



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST1108  
Indigenous Perspectives in Education

Semester 2

## Contents

1. LOCATION .....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
Summary of Course .....	2
Aims of the Course.....	2
Student Learning Outcomes.....	3
Graduate Attributes (AITSL Professional Graduate Teaching Standards) .....	3
National Priority Area Elaborations.....	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
6. COURSE CONTENT AND STRUCTURE .....	5
7. ASSESSMENT .....	6
8. RESOURCES .....	9

### **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 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Katherine Thompson  
Office Location: Please email to arrange an appointment  
Email: [katherine.thompson@unsw.edu.au](mailto:katherine.thompson@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Indigenous perspectives in education	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Watch online and provide written summaries	Weeks 1-9, 10-12
Tutorial	Thursday 15:00 – 16:00 (Goldstein Hall G16) Thursday 16:00 – 17:00 (Goldstein Hall G16) Thursday 17:00 – 18:00 (Goldstein Hall G16)	Weeks 1-9, 10-12

### **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).

### **Aims of the Course**

The aim of EDST1108 is to provide students with an understanding of the political, philosophical, personal and practical complexities of working with Indigenous knowledges, perspectives and students within school settings. In order to address these aims, the course will investigate and link the socio-historical relationships between Indigenous and non-Indigenous Australia, with the present. This course will challenge students to think deeply and develop an understanding of their own perspective and location in relation to Indigenous Australia.

To be successful in this course, students will need to demonstrate:

1. a critical understanding of the key contemporary issues and debates that are linked with Indigenous education;
2. the capability to reflect on their professional and personal role and responsibilities in relation to Indigenous education, and
3. the knowledge, skills and ability to plan for, and put into action, culturally responsive practices that effectively support the Standards 1.4 and 2.4.

### **Student Learning Outcomes**

Outcome		Assessment/s
1	Engage with and develop a critical and theoretical understanding of key policy, curriculum, pedagogy and social justice issues and debates in relation to Indigenous education	1 & 2
2	Recognise and develop the skills, ability and disposition to continuously critically reflect on the professional, political and personal responsibilities of educators in relation to Indigenous education	1 & 2
3	Demonstrate an awareness of, and strategies to work with, the diversity of Aboriginal and Torres Strait Islanders peoples, perspectives and histories	1 & 2
4	Demonstrate a respect for Indigenous sovereignties and what this means for teaching and learning in the classroom	1 & 2

### **Graduate Attributes (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	1 & 2
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	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1 & 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1 & 2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1 & 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	2
C: Information and Communication Technologies	C6 & 12	1
D: Literacy and Numeracy	D4	1 & 2
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 and run through to Week 12.*

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* (2<sup>nd</sup> Ed.). Frenchs Forest, NSW: Pearson.

	<b>Lecture</b>	<b>Reading (for the lecture)</b>
1	<p style="text-align: center;"><b>TOPIC: An introduction to the landscape of Indigenous education</b></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.</p>	<p style="text-align: center;"><i>Dodson (Moodle)</i></p> <p>'Challenges and opportunities'</p>
2	<p style="text-align: center;"><b>TOPIC: Unknowing an 'imagined' history</b></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.</p>	<p style="text-align: center;"><i>Phillips (ch 2)</i></p> <p>'Indigenous knowledge perspectives'</p>
3	<p style="text-align: center;"><b>TOPIC: Coming to know a diverse community</b></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.</p>	<p style="text-align: center;"><i>Stanesby &amp; Thomas (ch 5)</i></p> <p>'Seeing the invisible'</p>
4	<p style="text-align: center;"><b>TOPIC: Teaching and learning in 'the cultural interface'</b></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.</p>	<p style="text-align: center;"><i>Nakata (Moodle)</i></p> <p>'Indigenous knowledge'</p>
5	<p style="text-align: center;"><b>TOPIC: Race-making, racism, and anti-racist practices in schooling</b></p> <p>This week we examine schooling practices that contribute to preserving and protecting concerns to do with race. More specifically, the focus this week will be on developing an understanding of race, racism and anti-racism as socially produced in and through interactions in settings such as school.</p>	<p style="text-align: center;"><i>Rose (Moodle)</i></p> <p>The "silent apartheid"</p>
6	<p style="text-align: center;"><b>TOPIC: Avoiding tokenism and Aboriginalism in T&amp;L</b></p> <p>This week we 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.</p>	<p style="text-align: center;"><i>Little (ch 4)</i></p> <p>'Enraged Aborigines'</p>
7	<p style="text-align: center;"><b>TOPIC: The policy context – closing 'gaps' and curricular priorities</b></p> <p style="text-align: center;"><b>Guest presenter: Jane Stanley - Aboriginal Education and Engagement Officer, DoE</b></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.</p>	<p style="text-align: center;"><i>Whatman &amp; Duncan (ch 8)</i></p> <p>'Learning from the past'</p>
8	<p style="text-align: center;"><b>TOPIC: Working with Indigenous knowledges and perspectives</b></p> <p style="text-align: center;"><b>Guest presenters: Teaching staff from Matraville High School)</b></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.</p>	<p style="text-align: center;"><i>McLaughlin et al (ch 11)</i></p> <p>'Parent-school partnerships'</p>

