School of Education

EDST5115 Indigenous and Sociocultural Contexts of Education

Term 2C 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 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 2021

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 Indigenous 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 both Indigenous and non-Indigenous students' experiences and outcomes. It introduces students to current research, theoretical frameworks and practical strategies to help in developing their skills and knowledge to critically reflect on and respond to Indigenous issues in education. A central focus for the course is preparing students to meet the Australian Professional Standards that directly concern Indigenous education: the teaching of Aboriginal and Torres Strait Islander students; 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 Indigenous Immersion Program and six weeks of lectures/tutorials in response to students' feedback.
- Synchronous lectures will be provided, and students will be able to choose either online or face-to-face tutorials.

STUDENT LEARNING OUTCOMES

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

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 o the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait islander backgrounds	1
2.4.1	Demonstrate broad knowledge of the understanding of an respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1, 2
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers	2
7.4.1	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	2

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

The teaching, learning, and assessment activities in this course are designed to provide students with the skills, knowledge and disposition to assist them with developing an informed and critically aware approach to working with diverse students and the embedding of knowledges, perspectives and histories in teaching and learning. The course is underpinned by a relational approach to critically engaging with the social, political, ethical and philosophical framing of what has come to be known as 'Indigenous/multicultural education' in Australia. The teaching approach works with a culturally responsive framing that aims to foster a socio- political consciousness that can sustain transformative future education practices.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect 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 1: Matraville Indigenous Immersion Program

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

Community Partnership:
The program will be held at the UNSW Matraville Learning Centre at Matraville 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 assessment in EDST 5115. Prior to the Immersion Program, students are also expected to engage with key readings and consider areas they would like to discuss further.

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

Part 2: University based classes

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 assessment. 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 7 July	***Immersion Program Prep*** This session is about getting ready for the work that will take place during the Immersion Program. 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.	Hughes & Barlo (2021) Lohoar, Butera & Kennedy (2014)
Wednesday July 7 Included in Day 1 of the Immersion Program	***An introduction to the landscape of Indigenous education*** 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 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	Stanesby & Thomas (ch 5) Thorpe (2017) - (Read any one of the teacher narratives Ch 7, 8 or 9)

	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.	
14 July – registration is required	***Aboriginal Kinship Systems – Dr Lynette Riley*** This kinship workshop covers Aboriginal Kinship systems that traditionally govern Aboriginal societies and how they operate. We hope this will further assist to improve your cultural competence. **Make sure that you register to attend one of the Kinship workshops, either the morning or the afternoon time slot. Please see Moodle for more details.**	Yamanouchi (2010)
21 July	***Why learn about Indigenous perspectives, what to learn, and different ways of learning*** This session will critically consider the place of 'Indigenous perspectives' within policy and curriculum documents, with a view to questioning the difficulties and possibilities for non-Indigenous educators to embed Indigenous knowledges, histories, and ways of knowing in T&L – why are Indigenous perspectives and ways of knowing often simplified and co-opted to provide a 'one size fits all approach' for the education system? How can teachers work with Indigenous oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning?	Phillips (ch 2) Lowe & Yunkaporta (2013)
28 July	***Racism, tokenism, and Aboriginalism in T&L*** This session examines schooling practices that contribute to preserving and protecting concerns to do with race, and looks into some of the misconceptions and misunderstandings about Indigenous knowledges, histories and heritage that can influence teaching and learning practices in problematic ways – despite the good intentions of many, why does racism and stereotyping continue as an everyday practice?	Downey & Hart (ch 7) Moodie, Maxwell & Rudolph (2019)
4 August	***Culturally responsive Schooling, the politics and practices of knowledge*** 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)?	Vass (2017) Harrison & Skrebneva (2019).
11 August	***Critical approaches to Indigenous education*** This session will examine the impact of more critical approaches to Indigenous education, and similar developments internationally, including the ethnicisation of educational	Lowe, Skrebneva, Burgess, Harrison & Vass (2020)

	achievement, the myth of the model minority, and the globalisation of education.	
18 August	***Action, Reflection and Repeat – The moral work of teachers*** 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 happen, 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 start to move and begin your journey to critical consciousness.	Burnett, Lampert & Crilly (2013) Lampert (ch 6)

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

Hughes, M., & Barlo, S. (2021). Yarning With Country: An Indigenist Research Methodology. *Qualitative Inquiry*, 27(3–4), 353–363. https://doi.org/10.1177/1077800420918889

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.

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.

