 'Imagined History'** This week we will explore the narratives and counter-narratives that comprise the history of this continent, recognising that the events that have happened to Aboriginal and Torres Strait Islander people since colonisation is "Australia's shared history", not just "Indigenous history". We will examine ideas such as silencing, stereotype, deficit perceptions, and settler paternalism in the ways these issues are taught in schools and handled by the media. We will consider why it is important to challenge, question, and be critical of our own presumed knowledge and biases, and the importance of self-reflexivity.	Daniels-Mayes, S. (2019). A courageous conversation with racism: revealing the racialised stories of Aboriginal deficit for pre-service teachers. The Australian Educational Researcher, 47(4), 537-554. https://doi.org/10.1007/s13384-019-00360-0
4	**Connect** **The Policy Landscape – Nuances and Tensions** This week we will consider the role of teachers as "policy workers", coming to understand more about the role of past and present government policies and their impacts on Aboriginal and Torres Strait Islander peoples. We will examine ways that policy around curriculum, teaching standards, assessment, attainment, and 'inclusion' impact our day-to-day work as teachers and develop a critical lens for policies and schooling practices that are often taken for granted.	Patrick, R., & Moodie, N. (2016). Indigenous education policy discourses in Australia. In T. Barkatsas & A. Bertram (Eds.), Global learning in the 21st century (pp. 165-184). Rotterdam: Sense Publishers.

5	**Reflect** **Engaging with Indigenous Knowledges** This week we will consider the complexity of engaging with Indigenous knowledges, understanding the importance of respecting Indigenous intellectual property, and working with Indigenous resources and topics in culturally appropriate ways. We will consider the way different disciplines and perspectives approach "truth construction", the necessity of conceptualising a coherent narrative for any body of knowledge, and the implications of this for teaching Indigenous content within Western curricular frameworks.	Lowe, K., & Galstaun, V. (2020). Ethical challenges: the possibility of authentic teaching encounters with Indigenous cross-curriculum content? Curriculum Perspectives, 40(1), 93-98. doi:10.1007/s41297-019-00093-1
6	**Reflect** **Flex Week** **Last chance to attend the Walk on Country** This week, regularly scheduled lectures and tutorials will not take place. However, this week is your last chance to attend the Walk on Country, which is a compulsory component of this course. We have endeavoured to schedule walks at a variety of times since the beginning of the course so that you can sign up for a time convenient for you. Please see Moodle for more details regarding scheduled walk times.	No reading assigned to this week.
7	**Reflect** **Language Considerations and Complexities** This week we will explore considerations and complexities around Aboriginal and Torres Strait Islander languages and use of language, and how this is inextricably linked with community identity, relationality, and communication. We will learn about code-switching, EAL/D methodologies, and Aboriginal English. We will examine notions of deficit or bias surrounding non-standard English usage, coming to understand the importance of respecting, and supporting students' home language in the service of enacting culturally sustaining pedagogies.	Paris, Alim, Paris, D., & Alim, H. S. (Eds.). (2017). Culturally sustaining pedagogies: teaching and learning for justice in a changing world / (p. 1 online resource). Teachers College Press.
8	**Direct** **Culturally Responsive Schooling** This week we will examine the suite of curricular and pedagogical approaches known as "culturally responsive", "culturally sustaining", or "culturally nourishing", coming to understand the importance of schools and teachers supporting students' cultural identities to facilitate academic achievement and students' sense of belonging in school.	Kevin Lowe, Iliana Skrebneva, Cathie Burgess, Neil Harrison & Greg Vass (2020): Towards an Australian model of culturally nourishing schooling, Journal of Curriculum Studies, DOI:10.1080/00220272.2020.1764111 Link to this article: https://doi.org/10.1080/00220272.2020.1764111
9	**Direct** **New Ways of Working** This week we will consider how arriving at different outcomes within the education system requires the actors within it to do things differently. We will begin to apply learnings from the first eight weeks of the course to scenarios we may encounter as teachers. This includes awareness of culturally inclusive practices, curricular and pedagogic considerations, how to create culturally safe spaces for First Nations students and communities and acting in ways that honour Indigenous conceptions of relational process, in the service of creating a positive learning environment for First Nations students.	Sarra, Spillman, D., Jackson, C., Davis, J., & Bray, J. (2018). High-Expectations Relationships: A Foundation for Enacting High Expectations in all Australian Schools. The Australian Journal of Indigenous Education, 49(1), 32–45. https://doi.org/10.1017/jie.2018.10

