



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST1104
Social Perspectives in Education

Semester 1, 2018

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
<i>Summary of Course</i>	3
<i>Important Information</i>	3
<i>Student Learning Outcomes</i>	4
<i>AITSL Professional Graduate Teaching Standards</i>	4
<i>National Priority Area Elaborations</i>	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	5
6. COURSE CONTENT AND STRUCTURE	7
7. ASSESSMENT	8
8. RESOURCES	16

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/>

We acknowledge the Bedegal and Gadigal 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
EDST 1104 Social Perspectives in Education (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Greg Leaney
Office Location: John Goodsell 130
Email: g.leaney@unsw.edu.au
Phone: -
Availability: TBC. Please email to arrange an appointment.

Other Teaching Staff: TBC
Email:
Availability:

Other Teaching Staff: TBC
Email:
Availability:

Other Teaching Staff: TBC
Email:
Availability:

3. COURSE DETAILS

Course Name	Social 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_S1.html	Weeks 1-7, 9-13

Note: There will be no face-to-face classes in Week 8 as it includes a public holiday on a day with the most timetabled classes. Both lectures and tutorials will run Weeks 1-7 and 9-13.

Summary of Course

This course is designed to provide students with an understanding of how society, culture and education interrelate. The course uses current research and sociological theory to understand Australian education within a global context, examine the impact of relevant government policies for schooling and to understand the interaction of sociological factors in relation to student outcomes. Students will need to demonstrate an understanding of how a variety of social and cultural characteristics may impact the functioning of schools and student learning, including socioeconomic status, ethnicity and cultural background, gender, geographic location and school type. To demonstrate their understanding students will be required to engage with both sociological data and critique, utilising a range of verbal, non-verbal and TELT resources and teaching strategies.

The main ways in which the course has changed since last time as a result of student feedback:

Retained the modified sequence and timing of the second and third assessments to allow feedback to be given to students that they could use in completing their third assessment, which is linked to the second assessment.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on attendance requirements in EDST courses, please refer to the Moodle course of the EDST course(s) that you are enrolled in.

Student Learning Outcomes

Outcome	
1	Describe, explain and discuss the context and aims of sociology of Australian education.
2	Identify, investigate and assess the relationships between market-based and social justice government policies, schooling and the educational outcomes of students.
3	Identify and explain the relationships between family background factors such as SES, cultural difference and gender and the educational outcomes of school students.
4	Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.
5	Examine, discuss and evaluate education policy such as those on low-SES, Aboriginal education and multiculturalism.

AITSL Professional Graduate Teaching Standards

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

National Priority Area Elaborations

Priority area	
A: Aboriginal and Torres Strait Islander Education	1-13 (all inclusive)
B: Classroom Management	1, 2, 4, 9 & 10
C: Information and Communication Technologies	4, 6, 12 & 14
D: Literacy and Numeracy	1, 2, 3 & 4
E: Students with Special Educational Needs	1 & 8
F: Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4 & 5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to equip students to think 'sociologically' about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be in the case in education. The content of this course will involve students engaging

with both sociological data and critique to explore why this focus is important and how it can contribute to education resisting “the pressure to limit itself to the technical aspects of educational practice, and to assist teachers and educationists to understand and address the social and political elements of education” (Matthews, 2013, p. 162).

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.

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 EDST1104 Moodle website.

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

In-person classes

You are expected to attend the 2-hour 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 designated reading;
- made notes on the reading and on any pertinent and/or unclear areas of your understanding of the reading;
- read as much additional material as is reasonably possible; and
- 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; and
- prepare, plan, research and draft assignments.

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=PLvW1evjftfvmc4MO7hQ4MswzueK5Bc_3q