9	<p><b>TOPIC: Avoiding deficit and compensatory approaches to T&amp;L</b></p> <p>This week we will look into some of the misconceptions and misunderstandings about Indigenous students and communities that can influence teaching and learning practices in problematic ways.</p>	<p><i>Martin (ch 3)</i></p> <p>'Aboriginal early childhood'</p>
<b>Mid semester break</b>		
10	<p><b>TOPIC: Working with Aboriginal and Torres Strait Islander students</b></p> <p><b>Guest presenter: Dr Sue Ollerhead – EAL/D specialist</b></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.</p>	<p><i>Sarra (Moodle)</i></p> <p>'School strategies to reinforce identity'</p>
11	<p><b>TOPIC: Respect, relationships and reconciliation</b></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.</p>	<p><i>Lampert (ch 6)</i></p> <p>'Becoming a socially just teacher'</p>
12	<p><b>TOPIC: Reflecting on your location and relationships</b></p> <p><b>Guest presenter: Closing comments from Aunty Barb (Guriwal Aboriginal Corporation)</b></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.</p>	<p><i>Burnett et al (Moodle)</i></p> <p>'I cant' believe I just said that'</p>
13	<b>TOPIC: Review of course</b>	

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priorities Assessed	Due Dates
Attendance hurdle requirement	Students are required to attend/participate in a minimum of 80% of weekly contact (3 hours per week). Participation in the online lectures will be monitored via student weekly contributions to the Moodle group forums. See below for further details.					
Assessment 1: Using resources: A film evaluation	1500 words + 5 min video	50%	1,2,3,4	All	A1-12, B4 F3, 5, 9 & 11	Friday, 2 <sup>nd</sup> Sep
Assessment 2: Policy analysis	2000 words	50%	1,2,3,4	All	A1-12, F3, 5, 9 & 11, C6 & 12	Monday, 28 <sup>th</sup> Oct

*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.*

### Online hurdle requirement:

- Students will be required to make a minimum of two entries per week, of 200-250 words each. The entries will be posted in the groups organised in Moodle.
- The first entry will provide a summary of the overarching theme/focus for the weekly lecture. In addition to this, you will identify a key issue/concept that was interesting/helpful for their learning – explaining how/why this was interesting or helpful.
- The second entry will involve making an informed comment in response to one of the other people in your group. For this, you should draw on ideas from the lecture/readings to support your response.