10	**Direct** **Teachers as Change Agents – Supporting Collective Efficacy** This week we will look back and look forward, reflecting on our learnings across the course and thinking about how we will operationalise these in the future. We will discuss "collective efficacy" and understand the limits and possibilities of what we can achieve as individuals and members of a group or a community. You will understand your responsibility as a teacher to not perpetuate the colonial harm that has characterised many First Nations students' experiences of education, and thus the importance of continuing to grow your knowledge, understanding and reflective capacities to be part of meaningful change.	Chap. 6 ‘Becoming a socially just teacher...’ in, Phillips, J., & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in education: Reflection and the importance of knowing* (2 ed.): Melbourne, Pearson Education Australia.

7. RESOURCES

Recommended readings can be found on the course Moodle site.

- Aceves, T., & Orosco, M. (2014). Culturally responsive teaching. (CEEDAR Document No. IC-2). Retrieved from http://ceedar.education.ufl.edu/tools/innovation-configurations/
- Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and feminist standpoint theory: First Peoples' sovereignties matter. *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.
- Bishop, M., & Durksen, T. L. (2020). What are the personal attributes a teacher needs to engage Indigenous students effectively in the learning process? Re-viewing the literature. Educational research, 62(2), 1-18.
- Bishop, M., Vass, G., & Thompson, K. (2019). Decolonising schooling practices through relationality and reciprocity: embedding local Aboriginal perspectives in the classroom. Pedagogy, Culture & Society, 1-19.
- Burgess, C. M., & Evans, J. R. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). Hershey, PA, USA: IGI Global.
- Burgess, C., Bishop, M., & Lowe, K. (2020). Decolonising Indigenous education: the case for cultural mentoring in supporting Indigenous knowledge reproduction. Discourse: Studies in the cultural Politics of Education, 1-14.
- 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* (Vol. 86). Rotterdam: Springer Science & Business Media.
- D'Ambrosio, U. & D'Ambrosio, B. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education*, 4(Spring-Summer), 19-25.
- Donovan, M. J. (2015). "Aboriginal student stories, the missing voice to guide us towards change." *The Australian Educational Researcher* 42(5): 613-625.
- Ferfolja, T., Diaz, C and Ullman, J (Eds) (2018). Understanding sociological theory for educational practices, Cambridge University Press.
- Ford, M. (2012). Achievement gaps in Australia: what NAPLAN reveals about education inequality in Australia. *Race Ethnicity and Education*, 16(1), 80-102
- 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.
- Keeffe, K. (1992). From the centre to the city: Aboriginal education, culture and power. Canberra: Aboriginal Studies Press.
- Kleeman, G. (2012). Towards a more inclusive curriculum: the perspectives of Aboriginal and Torres Strait Islander Peoples in geography curriculum documents. *Geographical Education*, 25, 24.
- Krakouer, J. (2015). Literature review relating to the current context and discourse on Indigenous cultural awareness in the teaching space: Critical pedagogies and improving Indigenous learning outcomes through cultural responsiveness. Retrieved from Melbourne: https://research.acer.edu.au/indigenous_education/42/
- 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.
- Lowe, K., and J. Cairncross (2019). Authentic engagement with Aboriginal and Torres Strait Islander content in the P – 6 Australian Curriculum. Making humanities and social sciences come alive: early years and primary education. D. Green and D. Price. Port Melbourne, Cambridge University Press: 307-326.
- Lowe, K., & Galstaun, V. (2020). Ethical challenges: the possibility of authentic teaching encounters with Indigenous cross-curriculum content? Curriculum Perspectives, 40(1), 93-98. doi:10.1007/s41297-019-00093-1
- Lowe, K., Skrebneva, I., Burgess, C., Harrison, N., & Vass, G. (2020). Towards an Australian model of culturally nourishing schooling. Journal of Curriculum Studies. doi: 10.1080/00220272.2020.1764111
- Lowe, K., Tennent, C., Moodie, N., Guenther, J., & Burgess, C. (2020). School-based Indigenous cultural programs and their impact on Australian Indigenous students: A systematic review. Asia-Pacific Journal of Teacher Education, 1-21. doi:10.1080/1359866X.2020.1843137
- Matthews, C. (2012). Maths as storytelling: Maths is beautiful. In K. Price (Ed.), *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession* (pp. 94-112). Melbourne: Cambridge University Press
- 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.
- Maxwell, J., Lowe, K., & Salter, P. (2018). The re-creation and resolution of the 'problem'of Indigenous education in the Aboriginal and Torres Strait Islander cross-curriculum priority. *The Australian Educational Researcher*, 45(2), 161-177.
- Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into practice,* 42(3), 173-180.