6. COURSE CONTENT AND STRUCTURE

Week	Lecture topic	Tutorial focus. Reading
1 26 Feb - 2 Mar	Introduction to sociology of education	Introduction to the course. Matthews (2013)
2 5 Mar – 9 Mar	Reproducing inequalities & privileges	Young people & schooling. Ch. 1, Connell et al. (2013)
3 12 Mar – 16 Mar	The role & influence of family & social groups	Families, peers & schooling. Ch. 2, Connell et al. (2013)
4 19 Mar – 23 Mar	Becoming individuals & transitioning to adulthood	Mediating adolescent & adulthood identities. Ch. 3, Connell et al. (2013)
5 26 Mar – 30 Mar	Geographies of schooling	Spatial contexts of schooling. Ch. 4, Connell et al. (2013)
Mid-Semester Break		
6 9 Apr – 13 Apr	Understanding social class & disrupting deficit perspectives	Social class & schooling. Ch. 5, Connell et al. (2013)
7 16 Apr – 20 Apr	Culture & cultural identities	Cultural work in schooling. Ch. 6, Connell et al. (2013)
8 23 Apr – 27 Apr	<u>No face-to-face classes in Week 8 as Wednesday 25/4/17 is a public holiday.</u>	<u>No tutorial.</u> Ch. 9, Connell et al. (2013)
9 30 Apr – 4 May	Gender & sexual diversities	Gender & sexuality in schooling. Ch. 8, Connell et al. (2013)
10 7 May – 11 May	Special needs, disabilities & ableism	Inclusivity & schooling. McMaugh (2011)
11 14 May – 18 May	NSW DEC policies & practices	Public schooling programs & responses. Provided DEC policies & strategies
12 21 May – 25 May	Globalising policy, markets & choice	Globalism, school policy & markets. Ch. 10 & 13, Connell et al. (2013)
13 28 May – 31 May	Curriculum & pedagogy	Curricular & pedagogical practices. Ch. 11 & 12, Connell et al. (2013)

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1: Article analysis	600 words	20%	1, 2	1.1	D	Tuesday 20 th March
Assessment 2: Research task	1800 words	40%	1, 2, 3	1.1, 7.2	C	Tuesday 1 st May
Assessment 3: Research report	2000 words	40%	1, 2, 3, 4, 5	1.1, 1.3, 1.5, 1.6, 4.1, 7.2	A,B,C,D,E,F	Tuesday 5 th June

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 no longer need to use a cover sheet. 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.

Assessment 1 – Article Analysis

Length: 600 words, 12-pt double-spaced.

Due: 5pm on Tuesday 20th March, 2018.

Weight: 20%

Purpose:

Developing your ability to read and think critically. This assessment piece is designed to give you practice at critically examining an academic article in depth, including identifying what the author/s argue on their own terms, and reflecting upon its conceptual material.

Method:

Analyse Matthews (2013) listed in the Course Outline. A copy of the article will be placed on the course's Moodle website. Full reference: Matthews, J. (2013). The educational imagination and the sociology of education in Australia. *The Australian Educational Researcher*, 40, 155-171.

Examine this reading in your own words to produce a summarised response to the article as follows:

- Main point: What is the main point or argument of this article?
- Support: Identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.
- Objections: Identify and explain any objections to the main point or argument that might be discussed by the author.
- Evaluation: Evaluate the main point or argument. Do you agree with the author's position? Why or why not?
- Reflection: Reflect on and outline how the article is relevant to your studies both in this course and overall. How might you use it to inform your studies and developing practice?

Write the paper in paragraph format under the headings above: Main point, Support, Objections, Evaluation, Reflection.

Note: Use direct quotations sparingly, if at all, as your examination should overwhelmingly be in your own words. A major focus for this task is the development of your ability to (a) concisely and effectively summarise the key information in an academic source, (b) critically engage/respond to this information, and (c) to communicate/demonstrate your understanding in your own words. It is important therefore, that you do not use excessive or lengthy quotes from the source. Overuse of direct quotes will significantly impact on your overall result.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST1104 Social Perspectives in Education

Student Name:

Student No.:

Assessment Task: 1. Article Analysis

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, research and practice • 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"> • Depth of analysis of relevant key concepts and principles • Clarity and depth of evaluation of the selected reading • Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1). 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference specifically made to material, research and ideas presented in the selected reading. 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings where appropriate. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of APA conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME <i>Please see detailed comments via Turnitin's Grademark on the course's Moodle website.</i>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

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

Assessment 2 – Research task

Length: 1800 words (3 x 500, + 300), 12-pt double-spaced.

Due: 5pm on Tuesday 1st May, 2018.

Weight: 40%

Purpose:

- (i) Demonstrating an understanding of the aims and key issues within the sociology of education;
- (ii) Identifying, summarising and evaluating key information in academic sources in your own words;
- (iii) Developing your ability to read and think critically;
- (iv) Developing your research practice to help you write the research report.

Method:

(a) Annotated bibliography: 500 words for each of the 3 chosen academic sources. You are to write annotations based on 3 academic sources (journal articles or book chapters) of your choice, except that you may not use any of the set readings: any of the Connell et al. (2013) chapters or Matthews (2013) or McMaugh (2011).

The sources must meet the following requirements:

- recent (written within the past 10 years);
- from a 'good quality' academic journal/book/chapter;
- focus on an aspect of schooling in Australia; and
- adopt a sociological theoretical and/or methodological approach.

