School of Education

EDST1108
Indigenous Perspectives in Education

Semester 1, 2017
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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST1108: Indigenous Perspectives in Education (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Greg Vass
Office Location: John Goodsell 110
Email: g.vass@unsw.edu.au
Phone: I do not check voicemail. Please email.
Availability: Please email to arrange an appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Indigenous Perspectives in Education</th>
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<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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</table>

**Schedule**

Lecture: Wed 11am – 1 pm (Matthews Th B)  Weeks 1-7, 8-12
Tutorials: Mon: 9-10; 10-11; 1pm – 2; 2-3; 3-4  Weeks 1-7, 9-13
Tues: 9-10; 12-1 pm; 1-2

**Summary of Course**

This course is designed to provide students with an understanding of the policy and professional requirements, and pedagogical practices, that support effective teaching and learning within the landscape of Indigenous education. The course will introduce students to current research and theoretical frameworks that are known to assist educators with developing the skills and knowledge to critically reflect on the role and influence of cultural beliefs and perspectives on schooling practices. A central focus for the course is preparing students to meet the Australian Professional Standards that directly concern Indigenous education: the teaching of Aboriginal and Torres Strait Islander students (AITSL 1.4), and the embedding of Aboriginal and Torres Strait Islander perspectives, histories and heritage across the curriculum (AITSL 2.4).

**Student Learning Outcomes**

At the end of this course students will be able to:

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<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
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<td>1</td>
<td>1, 2 &amp; 3</td>
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<tr>
<td>2</td>
<td>2 &amp; 3</td>
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<td>3</td>
<td>1, 2 &amp; 3</td>
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<td>4</td>
<td>1 &amp; 3</td>
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</tbody>
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Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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<tr>
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<td>1.4</td>
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<td>2.4</td>
<td>1, 2 &amp; 3</td>
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<tr>
<td>7.2</td>
<td>2 &amp; 3</td>
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<tr>
<td>7.3</td>
<td>2</td>
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<tr>
<td>7.4</td>
<td>2 &amp; 3</td>
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</tbody>
</table>

National Priority Area Elaborations

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Aboriginal and Torres Strait Islander Education</td>
<td>A 1-12 1, 2 &amp; 3</td>
</tr>
<tr>
<td>B: Classroom Management</td>
<td>B4</td>
</tr>
<tr>
<td>C: Information and Communication Technologies</td>
<td>C6 &amp; 12 3</td>
</tr>
<tr>
<td>D: Literacy and Numeracy</td>
<td>D4</td>
</tr>
<tr>
<td>E: Students with Special Educational Needs</td>
<td>-</td>
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<tr>
<td>F: Teaching Students from Non-English Speaking Backgrounds</td>
<td>F3, 5, 9 &amp; 11 2</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to prepare students to think and work critically within the landscape of Indigenous education. Underpinning the course is a political, philosophical and ethical belief in the importance of developing a deeper and nuanced understanding of Aboriginal and Torres Strait Islander peoples, heritage and histories as a way forward with building respectful relationships that actively engage in schooling practices that work towards reconciliation. The approach is grounded by race critical theory and critical pedagogies, which underpin culturally responsive schooling practices that research shows effectively improves the engagement and achievements of all students. Throughout the course, students will be asked to reflectively deepen their understanding of their location and relationship with Indigenous Australia as initial teacher educators. 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 Indigenous students and the embedding of Indigenous perspectives and knowledges in teaching and learning. The course is focused on the policy, professional, curricular and pedagogical dimensions of teaching and learning, as such the course is not designed to provide students with substantive engagement with Aboriginal and Torres Strait Islander knowledges, histories or heritage.
5. TEACHING STRATEGIES

Lecture = 2 hours; Tutorial = 1 hour - *Lectures and tutorials begin in Week 1*

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

**Moodle Site**

We will be using 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.