- Moodie, N., J. Maxwell, and S. Rudolph (2019). "The impact of racism on the schooling experiences of Aboriginal and Torres Strait Islander students: A systematic review." *The Australian Educational Researcher* 46(2): 273 - 295.
- Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.
- Nakata, M. (2010). The cultural interface of islander and scientific knowledge. *The Australian Journal of Indigenous Education*, 39(Supplement), 53-57.
- 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.
- Paris, D., and H. S. Alim (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world, Teachers College Press.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Crows Nest, NSW: Allen & Unwin.
- Phillips, J., & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in education: Reflection and the importance of knowing* (2 ed.): Melbourne, Pearson Education Australia.
- Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession*. Port Melbourne, Vic: Cambridge University Press.
- Rigney, L.-I. (2018). Will the national curriculum improve Aboriginal education? enacted curriculum and its conundrums. In A. Reid & D. Price (Eds.), *The Australian curriculum: Promises, problems and possibilities.* Deakin, ACT: Australian Curriculum Studies Association.
- Rudolph, S. (2016). The logic of history in 'gap' discourse and related research. *The Australian Educational Researcher*, 43 (4), 437-451).
- St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317.
- 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.
- Shay, M. (2018). The perceptions that shape us'. In T. Ferfolja, C. J. Diaz, & J. Ullman (Eds.), *Understanding sociological theory for educational practices*: Cambridge University Press.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. & Skourdoumbis, 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.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards Assessed	National Priority Area Elaborations Assessed	Due Dates
Assessment 1: Sociocultural Location	1000 words	20%	3-4	1.4.1, 2.4.1, 7.3.1	A1-12 B4 F3, 9, 11	Friday 17th June by 5pm
Assessment 2: Responsibility and Policy	1500 words	30%	2-4	1.4.1, 2.4.1, 7.2.1, 7.3.1	A1-12 B4 F3, 9, 11	Friday 15th July by 5pm
Assessment 3: Case Study Analysis	2000 words	50%	1-4	1.2.1, 1.4.1, 2.4.1, 7.3.1, 7.4.1	A1-12 B4 D4 F3, 5, 9, 11	Friday 12th August by 5pm

Submission of assessments

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.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Sociocultural Location

(Standpoint statement)

The purpose of this assessment is to engage with your standpoint and articulate your sociocultural location. You will write approximately 1000 words outlining who you are, why you have decided to become a teacher, and your understanding of the implications of your sociocultural location as a future teacher, teaching in schools located on Aboriginal (or potentially Torres Strait Islander) lands.

Construct your statement using the following structure:
Part 1:
Develop a personal statement that articulates your standpoint in relation to your work as a future teacher in schools located on Aboriginal (or potentially Torres Strait Islander) lands. To construct your standpoint statement, you will need to consider the various personal signifiers that make up your sociocultural location.

