UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5115 Indigenous and Sociocultural Contexts of 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
EDST5115 Indigenous and Sociocultural Contexts of Education (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Convenor:	Rose Amazan
Office Location:	John Goodsell
Email:	r.amazan@unsw.edu.au
Tutor:	Daniel Anson - d.anson@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Indigenous and Sociocultural Contexts of Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including an intensive Indigenous immersion experience, class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	July 17-19, plus five 2 hour lectures/1 hour tuts + online http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

This course explores the historical, political and social context of Indigenous education in Australia and critically examines the social and societal factors that shape both Indigenous and non-Indigenous students' experiences and outcomes. It introduces students to current research, theoretical frameworks and practical strategies to help in developing their skills and knowledge to critically reflect on and respond to Indigenous issues in education. 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:

- A concentrated focus on Indigenous issues to meet NESA requirements and groupings by program (i.e. secondary, primary) for the Indigenous Immersion program.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Analyse the ways in which current multicultural, anti-racism, and Aboriginal education policies, programs and services impact on school systems, schools and teachers.	1, 2
2	Evaluate the concepts of race, culture, identity and diversity with regard to Indigenous education and the impact of socio-political, cultural and linguistic factors on learning and teaching of Indigenous students.	1
3	Develop a range of curriculum and pedagogical materials practices to embed Indigenous perspectives across the curriculum.	2
4	Demonstrate sensitivity and knowledge of effective strategies to work specifically with Indigenous, and generally with culturally and linguistically diverse peoples, perspectives, and histories.	2

AITSL PROFESSIONAL GRADUATE TEACHING STANDARD

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1
1.4.1	Demonstrate broad knowledge and understanding o the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait islander backgrounds	1
2.4.1	Demonstrate broad knowledge of the understanding of an respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1, 2
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers	2
7.4.1	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A: Aboriginal and Torres Strait Islander Education	A 1-12	1, 2
B: Classroom Management	B4	
C: Information and Communication Technologies	C6 & 12	1
D: Literacy and Numeracy	D4	
E: Students with Special Educational Needs	-	
F: Teaching Students from Non-English-Speaking Backgrounds	F1-11	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is knowledge-centred, learner-centred, assessment-centred and community-centred (Bransford & Donovan, 2005). A learner-centred environment encourages attention to students' existing ideas, knowledge, skills, emotions and attitudes providing a foundation for learning. A knowledge-centred environment focuses on what is taught, why it is taught, how it should be taught and what competence looks like. Essential to the student and knowledge-centred environments is assessment, which makes student learning visible and supports learning. A community-centred environment recognises that learning is influenced by context.

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 diverse students and the embedding of knowledges, perspectives and histories in teaching and learning. The course is underpinned by a relational approach to critically engaging with the social, political, ethical and philosophical framing of what has come to be known as 'Indigenous/multicultural 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

Teaching strategies used during the course will include:

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect criticallyon issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate; and
- online learning from readings and web links on the Moodle website.

After each session 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; and
- prepare, plan, research and draft assignments.

6. COURSE CONTENT

Part 1: Matraville Indigenous Immersion Program (July 17-19, 2019)

Program Overview:
This intensive “on country” immersion program will introduce and engage Master of Teaching students with the local Aboriginal communities, their culture and perspectives to raise students’ awareness about the need for a focus on Indigenous perspectives in schools and in teacher education. It will ensure that TESs are immersed in practical experiences that will lay the foundations for more formal input and strategies for teaching Aboriginal and Torres Strait Islander students (1.4), as well as understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians (2.4).

Community Partnership:
The program will be held at the UNSW Matraville Learning Centre at Matraville High School. The school, its staff, its Aboriginal students and the local Aboriginal Education Consultative Group (AECG) are in partnership in the creation and delivery of the content of this program, and local community members are involved in leading a Walk on Country in Kamay Botany Bay National Park.

Expectations:
Students will be expected to take notes on program content and their development of understandings, and to use those understandings to develop a reflection statement which they will draw on for their formal assessment in EDST 5115. Prior to the Immersion Program, students are also expected to engage with key readings and consider areas they would like to discuss further.

Please note the three-day Indigenous Immersion Program is a requisite for this course. You cannot successfully complete this course unless you have satisfactorily completed the Indigenous Immersion program. More details are available on Moodle.

