UNSW SYDNEY Arts & Social Sciences

School of Education

EDST1108
Indigenous Perspectives in Education

Term 2, 2019

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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 Bedegal 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
EDST1108 Indigenous Perspectives in Education (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr. Kevin Lowe
Office Location:	John Goodsell
Email:	k.lowe@unsw.edu.au
Tutor(s):	Daniel Anson
Email:	d.anson@unsw.edu.au
Tutor(s):	Sara Mashayekh
Email:	sara.mashayekh@unsw.edu.au
Availability:	For all staff, please email to arrange an appointment

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).

STUDENT LEARNING OUTCOMES

Outcome	
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.

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
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 professional and community representatives in broadening teachers' professional knowledge and practice

NATIONAL PRIORITY AREA ELABORATIONS

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

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

You are expected to attend the lecture and 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 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.

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.
- 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 both Assessment tasks. In particular you will find the Films for Assessment 2, and a wide range of other materials that will deepen your understanding of the course outcomes and content.
- You can access Moodle via the TELT Gateway.

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 ELISE library tutorial on-line, which can be found at ***http://elise.library.unsw.edu.au/mod5/library.html***

6. COURSE CONTENT AND STRUCTURE

This course is based around reading – this cannot be emphasised enough: ***if you do not at the very least do the essential set reading/s for the tutorials, you will find it difficult to contribute to discussions or do well in your assessment.***

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

Module	Lecture	Reading
Lecture 1 3 June	***An introduction to the landscape of Aboriginal education*** ***Dr Kevin Lowe & Ms Anna Rutkowska*** Course welcome and overview. In this lecture, we will introduce the policy, curriculum and pedagogical challenges and opportunities encountered in the landscape of Aboriginal education – why is this course now compulsory in teacher education? What this course will and will not address? The second focus of this lecture will be given by a senior member of the library staff. They will address some of the general and course specific research questions, use of Moodle and the links to course research materials.	*Stanesby & Thomas (ch 5)* 'Seeing the invisible' In *Introductory Indigenous studies in education* *Phillips & Lampert*
Lecture 2 [online lecture] 10 June	***Coming to know a diverse community*** ***Dr Kevin Lowe*** As this week's lecture will be online due to the public holiday, you are required to view the lecture in your own time as an attendance requirement. This session will delve into the complex concept of identity and discuss how this issue can impact on teaching and learning in the classroom. More specifically, the focus of the week will be on developing a nuanced understanding of the diverse, pluralised, contextualised and dynamic identities in schooling today. We will look at why it is important to understand identity-work as being fluid and constant, rather than static and pre-determined	*Shay, Marnee* 'The perceptions that shape us' Ch6 Understanding sociological theory for educational practices Ferfolja, Jones-Diaz, Ullman
Lecture 3 17 June	***The policy context – closing 'gaps', curricular priorities and making good teachers*** ***Mr Anthony Galluzzo - NSW DET Aboriginal education and engagement Officer*** This week we will further explore education policies that shape Aboriginal 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?	*Whatman & Duncan (Ch. 8)* 'Learning from the past' *In Introductory Indigenous studies in education* *Phillips & Lampert*
Lecture 4 24 June	***Aboriginal student pedagogies: working productively with Aboriginal and Torres Strait Islander students*** ***Guest presenter: Dr Cathie Burgess. Sydney University*** This week we will build on our understanding of identities and learning and the importance of contexts. In beginning to understand the particular demands of teaching Aboriginal and Torres Strait Islander students. Issues to consider include learning to know your students, engagement and community participation, and their impact on policy, curricular, pedagogical, assessment, and relational/communication issues connected with language and schooling	*Bucholtz* Ch 3 'Language and culture as sustenance' Culturally sustaining pedagogies Paris & Alim

Lecture 5 1 July	***Building for success – What do students and parents tell us about educational success*** ***Dr Lyn Riley Sydney University*** This week, Dr Riley will focus on her work with students and parents and outline her extensive research with Aboriginal students This research highlighted how stakeholders should work together to ensure successful educational outcomes for Aboriginal students and provides an overview of '4' key dimensions and their conditions which assist to support successful academic outcomes for Aboriginal students. In the second part of the lecture, will focus on the place of Aboriginal families and communities, and the role that they have played in affecting the education of their children in school. Dr Riley will highlight how teachers need to reorientate thinking such that they can understand the needs of Aboriginal students, and how families can be significant allies in understanding the needs of students and the histories of the communities in which they work	*McLaughlin et al (Ch. 11* 'Parent-school partnerships' *In Introductory Indigenous studies in education* *Phillips & Lampert*
Lecture 6 8 July	***Unknowing an 'imagined' history*** ***Dr Kevin Lowe*** 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 Aboriginal and non-Aboriginal Australia, are 'known' and represented – how are you connected with this history, and why does it matter? Please you are required to register for one of the off campus Walk on Country sessions at La Perouse. Make sure that you register to attend one of the three sessions – Monday, Tuesday or Friday of next week.	*Phillips (Ch. 2)* 'Indigenous knowledge perspectives' *In Introductory Indigenous studies in education* *Phillips & Lampert*
Lecture 7 15 July	***Why learn about Aboriginal perspectives, what to learn, and different ways of learning*** ***Guest presenter: Rubee McManus (Moree Senior College)*** Rubee is a third year out teacher and postgraduate alumni of UNSW. She in a non-Aboriginal educator, was born on Guringgai land and has Irish/English heritage. She is currently working in a high school in a rural setting and will share her experiences of coming to terms with a colonised Australia during her late teens and early 20s and share her process of decolonising her thinking and doing. This personal account will reveal the embodiment of colonialism many mainstream Australians hold and give insight into how it might be unpacked as a crucial starting point for any socially just teacher teaching on Aboriginal land. She will also share how this de-colonial thinking plays out for her in her teaching role. It is hoped that you will learn how teaching Aboriginal students and existing in an Aboriginal space is an intra- and inter-personal craft and that it's not impossible to do as a non-Aboriginal person, as long as you are willing to do the work and come from a place of self-awareness and respect. As the tours are scheduled when many of the tutorials are scheduled, you will need to do a do a short reflective journal (500 words) response to your participation. See attached sheet under the Walk on Country tab.	**Reflection Journal** on the Walk on Country activity [see this activity in Moodle] *Strongly suggest that you read the following short paper by Lowe and Yunkaporta on the Australian Curriculum* Lowe & Yunkaporta *'The inclusion of Aboriginal and Torres Strait Islander content in the national curriculum'*
Lecture 8 22 July	***Teaching and learning with* Aboriginal *knowledges and perspectives*** ***Building towards new knowledge to affect change in practice*** ***Michelle Bishop – Lecturer Macquarie University***	Lowe & Cairncross (2019)