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: Personal policy perspective	2000 words	40%	1, 2	1.4, 2.4	A1-12, F3, 1-11 C6, 12	Monday 26 July by 5:00pm
Task 2: Resources portfolio	4000 words	60%	1, 3, 4	1.3, 2.4, 7.3, 7.4	A1-12, F3-11	Monday 23 August by 5:00pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Personal policy perspective

Purpose/s:

- Critically reflect on your own educational experience and understanding of the AITSL 1.4 and 2.4 requirements.
- Identify, outline and justify how you will approach the curricula and pedagogic practices connected with improving the representation of Indigenous knowledges in your teaching and the engagement and achievements of Indigenous students.

The task:
This task draws on your observations and reflections from the Indigenous Immersion Program and your other interactions with Aboriginal histories, cultures and communities, and links these practical experiences to a close analytical reading of some of the key literature. This task is designed to provide you with an opportunity to develop a deeper understanding of the professional role, responsibilities and practices involved in effectively addressing and improving the visibility of Indigenous perspectives in the curriculum and the engagement and achievement of Indigenous learners in schooling.

To complete this task:
Use your research skills to locate and critically engage with a range of relevant academic literature to create a personal statement that frames your 'teacher standpoint', responsibilities and future approach to working with Indigenous students and curricular perspectives. Your 'standpoint' or personal policy statement will need to address the following issues in terms of explaining what you plan to do as a teacher, and importantly why this approach is suitable/responsive for Indigenous students:

- **Your identity and cultural location** – understanding your own background and how it shapes your world view.
- **The diversity of student identities** – avoiding deficits and stereotypes; working with plurality and fluidity; understanding the importance of context.
- **Family and community** – effectively and meaningfully engaging your students' families and communities in decision-making connected with schooling.
- **Curriculum and pedagogy** – considering appropriate representation of Indigenous perspectives in the curriculum/'good practices' for the classroom.
- **The Australian Professional Standards for Teachers** – your professional role and responsibilities.

Please Note: Your task should include an introduction and conclusion, with the issues outlined above being used as sub-headings to help structure your task. For this task, a minimum of 8 quality sources should be used to support the task. You are encouraged to use the extensive reading list which is readily available from the Course's Moodle site. Also note the reference list is included in the word count.

Assessment 2: Resources portfolio
Purpose/s:

- Critically interrogate the learning needs of students by thinking through the overarching narrative (the BIG idea) that you want your students to really understand about Indigenous knowledge content that you embed 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:

- **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 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.
- **Eight Resources**: Based on your analysis, compile at least 8 relevant Indigenous-oriented resources (e.g. films, media, artefacts, books, etc.) suitable for teaching and learning in your classroom.
    - Explain the potential use of each of these resources, and how it will be used to support learning and teaching in your discipline area, and justify your choices with reference to your perceptions of the school's needs for additional material and resources, the professional policy requirements involved (e.g. AITSL standards, syllabus documents, and Cross-Curriculum Priorities) with reference to academic research literature. 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?
- **At least 10 Academic Sources**: You will locate academic literature that is relevant to critical Indigenous studies in your teaching area. It is expected that for this task you will refer to a minimum of 10 academic sources - government reports/policies and webpages are not viewed as credible academic sources. However, may be included in addition to your minimum of 10 academic sources.
    - Use the literature to investigate suggestions regarding 'good practice' use of resources in the classroom. This should focus in particular on the curricular and pedagogical practices that teachers must consider in connection with what should be avoided and why, but more importantly, what can be done, how, and why. Please note the reference list is included in the word count.
- **The Portfolio**: Prepare a submission that outlines the 8 resources (250 word maximum description each, with weblink or other source provided), plus a 2000 word commentary which provides a concise summary of your key reasons for including these resources for teaching and learning 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-tokenstic way. To do this, you will draw from academic literature and your research into the school, keeping in mind the needs of all students. A gentle reminder that 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.

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: Student No.:

Assessment 1: **Personal policy perspective**

SPECIFIC CRITERIA	(-) ➤				(+)
Understanding of the question or issue and the key concepts involved • Understanding of how social and cultural factors influence practice, and their connection to AITSL standards • Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical, social, cultural and political concerns • Engagement with socio-historical concerns • Clarity and depth of reflection on your own and student identities, and discussion of implications for practice • Synthesising of knowledge and understanding in support of creating a personal policy perspective					
Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books – a minimum of eight (8) academic sources • Includes sources that are from Indigenous academics, educators or community • Ability to effectively use literature in support of ideas/practices • Ability to synthesise research in support of a coherent and cohesive response					
Structure and organisation of response • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW writing guides) • Clarity and coherence of organisation of ideas within paragraphs and across the response					
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: Including 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: **Date:**

Recommended: **/20** **(FL PS CR DN HD)** **Weighting: 40%**

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

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

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

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of schooling • Understanding of learning needs and strengths of 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 • 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 • 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 • A clear and logical structure in your written work • Clarity and coherence of organisation of ideas within your written responses					
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: Including 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: **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.