### ASSESSMENT 1: Using resources: A film evaluation

#### 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's for the purpose educational assessment.

*Due:* End of week six (6) – 2<sup>nd</sup> Sep.      *Weight:* 50%      *Length:* 5 minute presentation + 1500 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 basis of their evaluation. 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.
  - (a) Martin, K. (Director). (2015). *Prison songs*. Australia: Ronin Films.
  - (b) Purcell, L. (Director). (2015). *Brave new clan*. Australia: CAAMA Productions.
  - (c) Johnson, D. (Director). (2013). *The Redfern story*. Australia: The Australian Broadcasting Corporation and Screen Australia.
  - (d) Krawitz, T. (Director). (2011). *The tall man*. Australia: Blackfella Films.
  - (e) De Heer, R. (2014). *Charlie's Country*. Australia: Bula'bula Arts Aboriginal.
  - (f) Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia.
2. Watch the movie while taking notes that you can use later when presenting/writing your review. When making your notes, it is important to be as specific as possible with describing scenes or issues. The notes should be organised around different themes that could include:
  - setting/context;
  - plot/storyline;
  - key characters;
  - representations of Indigenous people/community;
  - representations of non-Indigenous people/community;
  - key events that highlight underlying concerns/focus (social justice, political etc);
  - connections with your prior knowledge/understandings;



- issues/concerns that might come up in teaching and learning in the classroom; and
  - questions/things to find out about.
3. Locate **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 six (6) academic sources to assist you with constructing the written part of the task. The Resources section (below) includes a number of sources that may be useful or suitable for this. **# Please note: government reports/policies and webpages are not viewed as credible academic sources.**
  4. Use the academic literature to **critically analyse and reflect upon the challenges and opportunities of including this movie 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, practical 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.
  5. Write a 1500 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' should include a short introduction and conclusion, with subheadings in the body of the 'brief'. The 'brief' must be supported by the academic literature, however **it is important that this does not include excessive direct quotes**. It is in this part of the task that you demonstrate the depth of your understanding and engagement with the challenges and opportunities when teaching and learning with resources that include Indigenous representations, knowledges, and history.
  6. The final element of this task involves developing a 5 minute video-blog of your evaluation. 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 1500 word 'brief', failure to adhere to this requirement will significantly impact on your overall result for this task.

## ASSESSMENT 2: Policy analysis

### Purpose/s:

- (i) Analyse one of the current education policies focused on the experiences of Indigenous students; and
- (ii) identify and critically reflect on the curricula and pedagogic issues connected with the engagement and achievements of Indigenous students.

Due: 28<sup>th</sup> Oct

Weight: 50%

Length: 2000 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 are taken up in different ways across the varied teaching and learning contexts in Australia and NSW, as such they are associated with both intentional and unintentional effects. Teachers are ultimately the front line of this process, 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 ...*

- **Choose one (1) of the policy documents (identified below) as the focus of your analysis:**
  - (a) The AITSL professional standards 1.4; or
  - (b) The literacy and numeracy 'close the gap' (2009) target.
  
- **Choose one (1) of the questions below:**
  1. Are the policy targets suitable and realistic in terms of genuinely meeting the educational and social justice needs of Indigenous students and communities?
  2. What are the most suitable and appropriate curricula/pedagogic practices that can assist teachers with meeting the policy requirements and genuinely improve the experiences and achievements of Indigenous students?
  3. What does the framing of the policy suggest about the socio-historical relationship between Indigenous students and schooling? What do teachers need to do, in order to avoid reproducing these patterns?

**Use your research skills to locate, analyse and critically reflect up relevant academic literature that can assist you with answering the question you selected.**

**Suggested structure** – please note, this is a guide only, you do not have to follow this organisation:

*Introductory paragraph* – An outline of what will be discussed. This should provide the reader with a clear indication of your response to the focus question and how your essay is structured.

*Body paragraph 1* – A critical analysis of the policy and the socio-historical foundations underpinning it.

*Body paragraph 2* – A critically informed discussion of the ethical, political and social justice framing of working with Indigenous students and communities.

*Body paragraph 3* – A critically informed discussion of the curricular and pedagogic considerations regarding improving the experiences and achievements of Indigenous students in schooling.

*Concluding paragraph* – Bring the ideas developed across your essay together to offer a succinct and convincing summary of your argument in response to the research question.

### **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**

Bang, M, Warren, B., Rosebery, A. & Medin, D. (2012). Desettling expectations in science education. *Human Development*, 55, 302-318.