It is highly recommended that you write about academic sources that will assist you in writing your research report (Assessment 3).

For each source produce a summarised response (under the headings Main point, Support, Evaluation, Reflection) as follows:

- Main point: What is the main point or argument of this article?
- Support: Briefly identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.
- Evaluation: Evaluate the main point or argument. Do you agree with the author's position? Why or why not?
- Reflection: Reflect on and outline how the article is relevant to your studies in this course. How might you use it to inform your studies and developing practice?

Note: Use direct quotations sparingly, if at all, as your examination should overwhelmingly be in your own words. A major focus for this task is the development of your ability to (a) concisely and effectively summarise the key information in an academic source, (b) critically engage/respond to this information, and (c) to communicate/demonstrate your understanding in your own words. It is important therefore, that you do not use excessive or lengthy quotes from the source. Overuse of direct quotes will significantly impact on your overall result.

(b) School characteristics: 300 words. Identify and provide details of one secondary or comprehensive school within the NSW education system that aims to meet the needs of students in two specific areas, and how it does so. Examples include a school that caters for students:

- who are from a rural or remote area;

- who are from a low socio-economic status (SES) background;
- who are Indigenous;
- who are from an English as an Additional Language/Dialect (EAL/D) background. This could be either an Intensive English Centre (IEC) or a mainstream school that provides specific programs and/or classes for students from an EAL/D background;
- who are from a refugee background;
- who are a specific gender;
- with special needs, including intellectual disability, physical disability, vision or hearing impairment, language disorder or mental health condition;
- who follow a specific religious denomination;
- who have a specific area of interest/excellence; e.g. academically selective, sport, technology, music or the arts.

Note: Certain schools might cater for multiple options from the above list; if so, focus in on how the school caters for students in two specific areas only.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST1104 Social Perspectives in Education

Name:

Student Number:

Assessment Task: 2. Research task

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Understanding of the task and demonstrating an ability to concisely summarise theoretical, political, and educational concepts Identification and description of the school, including identification of students from the specific areas to which the school aims to cater Clarity and accuracy in use of terms and concepts. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Awareness and critical analysis of concepts in the sources Understanding of socio-historical and interconnected concerns Clarity of engagement and explanation of the sources Synthesising knowledge and understanding across the response Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1) Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds (Grad. Standard 1.3) Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (Grad. Standard 1.5) Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability (Grad. Standard 1.6). 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Ability to locate relevant and recently published (<10 years old) source from high-quality source: peer reviewed journal article or book chapter Ability to communicate clearly and persuasively regarding the sources' suitability for this task. 					
Structure and organisation of response <ul style="list-style-type: none"> Appropriateness of overall structure of response Clarity and coherence of organisation, including use of section headings where appropriate. 					
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; and grammar Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/reflective writing Clarity, consistency and appropriateness of academic written conventions for APA style: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: within 10% over/under. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME <i>Please see detailed comments via Turnitin on the course's Moodle website.</i>					

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.**

Assessment 3 – Research report

Length: 2000 words, 12-pt double-spaced.

Due: 5pm on Tuesday 5th June, 2018.

Weight: 40%

Purpose:

To identify and analyse in some detail an education provider catering to the needs of specific groups of students within the NSW education system. Through analysis of the provider and consideration of the students serviced, you will come to appreciate the diversity of education provision in NSW and the challenges encountered in meeting student needs.

Method:

Choose students from two specific areas in the options given for the previous research task (Assessment 2). Research and analyse:

- the characteristics and needs of your chosen students,
- the nature of the teaching and learning programs required for these students, and
- the strategies that can be used to build and support the engagement of these students with learning.

Describe how your chosen school within the NSW education system aims to meet the needs of your chosen students, using evidence from professional sources such as school or system (e.g. NSW DEC, CEO) websites, annual reports, media reports, 'My School' website, published testing and assessment results, etc. that are available as open sources. You are NOT to contact the school directly asking for information, as this will provide a time burden on administration staff members at the school.