Part 2:
Reflect on which aspects of your sociocultural location you found most difficult to articulate as you created your standpoint statement. Consider, how you may have positioned yourself in the past - and how you may have shifted your views and beliefs over time?
Note: You might want to focus on just one element to give yourself space to provide an analysis.

Part 3:
Reflect on why you enrolled to become a teacher, and whether you think any aspects of your standpoint influenced your decision making. Argue why you think understanding your sociocultural location has implications for when you become a teacher.

Academic conventions and references:

- You must use academic writing in this assessment, including accurate citations, and you are encouraged to use the personal pronoun "I".
- You must cite the ideas you draw upon from other sources accordingly and use APA 7th referencing conventions. You must include a reference list and you are expected to include a minimum of two (2) academic references.

Note: This task is distinct from the assessment task you might have submitted in Term 1 for EDST1104: Social Perspectives in Education. Recycling your writing from a previous task submitted to university is self-plagiarism and is considered academic misconduct. It is reasonable to find yourself reflecting on assessments in previous courses, but this assessment requires different thinking of you, and you should attempt to further develop and deepen your awareness of your positioning throughout your university career.

How to use the feedback from Assessment 1 for Assessment 2.

The feedback we provide you will be based on how well you met the assessment criteria. We may suggest ways to deepen, broaden, complexify and refine your thinking around your articulation of your sociocultural location. We may also provide comments on the academic skill set you've demonstrated in the submission of Assessment 1.

We may suggest thinking about something you mentioned in your writing from a different perspective or encourage you to keep a certain resource in mind when conceptualising an aspect of your sociocultural location. Overall, this feedback should be used by you to further develop your sense of place and responsibility as someone who will be teaching on Aboriginal (or potentially Torres Strait Islander) lands.

Assessment 2: Responsibility and Policy

The purpose of this assessment is to further develop your understanding of your standpoint, and how this relates to your responsibilities as an agentic teacher. It is vital to be conscious of policy and how it governs your everyday actions as a teaching professional.

Being aware of how and why policies are constructed provides teachers with a level of informed agency to operate in culturally inclusive and reflexive ways. Knowing past government policies and their impacts on Aboriginal and Torres Strait Islander peoples helps you identify negative patterns in current policies and schooling practices.

For this task you will be asked to respond to a series of questions which will be provided on Moodle early in the course. This will give you an opportunity to demonstrate your understanding of the key concepts addressed so far.

Academic conventions and references:

Please adhere to academic conventions, using APA 7th Referencing. You must include a reference list at the end of the document, and you are expected to include a minimum of three (3) academic references. Policy documents must be appropriately cited but they do not count as academic references. You are encouraged to write your response in the first person.

Approximately 1500 words total. The questions and reference list are not included in the word count. You will submit this assessment to TurnItIn by the due date.

How to use the feedback from Assessment 1 & 2 for Assessment 3.

Feedback will suggest ways to deepen, broaden, complexify and refine your thinking, in relation to your role as a policy worker. Feedback on how to improve your academic skills may also be provided.
Use the feedback to inform Assessment 3 as you continue to develop your sense of place and responsibility in undertaking an education degree and becoming a teacher in Australian schools, governed by Australian schooling policies.

Assessment 3: Case Study Analysis

The purpose of this assessment is for you to demonstrate your awareness of how schooling, as an ethical, cultural, and political practice, can either operate to include, uplift, and connect with or actively exclude, silence, and invalidate Aboriginal and Torres Strait Islander peoples, cultures, histories, and knowledges.

As future teachers and agentic individuals, you will be tasked with the responsibility of teaching the next generations about Aboriginal and/or Torres Strait Islander peoples, cultures, knowledges, and histories.

Consider what you believe to be the most critical issues addressed in the course, and how these will impact your pedagogic capacities in becoming an impactful teacher.

