



UNSW
A U S T R A L I A

Arts & Social
Sciences

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

Course Name	Indigenous 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	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:

Outcome		Assessment/s
1	analyse and communicate a critical and theoretically informed awareness and understanding of key policy, curriculum, pedagogy and social justice issues and debates in relation to Indigenous education.	1, 2 & 3
2	recognise and apply the skills and strategies that enable ongoing critical reflection of their professional, political and personal responsibilities and practices in relation to Indigenous education.	2 & 3
3	identify and evaluate the suitability of contextually responsive strategies and resources to embed a diversity of Aboriginal and Torres Strait Islanders peoples perspectives and histories in the classroom.	1, 2 & 3
4	recognise and articulate an understanding of the import and influence that the politics of knowledge construction, Indigenous sovereignties, and Reconciliation in connection with Indigenous education.	1 & 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	2 & 3
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1 & 2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1, 2 & 3
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	2 & 3
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	2 & 3

National Priority Area Elaborations

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

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>

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.***

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

	Lecture	Reading
1 <i>Module 1:</i>	<p style="text-align: center;"><i>An introduction to the landscape of Indigenous education</i></p> <p>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?</p>	<p><i>Stanesby & Thomas (ch 5)</i></p> <p>‘Seeing the invisible’</p>
2 <i>Module 1:</i>	<p style="text-align: center;"><i>Unknowing an ‘imagined’ history</i></p> <p>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?</p>	<p><i>Phillips (ch 2)</i></p> <p>‘Indigenous knowledge perspectives’</p>
3 <i>Module 1:</i>	<p style="text-align: center;"><i>The policy context – closing ‘gaps’ and curricular priorities</i></p> <p style="text-align: center;"><i>Guest presenter: Jane Stanley - Aboriginal Education and Engagement Officer, DET</i></p> <p>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?</p>	<p><i>Whatman & Duncan (ch 8)</i></p> <p>‘Learning from the past’</p>
4 <i>Module 1:</i>	<p style="text-align: center;"><i>Why learn about Indigenous perspectives, what to learn, and different ways of learning</i></p> <p style="text-align: center;"><i>Guest presenter: Michelle Bishop</i></p> <p>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?</p>	<p><i>Perso & Hayward (Moodle)</i></p> <p>‘Culturally responsive teaching and learning strategies’</p>
5 <i>Module 2:</i>	<p style="text-align: center;"><i>Respect, relationships and reconciliation</i></p> <p style="text-align: center;"><i>Guest presenter: Julie Welsh (AbSec Policy Officer)</i></p> <p>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?</p>	<p><i>Lampert (ch 6)</i></p> <p>‘Becoming a socially just teacher’</p>
6 <i>Module 2:</i>	<p style="text-align: center;"><i>Coming to know a diverse community</i></p> <p>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?</p>	<p><i>Sarra (Moodle)</i></p> <p>‘School strategies to reinforce identity’</p>
7 <i>Module 2:</i>	<p style="text-align: center;"><i>Understanding language when working with Aboriginal and Torres Strait Islander students</i></p> <p style="text-align: center;"><i>Guest presenters:</i></p> <p>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?</p>	<p><i>Harrison & Sellwood (Moodle)</i></p> <p>‘The role of a student’s first language in the classroom’</p>

Mid semester break		
8 <i>Module 2:</i>	<p style="text-align: center;"><i>Racism and avoiding tokenism and Aboriginalism in T&L</i></p> <p>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?</p> <p># 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).</p>	<p><i>Salter & Maxwell (Moodle)</i></p> <p>'The inherent vulnerability of the Australian cross-curriculum priorities'</p>
9 <i>Module 3:</i>	<p style="text-align: center;"><i>Teaching and learning in 'the cultural interface'</i></p> <p>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?</p>	<p><i>Nakata (Moodle)</i></p> <p>'Indigenous knowledge'</p>
10 <i>Module 3:</i>	<p style="text-align: center;"><i>Working with Indigenous knowledges and perspectives</i></p> <p style="text-align: center;"><i>Guest presenters: Linda Holloway and Shallan Foster, teachers (from MSHS)</i></p> <p>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?</p>	<p><i>McLaughlin et al (ch 11)</i></p> <p>'Parent-school partnerships'</p>
11 <i>Module 2:</i>	<p style="text-align: center;"><i>The politics and practices of knowledge</i></p> <p>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?</p>	<p><i>Leonardo & Grubb (Moodle)</i></p> <p>'Curriculum and racism'</p>
12 <i>Module 3:</i>	<p style="text-align: center;"><i>Reflecting on your location and relationships</i></p> <p>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?</p>	<p><i>Burnett et al (Moodle)</i></p> <p>'I cant' believe I just said that'</p>
13	<p style="text-align: center;"><i>Review of course</i></p> <p style="text-align: center;"><i>Tutorial only – no lecture</i></p>	

7. ASSESSMENT

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

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:

- Examine and critically reflect on representations of Indigenous youth/communities;
- investigate and comment on curricular and pedagogical considerations regarding the use of Indigenous oriented resources for teaching and learning in the classroom; and
- 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 ...