	Module	Key Reading *Chapters refer to Phillips & Lampert textbook. All other sources available on Moodle/UNSW library databases using full citation in this course outline*
Immersion Program Preparation	This module is about getting ready for the Immersion Program. This counts as one of your lectures and tutorials, so please ensure that you have engaged with the readings, learning activities before our first meeting at Matraville. This must be completed before attending the Immersion Program at Matraville. Details are available on Moodle.	Lowe et al. (2014) Yamanouchi (2010) Lohoar, Butera & Kennedy (2014)
1	An introduction to the landscape of Indigenous education Course welcome and overview. This session will start by identifying and describing the range of ways in which the social, cultural and political contexts of education impact on school systems, schools and teachers, and discuss the policy, curriculum and pedagogical challenges and opportunities of linguistic, cultural, religious and socioeconomic diversity within our schools and communities. This session examines multiculturalism as a social policy response to cultural and linguistic diversity in Australian education, from early assimilationist approaches though to integration through to multiculturalism and its variants, and the similarities and differences between multicultural and Indigenous education policies and practices. The session will then 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?	Stanesby & Thomas (ch 5) Banks (2009)
2	Why learn about Indigenous perspectives, what to learn, and different ways of learning This session 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&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? How can teachers work with Indigenous oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning?	Phillips (ch 2) Lowe & Yunkaporta (2013)
3	Racism, tokenism, and Aboriginalism in T&L This session examines schooling practices that contribute to preserving and protecting concerns to do with race, and looks 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?	Downey & Hart (ch 7)
4	Critical approaches to Indigenous education and cultural diversity This session will examine the impact of more critical approaches to Indigenous education, and similar developments internationally, including the ethnicisation of educational achievement, the myth of the model minority, and the globalisation of education.	May (2009)

5	Culturally responsive Schooling, the politics and practices of knowledge, and critical self-reflection This session 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, including locating yourself in the landscape of education, and articulating your philosophical, ethical and political vision for dealing with diversity – What sort of knowledge/curriculum are we constructing and why (not)? What sort of schools/classrooms/teachers/students are we constructing and why (not)? The session concludes with ways to evaluate current multicultural, anti-racism, and Aboriginal education policies, programs and services and their role in contributing to student outcomes and the equity and quality of school education.	Vass (2017) Lampert (ch 6) Burnett, Lampert & Crilly (2013)

Part 2: University based classes

Each module consists of three hours face to face instructional time combining lectures and tutorials, plus readings, online activities and discussion.

7. RESOURCES

Moodle Site

The course will use 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. You can access Moodle via the TELT Gateway or from your myUNSW account.

Online Resources

The UNSW Library runs the ELISE tutorial online, which familiarises students with academic writing, research and using information responsibly. Information on ELISE can be located at: http://subjectguides.library.unsw.edu.au/elise/aboutelise and an information video can be located at: https://www.youtube.com/watch?v=XNpsdNMZwFk&feature=youtu.be&list=PLvW1evjftfvmc 4MO7hQ4MswzueK5Bc_3q

Required textbook:

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

Required additional readings:

Banks, J. (2009). Multicultural education: Dimensions and paradigns. In J. Banks (Ed.),*The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.

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.

Lohoar, S., Butera, N., & Kennedy, E. (2014). Strengths of Australian Aboriginal cultural practices in family life and child rearing. Melbourne, VIC, Australia: Australian Institute of Family Studies

Lowe, K., Backhaus, V., Yunkaporta, T., Brown, L., & Loynes, S. (2014). Winanga-y Bagay Gay: Know the river's story. *Curriculum Perspectives, 34*(3), 59-91.

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.

May, S. (2009). Critical multiculturalism and education. In J. Banks (Ed.). *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.

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

Vass, G. (2017). Preparing for Culturally Responsive Schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462.

Yamanouchi, Y. (2010). Kinship, Organisations and 'wannabes': Aboriginal Identity Negotiation in South-western Sydney. Oceania, 80(2), 216-228.