- Beresford, Q., Partington, G. & Gower, G. (2012). *Reform and resistance in Aboriginal education* (2nd ed). Western Australia, WA: UWA Printing.
- 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.
- Burrige, N., Buchanan, J., & Chodkiewicz, A. (2009). Dealing with Difference: Building Culturally Responsive Classrooms. *Cosmopolitan Civil Societies: An Interdisciplinary Journal*, 1(3), 68-83.
- Burrige, 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'Abrosio, B. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education at Teachers College*, 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.
- Dunn, K.M., Kamp, A., Shaw, W.S., Forrest, J. & Paradies, Y. (2010). Indigenous Australians' attitudes towards multiculturalism, cultural diversity, 'race' and racism. *Journal of Australian Indigenous Issues*, 13(4), 19-31.
- Gammage, B. (2011). *The biggest estate on earth: How Aborigines made Australia*. Australia: Allen & Unwin.
- 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. & Grubb, W. (2014). *Education and racism: A primer on issues and dilemmas*. New York, NY: Routledge.
- Mackinlay, E. (2014). An ABC of drumming: Children's narratives about beat, rhythm and groove in a primary classroom. *British Journal of Music Education*, 31(2), 209-230.
- 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.
- McGinty, M. & Bang, M. (2015). Narratives of dynamic lands: Science education, Indigenous knowledge and possible futures. *Cultural Studies of Science Education*, First online, 1-5/
- 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.
- Norris, R. & Hamacher, D. (2014). Australian Aboriginal astronomy: An overview. In Ruggles, C. (Ed.). *Handbook of Archaeoastronomy and Ethnoastronomy* (pp. 2215-2222). New York: Springer.
- Owens, K. et al (2011). Cultural horizons for mathematics. *Mathematics Education Research Journal*, 23, 253-274.
- 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.
- 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.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST1108 Indigenous perspectives in education

Name:

Student Number:

Assessment task 1: Using a resource film evaluation

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Understanding of the task and its relationship to relevant areas of curriculum, pedagogy, theory and the politics of education</li> <li>Clarity and accuracy in use of key theoretical terms and concepts in relation meeting the professional requirements of AITSL standard 2.4</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Understanding of relevant key curriculum, pedagogical, and theoretical concerns regarding standard 2.4</li> <li>Engagement and analysis of socio-historical implications impacting on 2.4</li> <li>Critical awareness of teaching and learning implications of 2.4</li> <li>Clarity and depth of explanation regarding the recommendations for teaching and learning</li> <li>Synthesising of knowledge and understanding of theoretical concepts in support of the analysis and recommendations</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books</li> <li>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)</li> <li>Ability to synthesise and present research findings that support your response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>A clear and logical structure in both the written and oral formats of the task</li> <li>Clarity and coherence of organisation of ideas within both oral and written responses</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication</li> <li>Clarity, consistency and appropriateness of academic written/oral conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>Correct and thorough referencing according to APA 6<sup>th</sup> edition style guide</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>  <i>Please see detailed comments on Turnitin</i>					

Lecturer

Date

Recommended:        /20        (FL PS CR DN HD)

Weighting: 50%

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 analysis

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>Understanding of the task and its relationship to relevant areas of curriculum, pedagogy, theory and the politics of education</li> <li>Clarity and accuracy in use of key theoretical terms and concepts in relation meeting the professional requirements of AITSL standard 1.4</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>Understanding of relevant key curriculum, pedagogical, and theoretical concerns regarding standard 1.4</li> <li>Engagement and analysis of socio-historical implications impacting on 1.4</li> <li>Critical awareness of teaching and learning implications of 1.4</li> <li>Clarity and depth of explanation regarding the recommendations for teaching and learning</li> <li>Synthesising of knowledge and understanding of theoretical concepts in support of the analysis and recommendations</li> <li>Constructs an effectively and convincingly</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books</li> <li>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)</li> <li>Ability to synthesise and present research findings that supports your response</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)</li> <li>Clarity and coherence of organisation of ideas within paragraphs and across the response</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</li> <li>Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>Correct and thorough referencing according to APA 6<sup>th</sup> edition style guide</li> </ul>					
<p><b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b></p> <p><i>Please see detailed comments on Turnitin</i></p>					

Lecturer

Date

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