**Online Resources**

The Library runs the ELISE tutorial on-line, which familiarises students with academic writing, research and using information responsibly. It can be located at http://elise.library.unsw.edu.au/home/welcome.html. We also recommend that you make use of the ELISE library tutorial on-line, which can be found at [http://elise.library.unsw.edu.au/mod5/library.html](http://elise.library.unsw.edu.au/mod5/library.html)
### 6. COURSE CONTENT AND STRUCTURE

This course is based around reading – this can not be emphasised enough: **If you do not 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.**


<table>
<thead>
<tr>
<th>Lecture</th>
<th>Reading</th>
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</table>
| **1**  | An introduction to the landscape of Indigenous education  
Course welcome and overview. In this lecture, we will introduce the policy, curriculum and pedagogical challenges and opportunities encountered in the landscape of Indigenous education – why is this now compulsory in teacher education?  
Stanesby & Thomas (ch 5)  
‘Seeing the invisible’ |
| **2**  | Unknowing an ‘imagined’ history  
This week we will interrogate the ‘peaceful settler’ narrative that continues to serve as the basis for how Australian history, and hence, the relationships between Indigenous and non-Indigenous Australia, is ‘known’ and represented – how are you connected with this history, and why does it matter?  
Phillips (ch 2)  
‘Indigenous knowledge perspectives’ |
| **3**  | The policy context – closing ‘gaps’ and curricular priorities  
Guest presenter: Jane Stanley - Aboriginal Education and Engagement Officer, DET  
This week we will explore the historical and contemporary policies that have shaped Indigenous education. In particular, the lecture will critically unpack policies including ‘close the gap’, the National cross-curricular priorities, and the Australian Professional Standards – what is the policy climate asking of you as a future teacher?  
Whatman & Duncan (ch 8)  
‘Learning from the past’ |
| **4**  | Why learn about Indigenous perspectives, what to learn, and different ways of learning  
Guest presenter: Michelle Bishop  
In this week’s lecture, we 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? What are the implications?  
Perso & Hayward (Moodle)  
‘Culturally responsive teaching and learning strategies’ |
| **5**  | Respect, relationships and reconciliation  
Guest presenter: Julie Welsh (AbSec Policy Officer)  
This week the lecture will focus on the central role that relationships with students, parents and community play with shaping learning experiences in the classroom. One of the aims for this week is to critically reflect on your understanding of social justice in education and your role and responsibilities as a teacher – what expectations do students, parents and community have of you as a teacher?  
Lampert (ch 6)  
‘Becoming a socially just teacher’ |
| **6**  | Coming to know a diverse community  
This week we will consider the concept of identity and how this can impact on teaching and learning in the classroom. More specifically, the focus of this week will be on developing a nuanced understanding of the diverse, pluralised, contextualised, and dynamic Indigenous identities in schooling today – why is it important to understand identity-work as being fluid and constant, rather than static and pre-determined?  
Sarra (Moodle)  
‘School strategies to reinforce identity’ |
| **7**  | Understanding language when working with Aboriginal and Torres Strait Islander students  
Guest presenters:  
This week we will build on our understanding from last week to consider the critical and informed practices that teachers can take up in working with Indigenous students and communities in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning – how and why does language impact on learning? What do you need to know (more) about the diversity of languages used by Indigenous students?  
Harrison & Sellwood (Moodle)  
‘The role of a student’s first language in the classroom’ |
Mid semester break

8
Module 2:

Racism and avoiding tokenism and Aboriginalism in T&L

This week we examine schooling practices that contribute to preserving and protecting concerns to do with race, and we also will look 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?

# Please note, the tutorials for Week 8 will not run because of the public holiday (tutorials start in Week 1 prior to the first lecture).

6
Module 2:

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9
Module 3:

Teaching and learning in ‘the cultural interface’

This week the lecture will focus on the ‘cultural interface’, a concept that can help with deepening our understanding of the complexities and possibilities of embedding Indigenous knowledges in formal educational settings – why is understanding and engaging with the politics of knowledge construction important for you?

Nakata (Moodle)

‘Indigenous knowledge’

10
Module 3:

Working with Indigenous knowledges and perspectives

Guest presenters: Linda Holloway and Shallan Foster, teachers (from MSHS)

This week we will build on our understanding from last week to consider the critical and informed practices that teachers can take up in working with Indigenous oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning – how and why can getting to know your local community help your learning, and the T&L in your classroom?

McLaughlin et al (ch 11)

‘Parent-school partnerships’

11
Module 2:

The politics and practices of knowledge

This week we 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 – it is important that we always ask, what knowledges and why?

