



UNSW
SYDNEY

School of Education

EDST5141
Critically Engaging with Indigenous Education in
Australia

Term 3 2021

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

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5141 Critically Engaging with Indigenous Education in Australia (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Rose Amazan
Office Location: G33, Morven Brown Building
Email: r.amazan@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Critically Engaging with Indigenous Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST5141T3

SUMMARY OF COURSE

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

This course aims:

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

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s	
1	Recognise and articulate the historical and contemporary politicised framing of Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.	1, 2
2	Identify and justify suitable and effective local level education responses that are meaningfully engaging with the complexities of teaching and learning in Indigenous studies.	1, 2
3	Articulate a theoretically and empirically well informed critique of the 'deficit' perspective in relation to Indigenous students.	1
4	Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.	1, 2
5	Articulate a critically reflective understanding of their socio-cultural perspective, position and power within the Indigenous education landscape.	2

PROGRAM LEARNING OUTCOMES

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	Assessment/s
1.4.2 Strategies for teaching Aboriginal and Torres Strait Islander students Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students	1
1.4.3 Strategies for teaching Aboriginal and Torres Strait Islander students Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives	1
2.4.2 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2
2.4.3 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

5. TEACHING STRATEGIES

Student-centred activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry.

Teaching strategies used during the course will include:

- small group 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 teaching strategies to foster interest and support learning
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic
13 Sept	<p style="text-align: center;">Thinking about Indigenous education, thinking with theory</p> <p>Ferfolja, T., Diaz, C. & Ullman, J. (2015). The unseen half: Theories of educational practices. In T. Ferfolja, C. Diaz & J. Ullman (Eds.), <i>Understanding sociological theory for educational practices</i> (pp. 1-20). Port Melbourne, VIC: Cambridge.</p> <p>Gray, J., & Beresford, Q. (2008). A 'formidable challenge': Australia's quest for equity in Indigenous education. <i>Australian Journal of Education</i>, 52(2), 197-223. doi:10.1177/000494410805200207</p>
20 Sept	<p style="text-align: center;">Indigenous education: What is your location and relationship?</p> <p>Vaught, S., & Castagno, A. (2008). 'I don't think I'm a racist': Critical race theory, teacher attitudes, and structural racism. <i>Race, Ethnicity and Education</i>, 11(2), 95-113.</p>
27 Sept	<p style="text-align: center;">Critical race approaches for Indigenous education</p> <p>Moodie, N. (2018). Decolonising race theory: Place, survivance and sovereignty. In G. Vass, J. Maxwell, S. Rudolph, & K. Gulson (Eds.), <i>The relationality of race in education research</i> (pp. 33-46). Abingdon, Ox: Routledge.</p>
BREAK	
11 Oct	<p style="text-align: center;">Multicultural approaches for Indigenous education</p> <p>Marom, L. (2016). A new immigrant experience of navigating multiculturalism and Indigenous content in teacher education. <i>Canadian Journal of Higher Education</i>, 46(4), 23-40.</p>
18 Oct	<p style="text-align: center;">Postcolonial & Decolonizing approaches for Indigenous education</p> <p>Hickling-Hudson, A., Matthews, J., & Woods, A. (2004). Education, postcolonialism and disruptions. In A. Hickling-Hudson, J. Matthews, & A. Woods. (Eds.), <i>Disrupting preconceptions: Postcolonialism and education</i> (pp. 1-16). Flaxton, QLD: Post Pressed.</p> <p>Nakata, M., Nakata, V., Keech, S., & Bolt, R. (2012). Decolonial goals and pedagogies for Indigenous studies. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1), 120-140.</p>
25 Oct	<p style="text-align: center;">Culturally responsive approaches for Indigenous education</p> <p>Vass, G. (2017). Preparing for culturally responsive schooling: Initial teacher educators into the fray. <i>Journal of Teacher Education</i>, 68(5), 451-462. doi:10.1177/0022487117702578</p>
1 Nov	<p style="text-align: center;">Indigenous studies: Policy, politics, practices</p> <p>Nakata, M. (2011). Pathways for Indigenous education in the Australian curriculum framework. <i>The Australian Journal of Indigenous Education</i>, 40, 1-8. doi:10.1375/ajie.40.1</p>
8 Nov	<p style="text-align: center;">Indigenous studies: Curriculum and pedagogy in practice</p> <p>Lowe, K., & Yunkaporta, T. (2013). The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum. <i>Curriculum Perspectives</i>, 33(1), 1-14.</p> <p>Hickling-Hudson, A. & Ahlquist, R. (2003). Contesting the curriculum in the schooling of Indigenous</p>

