



UNSW
SYDNEY

School of Education

EDST5115 Indigenous and Sociocultural
Contexts of Education

Term 2C 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 Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5115 Indigenous and Sociocultural Contexts of Education (6 units of credit)
Term 2C 2022

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Rose Amazan
Office Location: Ground Floor, Morven Brown Building
Email: r.amazan@unsw.edu.au
Availability: 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 immersion experience, class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5115T2C

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 Indigenous students' experiences and outcomes and by implication non-Indigenous students. 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; and the embedding of Aboriginal and Torres Strait Islander perspectives, histories, and heritage across the curriculum.

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

- The course has been extended to include the face-to-face Immersion Program and six weeks of lectures/tutorials.
- Synchronous lectures will be provided, and students will be able to choose either online or face-to-face tutorials.
- Both assessment tasks have been modified to address students' concerns about clarity.
- Course structure including readings have been changed for better flow of content.

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1 Analyse the ways in which current Aboriginal education policies, anti-racism, and programs and services impact on school systems, schools, and teachers.	1, 2
2 Evaluate the concepts of race, culture, identity, and diversity with Indigenous education and the impact of historical and 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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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 of 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 and 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 Aboriginal and Torres Strait Islander 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 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 critically on 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 I: Learning from Country

When: 12, 13 & 14 July 2022

Time: 10am to 5:00pm

Where: Matraville Sports High School

Program Overview:

This intensive “on country” three-day 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 Aboriginal and Torres Strait Islander perspectives in schools and in teacher education. It will ensure that MTeach students 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 Matraville Sports 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 assessments. Prior to the Immersion Program, students are expected to engage with key readings and consider areas they would like to discuss further.

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

Part II: Relationality and reciprocity

Each session consists of three hours face-to-face instructional time combining lectures and tutorials, plus readings, online activities and discussion. This course is based around weekly reading(s) – this cannot be emphasized enough: if you do not have time, 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 assessments. Note that the key reading chapters refer to Phillips and Lampert textbook and all other sources are available on Moodle/UNSW library databases.

Lecture date	Topic	Key Reading
Due by 12 July	<p><i>Immersion Program Prep</i></p> <p>This session is about getting ready for the work that will take place during the Immersion Program.</p> <p>Please ensure that you have engaged with the readings, learning activities before attending the Immersion Program at Matraville Sports High School. Details are available on Moodle.</p>	<p>Proud & Morgan (2021); Lohoar, Butera & Kennedy (2014) McLeod et al. (2020)</p>
20 July	<p><i>An introduction to the landscape of Indigenous education</i></p> <p>Course welcome and overview. This session will start by reflecting on our own perspective, position and power as an iterative process. We are never “done reflecting,” just as we are never “done learning”. Reflecting on our choices as teachers, and the policies of the systems we are part of, is</p>	<p>Stanesby & Thomas (chapter 5) Thorpe (2017) - (Read any one of the teacher narratives Chapter 7, 8 or 9)</p>

	<p>essential to ensure that we do not perpetuate damage and inequities experienced by some students within educational institutions. The session will then identify and describe 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 within our schools and communities. The session will then interrogate the different ways of constructing knowledge, or 'knowing' the world.</p>	
27 July	<p><i>Why learn about Indigenous perspectives, what to learn, and different ways of learning</i></p> <p>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?</p>	Phillips (chapter 2) Lowe & Yunkaporta (2013)
3 August	<p><i>Racism, tokenism, and Aboriginalism in T&L</i></p> <p>This session examines schooling practices that contribute to preserving and protecting concerns to do with race and some of the misconceptions and misunderstandings about Indigenous knowledges, histories and heritage that can influence teaching and learning practices in problematic ways. Despite the good intentions of many, why does racism and stereotyping continue as an everyday practice?</p>	Downey & Hart (chapter 7) Moodie, Maxwell & Rudolph (2019)
10 August	<p><i>Culturally responsive Schooling, the politics, and practices of knowledge</i></p> <p>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)?</p>	Vass (2017) Harrison & Skrebneva (2019).
17 August	<p><i>Critical approaches to Indigenous education</i></p> <p>This session will examine the impact of more critical approaches to Indigenous education. It looks to outline current research that highlights what may prove to be productive ways forward in the development of school and classroom programs and practices that support the educational aspirations and needs of Aboriginal and Torres Strait Islander students.</p>	Lowe, Skrebneva, Burgess, Harrison & Vass (2020)

24 August	<p><i>Action, Reflection and Repeat – The moral work of teachers</i></p> <p>In this session we consider issues of responsibility, complicity, and positionality. There is a strong social imperative for teachers to look carefully at what they do, what they know and how they position themselves. According to Freire (1970) awareness and good intention is not enough, one must engage continuously between action and reflection and ‘then from reflection on action to reflections to new actions. These do not happen in isolation but flow from, interacting in ways that are sometimes inconsistent with even your own self-interest. The kickoff point for this level of introspection is thinking carefully about what is it that I know, what is at the base of what I know, and understanding the potential impact of changing, or at least developing an acute understanding of yourself. In doing that you begin your journey to critical consciousness.</p>	<p>Burnett, Lampert & Crilly (2013) Lampert (chapter 6)</p>
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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>