Evaluate how well the school is meeting the needs of these students using both relevant academic sources and evidence from professional sources.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>One: Article analysis</i>	<i>Written – Moodle</i>	<i>10th April, 2018</i>
<i>Two: Research task</i>	<i>Written – Moodle</i>	<i>17th May, 2018</i>
<i>Three: Research report</i>	<i>Written – Moodle</i>	<i>18th June, 2018</i>

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1104 Social Perspectives in Education

Name:

Student Number:

Assessment Task: 3. Research report

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 demonstrating an ability to concisely summarise theoretical, political, and educational concepts Identification and description of the school, including identification of students from the specific areas to which the school aims to cater Characteristics and needs of the targeted group of students Nature of teaching and learning programs offered by the provider Classroom teaching strategies used to effectively engage target students Clarity and accuracy in use of terms and concepts. 	
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Synthesis of knowledge and understanding across the response Demonstrated ability to analyse data, reflect deeply, and determine how well the provider is meeting the needs of the targeted students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1) Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds (Grad. Standard 1.3) Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (Grad. Standard 1.5) Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability (Grad. Standard 1.6) Identify strategies to support inclusive student participation and engagement in classroom activities (Grad. Standard 4.1) Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage (Grad. Standard 7.2). 	
<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 and recently published (<10 years old) source from high-quality academic sources: peer reviewed journal article or book chapter Understanding of related data, theory and research with reference to relevant professional sources Ability to communicate clearly and persuasively regarding the sources' suitability for this task. 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> Appropriateness of overall structure of response Clarity and coherence of organisation, including use of section headings where appropriate. 	
<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; and grammar Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/reflective writing Clarity, consistency and appropriateness of academic written conventions for APA style: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: within 10% over/under. 	
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME Please see detailed comments via Turnitin on the course's Moodle website.</p>	

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.**

8. RESOURCES

Set text:

Connell, R., Welch, A. Vickers, M., Foley, D. Bagnall, N., Hayes, D. Proctor, H., Sriprakash, A. & Campbell, C. (2013). *Education, Change and Society* (3rd edn). South Melbourne, VIC: Oxford.

Note: See the course's Moodle website for suggested resources, and additional resources can be found in the full reference listing at the end of each lecture's PowerPoint. A selection of possible resources is as follows:

Articles

- Allen, L. (2011). 'Undoing' the self: should heterosexual teachers 'come out' in the university classroom? *Pedagogy, Culture & Society*, 19(1), 79-95.
- 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.
- Calderón-Almendros, I. & Calderón-Almendros, R. (2016). 'I open the coffin and here I am': disability as oppression and education as liberation in the construction of personal identity. *Disability & Society*, 31(1), 100-115.
- De Plevitz, L. (2007). Systemic racism: The hidden barrier to educational success for Indigenous school students. *Australian Journal of Education*, 51(1), 54-71.
- Ford, M. (2013). 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.
- Gore, J. et al. (2015). Socioeconomic status and the career aspirations of Australian school students: Testing enduring assumptions. *The Australian Educational Researcher*, 42, 155–177.
- Graham, L. J. & Spandagou, I. (2011). From vision to reality: views of primary school principals on inclusive education in New South Wales, Australia. *Disability & Society*, 26(2), 223-237.
- 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.
- Griffiths, A. (2011). "The components of best-practice Indigenous education: a comparative review." *The Australian Journal of Indigenous Education*, 40(1), 69-80.
- Halbert, K., & Chigeza, P. (2015). Navigating Discourses of Cultural Literacy in Teacher Education. *Australian Journal of Teacher Education*, 40(11), 155-168.
- 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.
- Lingard, B., Creagh, S. & Vass, G. (2012). Education policy as numbers: Data categories and two Australian cases of misrecognition. *Journal of Education Policy*, 27(3): 315-333.
- Ma Rhea, Z. (2012). "The invisible hand of pedagogy in Australian Indigenous studies and Indigenous education." *The Australian Journal of Indigenous Education*, 41(1), 18-25.
- Ma Rhea, Z. (2012). Partnership for improving outcomes in Indigenous education: Relationship or business? *Journal of Education Policy*, 27(1), 45-66.
- Major, J. & Santoro, N. (2014). 'Sensible girls' and 'silly boys': what do teachers need to know about gender? *The Australian Educational Researcher*, 41, 59–72.
- Mann, G., Cuskelly, M. & Moni, K. (2015). Choosing a school: parental decision-making when special schools are an option, *Disability & Society*, 30(9), 1413-1427.