Leonardo & Grubb (Moodle)

‘Curriculum and racism’

12
Module 3:

Reflecting on your location and relationships

This week we will build on the reflective practices started in the previous week, aims for this week include locating yourself in the landscape of Indigenous education, and articulating your philosophical, ethical and political vision for working in the landscape of Indigenous education – what sort of a teacher to you want to be?

Burnett et al (Moodle)

‘I can’t believe I just said that’

13

Review of course

Tutorial only – no lecture

7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>Program Learning Outcomes Assessed</th>
<th>National Priorities Assessed</th>
<th>Due Dates</th>
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<tbody>
<tr>
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<tr>
<td>Take-home exam</td>
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<tr>
<td>1000 words</td>
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<td>20%</td>
<td>1, 3 &amp; 4</td>
<td>1.4 &amp; 2.4</td>
<td>A1-12</td>
<td>Sun, 26th Mar (Week 4)</td>
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<td>Assessment 2:</td>
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<td>Policy standpoint</td>
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<td>1500 words</td>
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<td>35%</td>
<td>1, 2 &amp; 3</td>
<td>All</td>
<td>A1-12, F3, 5, 9 &amp; 11, C6 &amp; 12</td>
<td>Fri, 28th April (Week 8)</td>
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<tr>
<td>Part A - Curriculum brief</td>
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<tr>
<td>Part B - Film justification</td>
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<tr>
<td>1200 words + 5 min video</td>
<td></td>
<td>45%</td>
<td>1, 2, 3, 4</td>
<td>1.2; 2.4; 7.2; 7.4</td>
<td>A1-12, B4 F3, 5, 9 &amp; 11</td>
<td>Fri, 2nd June (Week 13)</td>
</tr>
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</table>
ASSESSMENT 1: Take-home exam - short and long answer responses

Purpose/s:
(i) To identify and demonstrate an ability to communicate and paraphrase literature about the key issues and concepts introduced; and
(ii) To engage with the framing and requirements of the course, and receive feedback on understanding.

Due: Sun 26th Mar End of week four (4) 
Weight: 20% 
Length: 1000 words

This task is designed to provide students with the opportunity to demonstrate their knowledge and understanding of key concepts and theoretical frameworks introduced during Module 1, ‘The landscape of Indigenous education’.

1. Access the exam from Moodle following the lecture in week 4 (Wed 22nd March). You will have four (4) days to construct and submit a written response to four (4) out of the six (6) questions. You should write approximately 250 words in response to each of the four questions that you select. Your response must be submitted through Turnitin by 5 pm, Sun 26th March.

2. Your responses must demonstrate your understanding of the curricular, pedagogic, political and ethical issues explored in the lectures and readings across the first module.

# Please Note:
(a) Given that you have a maximum of 250 words available to respond to each question, it is important that you do not include direct quotes or excessive references for this task – you will be penalized for including direct quotes and excess referencing.

(b) In other words, the task requires you to communicate in and through your own written voice, it is important that you practice the skill of paraphrasing – you will be penalized if your submission receives a similarity report with more than 5% of the text matched.

ASSESSMENT 2: Policy standpoint

Purpose/s:
(iii) Critically reflect on your location and understanding of the AITSL 1.4 requirements; and
(iv) Identify, outline and justify how you will approach the curricula and pedagogic practices connected with improving the engagement and achievements of Indigenous students.

Due: Fri 28th April End of week eight (8) 
Weight: 35% 
Length: 1500 words

The task:
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 engagement and achievement of Indigenous learners in schooling. During the past ten years a collection of interrelated policy initiatives have been introduced that are designed to respond to long-term educational concerns connected with Indigenous education. The major focus related to this task is the AITSL professional standard 1.4.

Education policy is designed to shape and guide educational practices; however, the enactment of these initiatives is taken up in different ways across the varied teaching and learning contexts in Australia and NSW, and as such they are associated with both intentional and unintentional effects. Teachers are ultimately at the front line of this process, as they are charged with the responsibility of putting educational policy into action in the classroom. As an initial teacher educator, it is important to start honing your sociological skills and knowledge to develop a critical and informed understanding why these policies are required, and what they are asking teachers to do in the classroom.