	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 Aboriginal 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&L in the classroom? The sessions will illuminate issues such as effect of engagement – building and creating new ways of knowing and its impact on the acts of teaching. The teaching and learning at the cultural interface	*In Authentic engagement with Aboriginal and Torres Strait Islander content in the P-6 Australian Curriculum*
Lecture 9 29 July	**Racism, tokenism, and Aboriginalism in teaching and learning** **Dr Kevin Lowe and Sara Mashayekh** 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 Aboriginal knowledges, histories and heritage that can influence teaching and learning practices in problematic ways – and why racism and stereotyping continue as an everyday practice? Drawing on the first part of the lecture, Sara will focus on the important role that the acts of racism can play in educational settings and what this means for teachers and policy makers.	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*
Lecture 10 5 August	**Responsibility, complicity, and positionality: Being the teacher you want to become** ***Dr Kevin Lowe & Daniel Anson*** This week we consider issues of responsibility, complicity, and positionality. The focus will be on examining your role as a teacher, and how the issues raised in this course might influence the way you understand the theory and practice of teaching. We will draw on the content and learning that you take away from this course and argue that you will need to apply this to your work in the landscape of Aboriginal education. articulating your philosophical, ethical and political vision for working in the landscape of Aboriginal education – what sort of a teacher to you want to be?	Lampert (Ch. 6) 'Becoming a socially just teacher' *In Introductory Indigenous studies in education* *Phillips & Lampert*

7. RESOURCES

(see Recommended reading in Moodle – attached through Library tab)

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.

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.

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.

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	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Dates
Assessment 1: Policy standpoint	1,500 words	45%	1, 2, 3, 4	All	A1-12, F3, 5, 9 & 11, C6 & 12	Friday 5th July By 5.00pm Week 5
Assessment 2: *Part A* - Curriculum brief *Part B* - Film justification	1,500 words + 5 min video	55%	1, 2, 3, 4	1.2.1; 2.4.1; 7.2.1; 7.4.1	A1-12, B4 F3, 5, 9 & 11	Wednesday 14th August By 5.00pm Week (11)

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: 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: Friday 5th July *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. You are encouraged to use the extensive reading list which will readily available using the Library (Leganto) tab from the Course Moodle site page.

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: Wednesday 14th August *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 (e.g. 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, curriculum documents and webpages are considered 'professional literature' and will not count towards your 5 academic sources".*

3. Use 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 more 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 (CCP) 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. **A scaffold will be developed and placed in Moodle to assist you to complete this task**.

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 in a school/faculty were your audience. The focus of the video component to see this as a **professional resource** that informs your colleagues (teachers) **how you the film can be used to support them to meet the learning area content statement from the Aboriginal and Torres Strait Islander CCP**

   # **Please note one:** Do not be you reading the written 'brief', to do so will impact on your overall result for this task. Better – think of yourself having the role of explaining as concisely as possible, why and how the resource will meet the learning outcome/s.
   # **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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 Indigenous Perspectives in Education

Name: Student Number:

Assessment task 1: Teacher 'standpoint' statement

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of schooling • Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 1.4					
Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 1.4 • Engagement with socio-historical concerns impacting on 1.4 • Clarity and depth of explanation regarding the recommendations for teaching and learning • Synthesising of knowledge and understanding in support of creating a teacher standpoint					
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 • Includes sources that are Indigenous academics, educators or community • Ability to effectively use literature in support of ideas/practices • Ability to synthesise research in support of a coherent and cohesive response					
Structure and organisation of response • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW writing guides) • 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 *Please see detailed comments on Turnitin*					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 45%**

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 in Education

Name: Student Number:

Assessment task 2: Using resources to support teaching and learning

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of schooling • Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 2.4					
Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 2.4 • Engagement with socio-historical concerns impacting on 2.4 • Clarity and depth of explanation regarding the recommendations for teaching and learning • Synthesising of knowledge and understanding in support of creating a teacher standpoint					
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 • Includes sources that are Indigenous academics, educators or community • Ability to effectively use literature in support of ideas/practices • Ability to synthesise research in support of a coherent and cohesive response					
Structure and organisation of response • A clear and logical structure in both the written and oral formats of the task • Clarity and coherence of organisation of ideas within both oral and written responses					
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication • Clarity, consistency and appropriateness of academic written/oral 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 *Please see detailed comments on Turnitin*					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 55%**

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.**