- Matthews, J. (2013). The educational imagination and the sociology of education in Australia. *The Australian Educational Researcher*, 40, 155-171.
- McMaugh, A. (2011). En/countering disablement in school life in Australia: children talk about peer relations and living with illness and disability. *Disability & Society*, 26(7), 853-866.
- Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.
- Nakata, M. (2011). Pathways for Indigenous Education in the Australian Curriculum Framework. *The Australian Journal of Indigenous Education*, 40, 1-8.
- Prior, M. (2013). Language and literacy challenges for Indigenous children in Australia. *Australian Journal of Learning Difficulties*, 18(2), 123-137.
- Rigney, L. (2010). "Indigenous education: the challenge of change." *Every Child*, 16(4), 10-11.
- Riley, T. (2014). Raising awareness to transcend disciplines: Developing teachers' critical awareness across disciplines to increase Indigenous learner engagement. *The Australian Journal of Indigenous Education*, 43(2): 144-153.
- Rowe, E. and Windle, J. (2012). The Australian middle class and education: a small-scale study of the school choice experience as framed by 'My School' within inner city families. *Critical Studies in Education*. 53(2), 137-151.
- Rutledge, J. A. et al. (2015). Understanding Effective High Schools: Evidence for Personalization for Academic and Social Emotional Learning. *American Educational Research Journal*, 52(6), 1060-1092.
- Schneider, C. (2009). Equal is not Enough - Current Issues in Inclusive Education in the Eyes of Children. *International Journal of Education*, 1(1), E1, 1-14.
- Thompson, G. (2013). NAPLAN, MySchool and accountability: Teacher perceptions of the effects of testing. *The International Education Journal*, 12(2), 62-84.
- Vass, G. (2012). 'So, what *is* wrong with Indigenous education?': Perspective, position and power beyond a deficit discourse. *The Australian Journal of Indigenous Education*, 41(2): 85-96.
- Villegas, A. & Luca, T. (2012). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.
- Wheeler, R. S. (2006). "What do we do about student grammar – all those missing -ed's and -s's?" Using comparison and contrast to teach Standard English in dialectally diverse classrooms. *English Teaching: Practice and Critique*, 5(1), 16-33.

Textbooks & Chapters

- Apple, M., Ball, S & L. Gandin (Eds.). (2010). *The Routledge International Handbook of The Sociology of Education*. Abingdon, OX: Routledge.
- Bacchi, C. (2009). *Analysing policy: What's the problem represented to be?* Sydney: Pearson.
- Ball, S., Maguire, M. and Braun, A. (2012). *How Schools do Policy: Policy enactments in secondary schools*. London: Routledge.
- Banks, J. (Ed.). (2009). *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.
- Bonnor, C. and Caro, J. (2012). *What makes a good school?* Sydney: University of New South Wales Press.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). New York: Greenwood Press.
- Bransford, M. S. and Donovan, J. D. (Eds.) (2005). *How Students Learn: Science in the Classroom*. Washington, D.C.: The National Academies Press.
- Côté, J. E. (2014). *Youth Studies: Fundamental Issues and Debates*. London: Palgrave Macmillan.
- Crawford, K. & O'Neill, D. (2009). *The Social Contexts of Teaching and Learning*. Frenchs Forest, NSW: Pearson Australia.
- Gewirtz, S., and Cribb, A. (2009). *Understanding Education: A Sociological Perspective*. Milton: John Wiley & Sons Australia.
- Giroux, H. A. (2005). *Border crossings: Cultural workers and the politics of education* (2nd ed.). New York: Routledge
- Groundwater-Smith, S., Brennan, M., Mitchell, J., McFadden, M. & Munns, G. (2009). *Secondary Schooling in a Changing World*, 2nd Ed. South Melbourne: Cengage Learning Australia.

- Hickling-Hudson, A., Matthews, J., & Woods, A. (2004). *Disrupting preconceptions: Postcolonialism and education*. Flaxton, QLD: Post Pressed.
- Ladson-Billings, G. & D. Gillborn (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education* (pp. 71-82). London: RoutledgeFalmer.
- Leonardo, S. & Grubb, W. N. (2014). *Education and racism: A primer on issues and dilemmas*. New York: Routledge.
- Phillips, J. & Lampert, J. (2012). *Introductory Indigenous Studies in Education* (2nd edn). Frenchs Forest, NSW: Pearson Australia.
- Price, K. (Ed.). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Port Melbourne, VIC: Cambridge University Press.
- Sarra, C. (2006). Young and black and deadly: Strategies for improving outcomes for Indigenous students. In M. Keeffe & S. Carrington (Eds.), *Schools and diversity* (pp. 63-79). Frenchs Forest, NSW: Pearson.
- Scanlon, L. (2014). *My School: Listening to Parents, Teachers and Students from a Disadvantaged Educational Setting*. London: Routledge.
- Smyth, J. (2011). *Critical Pedagogy for Social Justice*. London: A&C Black.
- Vinson, T., Rawsthorne, M., Beavis, A. and Ericson, M. (2015). *Dropping off the Edge: Persistent communal disadvantage in Australia*. Richmond: Jesuit Social Services.
- Wadham, B., Pudsey, J., Boyd, R. (2007). *Culture and Education*. Frenchs Forest: Pearson Education Australia.