To complete this task …

Use your research skills to locate, analyse and critically reflect on relevant academic literature that can assist you with creating a personal statement that demonstrates an informed and thoughtful account of your standpoint, responsibilities and approach to working with Indigenous students in your future classrooms. It is particularly important that you consider the following issues:
• **Your identity and cultural location** – understanding your own background and how it shapes your world view (as a person and educator);

• **The diversity of student identities and identity-work** – avoiding deficits and stereotypes; working with plurality and fluidity, understanding complexity and 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** – in terms of teaching Indigenous students, what is considered ‘good practice’, and why is this the case;

• **The Australian Professional Standards for Teachers** – how can you fulfill your obligations to these in a non-tokenistic (box-ticking) way?

# Please Note: Your task should include an introduction and conclusion, with the issues outlined above being used as sub-headings that help structure your task. For this task, you will need to refer to a minimum of two (2) academic sources for each subheading, with a minimum of eight (8) sources used overall to support the task.

**ASSESSMENT 3: Using resources to support teaching and learning**

**Purpose/s:**

(i) Examine and critically reflect on representations of Indigenous youth/communities;

(ii) investigate and comment on curricular and pedagogical considerations regarding the use of Indigenous oriented resources for teaching and learning in the classroom; and

(iii) develop your familiarity with, and ability to use, ICT for the purpose educational assessment.

**Due:** Fri 2 June End of week thirteen (13)  
**Weight:** 45%  
**Length:** 5 minute presentation + 1200 words

**The task:**

This task is designed to give students the opportunity to critically consider what is involved with using resources in the classroom that include a focus on Indigenous representations, knowledges, heritage and/or histories. In alignment with the AITSL professional standard 2.4, which requires all teachers to embed Aboriginal and Torres Strait Islander perspectives in the curriculum, this task will provide students with a strong foundation to consider the ethical, political, practical, and social justice teaching and learning implications that are connected with this undertaking.

*To complete this task …*

1. Students must choose one (1) of the following movies as the focus of their response. These movies are considered acceptable and suitable for use in high school classrooms, they could be used in a number of different teaching areas (i.e. English, History, Drama, Aboriginal Studies, Art, Legal Studies, Music). All the movies are available through the library.  
**# Please note:** Keep in mind that the use of these films in high school teaching and learning contexts may involve selectively showing only 5-10 minutes of the film.


2. Using the scaffold provided in tutorials, you will locate relevant academic literature that relates to teaching and learning of Aboriginal and Torres Strait Islander perspectives. It is expected that for this task you must refer to a minimum of five (5) academic sources to assist you with constructing the written part of the task.  
**# Please note:** government reports/policies and webpages are not viewed as credible academic sources.

3. Use the academic literature to critically analyse and reflect upon the challenges and opportunities of including the movie you selected as a resource for teaching and learning in Australian classrooms.
Use the ideas in the literature to help you think about what you would need to do as part of planning, and then using, this resource in the classroom. This should focus on issues such as the ethical, political, curricular/pedagogical and social justice issues that must be considered and acted upon by teachers as stewards of the classroom. It is important that this considers both what should be avoided, but importantly should also consider what can be done, how, and why.

4. Prepare a 1200 word ‘brief’ that provides a concise summary of the key issues to consider when including this resource for teaching and learning in the classroom. The ‘brief’ will be organized using the issue subheadings identified in 3 (ethical, political, curricular/pedagogical and social justice). The ‘brief’ can be written as referenced dot points, with a minimum of 3 ideas per subheading included. It is also important that a complete and accurate reference list be completed.

5. The other element of the task involves developing a 5 minute video-blog. For this, you should construct the clip as if other teachers were your audience. The focus of the video component then, is to develop a professional resource that informs other teachers about the merits of using this movie, but also provides some practical information regarding the curricular and pedagogic planning involved with using the resource.

# Please note, this must not be you reading the ‘brief’, failure to adhere to this requirement will significantly impact on your overall result for this task.

Submission of Assessment Tasks
Students are required to follow their lecturer’s instructions when submitting their work for assessment. All assessment will be submitted online via Moodle. 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.

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. Student 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.