Key textbook – available online through the UNSW library:

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

Required additional readings:

- 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.
- Harrison, N., & Skrebneva, I. (2019). Country as pedagogical: enacting an Australian foundation for culturally responsive pedagogy. *Journal of Curriculum Studies*, 1-12
- 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., Skrebneva, I., Burgess, C., Harrison, N., & Vass, G. (2020). Towards an Australian model of culturally nourishing schooling. *Journal of Curriculum Studies*, 1-15.
- 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.
- McLeod, K., Thakchoe, S., Hunter, M. A., Vincent, K., Baltra-Ulloa, A. J., & MacDonald, A. (2020). Principles for a pedagogy of unlearning. *Reflective Practice*, 21(2), 183-197.
- Moodie, N., Maxwell, J., & Rudolph, S. (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.
- Proud, A. D., & Morgan, A. (2021). Critical self-reflection: A foundational skill. In *Indigenous Education in Australia* (pp. 38-50). Routledge.
- Thorpe, K. R. (2017). *Narratives of Learning at the Cultural Interface: The Influence of Indigenous Studies on Becoming a Teacher*. (PhD). Sydney University, (Read any one of the teacher narratives Ch 7, 8 or 9)
- 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	Australian Teaching Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Task 1: Critical standpoint statement	1500 words (excluding references)	40%	1, 2	1.4, 2.4	A1-12, F3, 1-11 C6, 12	Monday 25 July by 5pm
Task 2: Resource Bank and Justification	3500 words (excluding references)	60%	1, 3, 4	1.3, 2.4, 7.3, 7.4	A1-12, F3-11	Monday 29 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: Critical standpoint statement

Purpose/s:

- Critically reflect on your own educational experience, positioning and understanding of the AITSL 1.4 and 2.4 requirements.
- Identify, outline, and justify how your approach to Aboriginal education along with your curricula and pedagogic practices would help in improving the representation of Indigenous knowledges in your teaching and the engagement and achievements of Indigenous students.

The task:

This task draws on your experience from the Immersion Program and your other interactions with Aboriginal histories, cultures, and communities, and links these practical experiences to construct your approach to teaching Aboriginal students. This task is designed to provide you with an opportunity to develop a deeper understanding of your own positioning and the implications of that on your professional role as a teacher. This is an opportunity for you to think through of what is 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:

The Scenario: You are applying for a job as a teacher in your dream school and one of the selection criteria asks you to write a personal statement outlining your 'teacher standpoint', responsibilities and approach to working with Aboriginal and Torres Strait Islander students.

- What would you put in that response about yourself and your positioning?
- What would be key considerations that you would need to think about in your response?
- How will you articulate your approach to teaching Aboriginal students? You may want to consider factors such as:
 - avoiding deficits and stereotypes
 - understanding the importance of context and the diversity within/among Aboriginal peoples
 - how and why to build meaningful relationships with students and their communities
 - your approach to curriculum and pedagogy.
- What's your approach to meeting the requirements of the AITSL standards in a non-tokenistic way?

Your 'standpoint' statement should explain what you plan to do as a teacher, and more importantly why this approach is suitable/responsive for Aboriginal and Torres Strait Islander students. Below are some elements you must consider in your response:

- Include concrete examples of things you will do as a teacher, and support these with evidence from literature about why these are appropriate practices for supporting Aboriginal and Torres Strait Islander students.
- Discuss the Australian Professional Standards for Teachers – your professional role and responsibilities
- Demonstrate your capacity for reflection on your identity and cultural location – understanding your own background and how it shapes your world view.
- Discuss at least two personal priorities and commitments that will support positive change within your classrooms and learning community and show how these are supported by research literature.

Please Note: Your task should include an introduction and conclusion. You can use sub-headings to help structure your task. Use your research skills to locate, and critically engage with, a range of relevant academic literature. Six to eight academic sources should be used to support your response. You are encouraged to use the extensive reading list which is readily available from the course's Moodle site. Please note the reference list is not included in the word count.

Assessment 1 key reading list

- Allen B.J. (2018). Standpoint Theory. In Kim, Y. Y., & McKay-Semmler, K. (Eds.). *The international encyclopedia of intercultural communication*. (pp. 1844-1852). Chichester: Wiley Blackwell.
- Lampert, J. (2012). Becoming a socially just teacher: Walking the talk. In Phillips, J. & Lampert, J. *Introductory Indigenous studies in education* (2nd Ed.). Frenchs Forest, NSW: Pearson.
- Phillips, J. (2012). Indigenous Knowledge perspectives: Making Space in the Australian centre. In Phillips, J. & Lampert, J. *Introductory Indigenous studies in education* (2nd Ed.). Frenchs Forest, NSW: Pearson.
- Proud, A. D., & Morgan, A. (2021). Critical self-reflection: A foundational skill. In *Indigenous Education in Australia* (pp. 38-50). Routledge.
 - You can also check out the podcast series hosted by the editors of the book, Dr Marnee Shay and Professor Rhonda Oliver here:
<https://education.uq.edu.au/indigenous-education-deadly-futures>
- Yunkaporta, T., & Shillingsworth, D. (2020). Relationally Responsive Standpoint. *Journal of Indigenous Research*, 8(Article 4.)