- 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.
 - Martin, K. (Director). (2015). *Prison songs*. Australia: Ronin Films.
 - Purcell, L. (Director). (2015). *Brave new clan*. Australia: CAAMA Productions.
 - Johnson, D. (Director). (2013). *The Redfern story*. Australia: The Australian Broadcasting Corporation and Screen Australia.
 - Krawitz, T. (Director). (2011). *The tall man*. Australia: Blackfella Films.
 - De Heer, R. (2014). *Charlie’s Country*. Australia: Bula’bula Arts Aboriginal.
 - Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia.
- 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.*
- 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

- Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and Feminist standpoint theory. *Griffith Law Review*, 22 (2), 315-343.
- Baynes, R. (2016). Teachers' attitudes to including Indigenous knowledges in the Australian science curriculum. *The Australian Journal of Indigenous Education*, 45 (1), 80-90.
- Beresford, Q., Partington, G. & Gower, G. (Eds.) (2012). *Reform and resistance in Aboriginal education* (2nd ed). Western Australia, WA: UWA Printing.
- Burgess, C & Evans, J. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In Keengwe, J. (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). IGI Global.
- 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.
- Burridge, N., Whalan, F. & Vaughan, K. (Eds.). (2012). *Indigenous education: A learning journey for teachers, schools and communities*. Rotterdam: Sense.
- Castagno, A. (2014). *Educated in Whiteness: Good intentions and diversity in schools*. Minneapolis, MN: University of Minnesota Press.
- D'Ambrosio, U. & D'Ambrosio, B. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education*, 4, 19-25.
- De Plevitz, L. (2007). Systemic racism: The hidden barrier to educational success for Indigenous school students. *Australian Journal of Education*, 51(1), 54-71.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.

- Gay, G. & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, 42 (3), 181-187.
- 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.
- 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.
- Leonardo, Z. (2009). *Race, Whiteness, and education*. New York, NY: Routledge.
- Leonardo, Z. & Grubb, W. (2014). *Education and racism: A primer on issues and dilemmas*. New York, NY: Routledge.
- 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.
- Maxwell, J. (2014). It's a bit hard to tell isn't it: Identifying and analyzing intentions behind a cross-curriculum priority. *Curriculum Perspectives*, 34 (3), 27-38.
- 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.
- Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into practice*, 42(3), 173-180.
- Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.
- Owens, K. (2015). Changing the teaching of mathematics for improved Indigenous education in a rural Australian city. *Journal of Mathematics Teacher Education*, 18 (1), 53-78.
- Patrick, R. & Moodie, N. (2016). Indigenous education policy discourses in Australia: Rethinking the "problem". In Barkatsas, T & Bertram, A. (Eds.), *Global learning in the 21st century* (pp. 165-184), Sense.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Crows Nest, NSW: Allen & Unwin.
- Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession*. Port Melbourne, Vic: Cambridge University Press.
- Rudolph, S. (2016). The logic of history in 'gap' discourse and related research. *The Australian Educational Researcher*, 43 (4), 437-451.
- Salter, P. & Maxwell, J. (2016). The inherent vulnerability of the Australian curriculum's cross-curriculum priorities, *Critical Studies in Education*, 57 (3), 296-312.
- Sarra, C. (2011). *Strong and smart – towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.
- Taylor, E., Gillborn, D. & Ladson-Billings, G. (Eds.). (2009). *Foundations of Critical Race Theory in education*. New York, NY: Routledge.
- Thompson, G. (2013). NAPLAN, MySchool and accountability: Teacher perceptions of the effects of testing. *The International Education Journal*, 12(2), 62-84.
- Vale, C., Atweh, B., Averill, R. & Skourdumbis, A. (2016). Equity, social justice and ethics in mathematics education. In Makar et al (Eds.), *Research in mathematics education in Australasia 2012-2015* (pp. 97-118), Singapore: Springer.
- Zipin, L., Fataar, A. & Brennan, M. (2015). Can social realism do social justice? Debating the warrants for curriculum knowledge selection. *Education as change*, 19 (2), 9-36.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 Indigenous Perspectives in Education

Name: _____ Student Number: _____
Assessment task 1: Take-home exam

SPECIFIC CRITERIA	- —————> +				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education Clarity and accuracy in use of key theoretical terms and concepts in relation to policy and schooling practices 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education 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 <ul style="list-style-type: none"> Ability to demonstrate familiarity with key concepts drawn from the research literature 					
Structure and organisation of response <ul style="list-style-type: none"> Clarity and coherence of organisation of ideas within paragraphs and across the response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information 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					

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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 2: Policy standpoint

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Understanding of the task and its relationship to relevant areas of 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 1.4 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Understanding of relevant key curriculum, pedagogical, and theoretical concerns regarding standard 1.4 Engagement and analysis of socio-historical implications impacting on 1.4 Critical awareness of teaching and learning implications of 1.4 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 Constructs an effectively and convincingly 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books 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 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) Clarity and coherence of organisation of ideas within paragraphs and across the response 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: inclusive of reference list; within 10% over/under Correct and thorough referencing according to APA 6th edition style guide 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> <p><i>Please see detailed comments on Turnitin</i></p>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 Indigenous Perspectives in Education

Name: _____ Student Number: _____
Assessment task 3: Using resources to support teaching and learning

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 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication Clarity, consistency and appropriateness of academic written/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 <i>Please see detailed comments on Turnitin</i>					

Lecturer _____

Date _____

Recommended: /20 (FL PS CR DN HD)

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 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.**