8. RESOURCES


## SPECIFIC CRITERIA

- **Understanding of the question or issue and the key concepts involved**
  - Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education
  - Clarity and accuracy in use of key theoretical terms and concepts in relation to policy and schooling practices

- **Depth of analysis and/or critique in response to the task**
  - Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education
  - Depth of analysis regarding socio-historical concerns linked with Indigenous education
  - Clarity and depth of argument in relation to effects of policy on schooling practices
  - Clarity and depth of explanation regarding the theoretical approach chosen
  - Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis

- **Familiarity with and relevance of professional and/or research literature used to support response**
  - Ability to demonstrate familiarity with key concepts drawn from the research literature

- **Structure and organisation of response**
  - 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
  - Adheres to word length: inclusive of reference list; within 10% over/under
  - Correct and thorough referencing according to APA 6th edition style guide

## GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Please see detailed comments on Turnitin

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**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.
Name:  
Student Number:  

**Assessment task 2: Policy standpoint**

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
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<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
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<tr>
<td>• Understanding of the task and its relationship to relevant areas of curriculum, pedagogy, theory and the politics of education</td>
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<tr>
<td>• Clarity and accuracy in use of key theoretical terms and concepts in relation meeting the professional requirements of AITSL standard 1.4</td>
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<tr>
<td>Depth of analysis and/or critique in response to the task</td>
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<tr>
<td>• Understanding of relevant key curriculum, pedagogical, and theoretical concerns regarding standard 1.4</td>
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<tr>
<td>• Engagement and analysis of socio-historical implications impacting on 1.4</td>
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<tr>
<td>• Critical awareness of teaching and learning implications of 1.4</td>
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<tr>
<td>• Clarity and depth of explanation regarding the recommendations for teaching and learning</td>
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<tr>
<td>• Synthesising of knowledge and understanding of theoretical concepts in support of the analysis and recommendations</td>
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<tr>
<td>• Constructs an effectively and convincingly</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
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<tr>
<td>• Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books</td>
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<td>• Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from varied cultural/racialised perspectives)</td>
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<td>• Ability to synthesise and present research findings that supports your response</td>
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<tr>
<td>Structure and organisation of response</td>
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<tr>
<td>• A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)</td>
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<tr>
<td>• Clarity and coherence of organisation of ideas within paragraphs and across the response</td>
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<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
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<tr>
<td>• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</td>
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<td>• Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</td>
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<td>• Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</td>
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<td>• Adheres to word length: inclusive of reference list; within 10% over/under</td>
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<tr>
<td>• Correct and thorough referencing according to APA 6\textsuperscript{th} edition style guide</td>
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**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

*Please see detailed comments on Turnitin*

Lecturer  
Date  

Recommended:  
Weighting: 35%

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.
## FEEDBACK SHEET

**EDST1108 Indigenous Perspectives in Education**

**Name:**

**Student Number:**

### Assessment task 3: Using resources to support teaching and learning

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<tr>
<th>SPECIFIC CRITERIA</th>
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**Understanding of the question or issue and the key concepts involved**
- Understanding of the task and its relationship to relevant areas of curriculum, pedagogy, theory and the politics of education
- Clarity and accuracy in use of key theoretical terms and concepts in relation meeting the professional requirements of AITSL standard 2.4

**Depth of analysis and/or critique in response to the task**
- Understanding of relevant key curriculum, pedagogical, and theoretical concerns regarding standard 2.4
- Engagement and analysis of socio-historical implications impacting on 2.4
- Critical awareness of teaching and learning implications of 2.4
- Clarity and depth of explanation regarding the recommendations for teaching and learning
- Synthesising of knowledge and understanding of theoretical concepts in support of the analysis and recommendations

**Familiarity with and relevance of professional and/or research literature used to support response**
- Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books
- Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from varied cultural/racialised perspectives)
- Ability to synthesise and present research findings that supports your response

**Structure and organisation of response**
- A clear and logical structure in both the written and oral formats of the task
- Clarity and coherence of organisation of ideas within both oral and 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/oral conventions: quoting; paraphrasing; citing sources/information; and the reference list
- Adheres to word length: inclusive of reference list; within 10% over/under
- Correct and thorough referencing according to APA 6th edition style guide

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

*Please see detailed comments on Turnitin*

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<tr>
<th>Lecturer</th>
<th>Date</th>
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**Recommended:**
- 20

**Weighting:** 45%

**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 contextualise 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.**