In this task you will select one (1) resource from a selection of pre-provided resources, which will become available to you on Moodle during the term. You will then write an academic essay of approximately 2000 words, consisting of an introduction, body paragraphs, a conclusion, and a reference list.

Your essay must:

Respond to the following question:

What are some of the issues teachers need to critically consider when selecting and implementing teaching content that relates to First Nations peoples, cultures, histories, or knowledges for the Australian classroom?

Things you could critically consider are issues such as:

- Tokenization; deficit discourse; silencing or omitting of First Nations presence or input; stereotyping; ab-stratification or disconnection from school context and the local community; Eurocentrism; paternalism; romanticization; 'Settler colonial moves to innocence'; lack of consideration of First Nations students; nature-culture divide; etc.
  Note: there are some crossovers amongst these concepts.

You are encouraged to:

- Outline a counter argument that is based on evidence-based practice/s for what you must and can do as the classroom teacher to make the chosen resource work appropriately (include your standpoint).
- Thinking back to your response to Assessment 1 - explain the importance of appropriately and sensitively engaging with First Nations students, parents, carers and community representatives as part of your professional, political, and personal responsibilities and learning journey as a teacher.

Academic conventions and references:

- You must use academic writing in this assessment, including accurate citations, and You are encouraged to write your response in the first person.
- You must cite the ideas you draw upon from other sources accordingly and use APA 7th referencing conventions. You must include a reference list and you are expected to include a minimum of six (6) academic references.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 INDIGENOUS PERSPECTIVES

Student Name: Student No.:
Assessment Task 1: **Sociocultural Location**

SPECIFIC CRITERIA	(-) ← (+)				
Understanding of the question or issue and the key concepts involved • Understanding of standpoint in relation to meeting the professional requirements of AITSL standards 1.4 & 2.4. • Understanding of key terms and concepts in relation to meeting the professional requirements of AITSL standards 1.4 and 2.4.					
Depth of analysis and/or critique in response to the task • Student examines their standpoint in relation to who they are, why they chose teaching and why this examination is an important task for teaching.					
Familiarity with and relevance of professional and/or research literature used to support response • Understanding of relevant key readings					
Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • Use of academic language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences) • Appropriate sentence structure • Appropriate use of APA (7th) referencing and citation conventions • Word count is within 10% of the 1000-word limit					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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

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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 INDIGENOUS PERSPECTIVES

Student Name: Student No.:
Assessment Task 2: **Responsibility and Policy**

SPECIFIC CRITERIA	(-) ← (+)				
Understanding of the question or issue and the key concepts involved • Understanding of policy as a construct and its significance to the work of teachers. • Understanding of key terms and concepts in relation to meeting the professional requirements of AITSL standards 1.4 and 2.4.					
Depth of analysis and/or critique in response to the task • Analyses policy using analytical tools • critically reflects on their roles, responsibilities when working with policy					
Familiarity with and relevance of professional and/or research literature used to support response • Understanding of relevant key readings					
Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • Use of academic language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences) • Appropriate sentence structure • Appropriate use of APA (7th) referencing and citation conventions • Word count is within 10% of the 1500-word limit					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 30%**

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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 INDIGENOUS PERSPECTIVES

Student Name: Student No.:
Assessment Task 3: **Case Study Analysis**

SPECIFIC CRITERIA	(-) ← (+)				
Understanding of the question or issue and the key concepts involved • Understanding of a range of issues that need to be addressed when incorporating First Nations knowledges into western school settings. • Understanding of key terms and concepts in relation to meeting the professional requirements of AITSL standards 1.4 and 2.4.					
Depth of analysis and/or critique in response to the task • Critically reflects on their positioning and responsibilities to meet AITSL and other policy requirements as future teachers					
Familiarity with and relevance of professional and/or research literature used to support response • Understanding of relevant key readings					
Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • Use of academic language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences) • Appropriate sentence structure • Appropriate use of APA (7th) referencing and citation conventions • Word count is within 10% of the 2000-word limit					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

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.**