Assessment 2: Resource bank and justification

Purpose/s:

- Critically interrogate the learning needs of students by thinking through the overarching narrative (the BIG idea) that you want your students to understand about the Indigenous knowledge content that you are embedding in your teaching.
- Think through how teaching resources facilitate the sort of learning that you want your students to take on board.

The task:

This 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 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 1.4. The task will provide students with a strong foundation for their classroom teaching.

To complete this task:

- **School and Community Context:** Think about an education context with which you are familiar (this could be your placement school for PE1/2, a school you attended, or a school where you would like to teach someday) and based on your experience and publicly available information (school website, MySchool, etc.), describe and critically evaluate the ways in which that school already addresses the learning strengths and needs of Aboriginal and Torres Strait Islander students, and the extent to which it incorporates Indigenous perspectives across the curriculum. Remember to include Aboriginal community context in your response, including the Aboriginal Country on which the school is situated and who the local influential Aboriginal organisations are with whom you will need to build relationships – community outreach is important to consider here.
- **Critical themes:** Curriculum materials are often more effective if they are designed to communicate a “BIG idea” and engage students in higher-order thinking. You must also demonstrate criticality what it is and is not your role to teach and whether your resources attempt to transmit cultural knowledge that is not yours. Thus, chosen resources should build on a larger picture of what you want students to walk away with. What is it of substance you are going to teach students using your selected resources?

- **Five Resources:** Based on your analysis, compile five relevant Indigenous-oriented resources (e.g., films, media, artefacts, books, etc.) suitable for teaching and learning in your classroom. Please do not choose resources that are teaching culture.
 - 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 and community's needs, the professional policy requirements involved (e.g., AITSL standards, syllabus documents, and Cross-Curriculum Priorities) with reference to academic research literature.
- **At least 10 scholarly publications:** You will locate academic literature that is relevant to critical Aboriginal and Torres Strait Islander studies in your teaching area. It is expected that for this task you will refer to a minimum of 10 academic sources - government reports/policies and webpages are not viewed as peer reviewed academic sources. However, may be included in addition to your minimum of 10 academic sources.
 - Use the literature to investigate suggestions regarding 'good practice' use of resources in the classroom. This should focus 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. Please note the reference list is not included in the word count.
- **Resource bank and justification:** Prepare a submission that outlines the five resources (200-word maximum description each, with weblink or other source provided), plus a 2500-word commentary which provides a concise summary of your key reasons for including these resources for teaching and learning at your chosen school. This commentary should discuss your critical evaluation of the resources' quality and credibility and how they will support your teaching and learning in a non-tokenistic way. As well as an overarching narrative (the BIG idea) that you want your students to really understand about Indigenous knowledge content. To do this, you will draw from academic literature and your research into the school and community, keeping in mind the needs of all students. **IMPORTANT:** Indigenous-oriented content should not be presented as being solely "for" Indigenous students - make a convincing case for the value of this for all students.

Assessment 2 key reading list:

- Burgess, C., Tennent, C., Vass, G., Guenther, J., Lowe, K., & Moodie, N. (2019). A systematic review of pedagogies that support, engage, and improve the educational outcomes of Aboriginal students. *The Australian Educational Researcher*, 1-21.
- Harrison, N., & Greenfield, M. (2011). Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies. *Critical Studies in Education*, 52(1), pp. 65–76.
- Lowe, K., & Galstaun, V. (2020). Ethical challenges: the possibility of authentic teaching encounters with indigenous cross-curriculum content? *Curriculum Perspectives*, 40(1), 93-98.
- Lowe, K., Moodie, N., & Weuffen, S. (2021). Refusing Reconciliation in Indigenous Curriculum. In *Curriculum Challenges and Opportunities in a Changing World* (pp. 71-86). Palgrave Macmillan, Cham.
- 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.

Please check our Moodle site for a possible structure for this task.

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

Student Name:
 Assessment 1: **Critical standpoint statement**

Student No.:

SPECIFIC CRITERIA	(-)	➤	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books – a minimum of six (6) 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 <ul style="list-style-type: none"> 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 <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: Excluding the reference list; within 10% over/under Correct and thorough referencing according to APA 7th edition style guide 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME Please see detailed comments on Turnitin			

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

Date:
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:
Assessment 2: **Resource bank and justification**

Student No.:

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 schooling • Understanding of learning needs and strengths of Aboriginal and Torres Strait Islander students • Selection and description of relevant resources to support Aboriginal and Torres Strait Islander students • Justification for resources chosen with support from academic literature 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Understanding of relevant curriculum/pedagogical, theoretical, and political concerns • Critically interrogate the learning needs of students • 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 <ul style="list-style-type: none"> • 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 and educators • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 7th edition style guide 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					
Please see detailed comments on Turnitin					

Lecturer:

Recommended:

/20

(FL PS CR DN HD)

Date:

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.