	children in Australia and the USA: From Eurocentrism to culturally powerful pedagogies. <i>Comparative Education Review</i> , 47 (1), 64-89.
15 Nov	<p>Indigenous students: Knowing, understanding and working in a politicised landscape</p> <p>Nakata, M. (2013). Identity politics: Who can count as Indigenous? In M. Harris, M. Nakata, & B. Carlson. (Eds.), <i>The politics of identity: Emerging Indigeneity</i> (pp. 125-146). Broadway, NSW: UTS Press.</p> <p>Rahman, K. (2013). Belonging and learning to belong in school: The implications of the hidden curriculum for Indigenous students. <i>Discourse: Studies in the cultural politics of education</i>, 34(5), 660-672.</p>

7. RESOURCES

Required Readings

As listed above in Section 6.

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>

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	Australian Professional Standards Assessed	Due Date
Task 1: Theoretical framework	2500 words	40%	1-4	1-5	1.4.2, 1.4.3	Monday 11 th October by 5pm
Task 2: Research essay	3500 words	60%	1-2, 4-5	1-4, 6	2.4.2, 2.4.3	Monday 22 nd November 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 TASKS

Task 1: Theoretical framework

Aims of the task:

1. To identify and summarize key ideas and practices in each of the five theoretical frameworks being investigated across the course, and
2. To demonstrate your ability to synthesize and apply your understanding of the theoretical frameworks in the policy context of Indigenous education.

Description of the task: please refer to Moodle for additional details

Task 2: Research essay

Aims of the task:

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

Description of the task:

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

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

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5141 CRITICALLY ENGAGING WITH INDIGENOUS EDUCATION

Student Name:

Student No.:

Assessment Task 1: **Theoretical framework**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education • Clarity and accuracy in use of key theoretical terms and concepts in relation to policy and schooling practices 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education policy • Clarity and depth of explanation regarding the theoretical approach chosen • Effectiveness of synthesis in connection with communicating with and across the different theoretical frameworks 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Ability to effectively use literature that demonstrates an understanding of the relevance, suitability and sensitivity when evaluating academic literature • Ability to synthesise and present research findings that supports your response 					
Structure and organisation of response <ul style="list-style-type: none"> • A clear and logical structure • Clarity and coherence of organisation of ideas 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/analytical/reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: inclusive of reference list; within 10% over/under • Correct and thorough referencing according to APA 6th edition style guide 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5141 CRITICALLY ENGAGING WITH INDIGENOUS EDUCATION

Student Name:

Student No.:

Assessment Task 2: **Research essay**

SPECIFIC CRITERIA	(-) (+)
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Understanding of the task and its relationship to relevant areas of curricular and pedagogic practices linked with Indigenous education Clarity and accuracy in use of key curriculum and pedagogic terms and concepts in relation to schooling practices 	
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Depth of understanding of relevant key concepts, politics and concerns linked with schooling practices and Indigenous education Depth of analysis regarding socio-historical concerns linked with Indigenous education, your teaching discipline, and your schooling context Clarity and depth of argument in support of 'good practice' schooling Clarity and depth of explanation regarding the theoretical approach chosen Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from Indigenous knowledges/scholars) Ability to synthesise and present research findings that supports your response 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) Clarity and coherence of organisation of ideas within paragraphs and across the response 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/reflective writing Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: inclusive of reference list; within 10% over/under Correct and thorough referencing according to APA 6th edition style guide 	
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME	

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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