Please check our Moodle site for a list of recommended readings and practical resources.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Dates
Assessment 1: Policy standpoint	2000 words	**4**0%	1, 2	1.4, 2.4	A1-12, F3, 1-11 C6 & 12	Monday 5 August 5:00pm
Assessment 2: Resources Portfolio	4000 words	60%	1, 3, 4	1.3; 2.4; 7.3; 7.4	A1-12, F3-11	Friday 30 August 5:00pm

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 TASK 1: Personal Policy Perspective

Purpose/s:

(i) Critically reflect on your own educational experience and understanding of the AITSL 1.4 and 2.4 requirements; and

(ii) Identify, outline and justify how you will approach the curricula and pedagogic practices connected with improving the representation of Indigenous knowledges in your teaching and the engagement and achievements of Indigenous students.

The task:

This task draws on your observations and reflections from the Indigenous Immersion Program and your other interactions with Aboriginal histories, cultures and communities, and links these practical experiences to a close analytical reading of some of the key literature. 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 visibility of Indigenous perspectives in the curriculum and the engagement and achievement of Indigenous learners in schooling.

To complete this task …

Use your research skills to locate and critically engage with a range of relevant academic literature to create a personal statement that frames your 'teacher standpoint', responsibilities and future approach to working with Indigenous students and curricular perspectives. Your 'standpoint' or personal policy 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:

- ***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 appropriate representation of Indigenous perspectives in the curriculum/'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. See Appendix below for relevant examples to use as starting point

ASSESSMENT TASK 2: Resources Portfolio

Purpose/s:

(i) Based in publicly available information (school website, MySchool, etc), describe and critically evaluate the ways in which your placement school for PE1/2 addresses the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander backgrounds, and the extent to which it incorporates multicultural and Indigenous perspectives across the curriculum.

(ii) Based on your analysis, compile at least 8 relevant Indigenous-oriented resources, including people, places and perspectives (e.g. films, media, books, etc.) suitable for teaching and learning in your classroom. Explain the potential use of each of these resources, and how it will be used to support learning and teaching in your discipline area, and justify your choices with reference to your perceptions of the school's needs for additional material and resources, the professional policy requirements involved (e.g. AITSL standards, syllabus documents, and Cross-Curriculum Priorities) with reference to academic research literature.

The task:

This post-course task is designed to give students the opportunity to critically consider what is involved with compiling and using resources that include a focus on Indigenous and culturally and linguistically diverse 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, as well as with 1.3 and 1.4. The task will provide students with a strong foundation for their classroom teaching.

To complete this task …

1. You will locate **academic literature** that is relevant to **critical Indigenous** and culturally and linguistically diverse **studies** in your teaching area. It is expected that for this task you will refer to a minimum of ten (10) academic sources **-** government reports/policies and webpages are not viewed as credible academic sources. However, may be included in addition to your minimum of 10 academic sources.

2. 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**.

3. Prepare a submission that outlines the 8 resources (250 word maximum description each, with weblink or other source provided), plus a 2000 word commentary which provides **a concise summary** of **your key reasons for** including these resources for teaching and learning in support of the learning needs and outcomes you have identified from your research into the school and your understanding of the needs of all students. A gentle reminder that **diversity should be seen as a resource for all learners**, not a deficit to be addressed by a few.

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST5115 Indigenous and Sociocultural Contexts of Education

Student Name: Student No.:

Assessment task 1: **Personal Policy Perspective**

SPECIFIC CRITERIA	(-)		➤		(+)
Understanding of the question or issue and the key concepts involved • Understanding of how social and cultural factors influence practice, and their connection to AITSL standards • Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical, social, cultural and political concerns • Engagement with socio-historical concerns • Clarity and depth of reflection on your own and student identities, and discussion of implications for practice • Synthesising of knowledge and understanding in support of creating a personal policy perspective					
Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books – a minimum of eight (8) academic sources • Includes sources that are from 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: excluding the 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: 40%

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5115 Indigenous and Sociocultural Contexts of Education

Student Name: Student No.:
Assessment 2: **Resources Portfolio**

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 • Understanding of learning needs and strengths of students from diverse backgrounds • Selection and description of relevant resources to support students from diverse backgrounds • Justification for resources chosen with support from academic literature					
Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical and political concerns • Identification of appropriate resources • Depth of analysis of student needs and school's current response • Depth and clarity of description of resources					
Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books – a minimum of ten (10) academic sources. • Includes sources authored by academics, educators or community of Indigenous and diverse backgrounds • 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 your written work • Clarity and coherence of organisation of ideas within your 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 conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: excluding the 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**					

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

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