



UNSW
SYDNEY

Arts & Social Sciences

School of Education

**EDST5115 Indigenous and Sociocultural
Contexts of Education**

Term 1, 2019

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IMPORTANT:

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

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

1. LOCATION

Faculty of Arts and Social Sciences School of Education
EDST5115 Indigenous and Sociocultural Contexts of Education (6 units of credit)

2. STAFF CONTACT DETAILS

Course Convener: Katherine Thompson
Tutor: TBC
Office Location: John Goodsell 139/Matraville Sports High School
Email: katherine.thompson@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Indigenous and Sociocultural Contexts of Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including an intensive Indigenous immersion experience completed in 2018, class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Sunday 10 March and Sunday 14 April 2019 + online http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

This course explores the wider historical, political and social context of Australian education and critically examines the social and societal factors that shape students' experiences and outcomes, with a focus on understanding and responding to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. It takes as case studies two key challenges in contemporary education, Indigenous and multicultural education, and introduce students to current research, theoretical frameworks and practical strategies to help in developing their skills and knowledge to critically reflect on and intervene in schooling policies and practices which will disadvantage or marginalize students from diverse linguistic, cultural, religious and socioeconomic backgrounds

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

More focus on Indigenous and sociocultural issues to meet NESA requirements

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

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

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they

successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at:

<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

STUDENT LEARNING OUTCOMES

1	Describe and analyse the ways in which current multicultural, anti-racism, ESL and Aboriginal education policies, programs and services impact on school systems, schools and teachers.
2	Analyse and evaluate the concepts of race, culture, identity and diversity with regard to education and the impact of socio-political, cultural and linguistic factors on learning and teaching.
3	Evaluate a range of curriculum and pedagogical practices in relation to Indigenous and multicultural education.
4	Demonstrate sensitivity and knowledge of effective strategies to work with culturally and linguistically diverse peoples, perspectives, and histories.

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4.1	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
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers
7.4.1	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to equip students to think 'sociologically' about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be in the case in education. The content of this course will involve students engaging with both sociological data and critique to explore why this focus is important and how it can contribute to education resisting "the pressure to limit itself to the technical aspects of educational practice, and to assist teachers and educationists to understand and address the social and political elements of education" (Matthews, 2013, p. 162).

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

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

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate; and
- online learning from readings and web links on the Moodle website.

After each session you should:

- consolidate and review your notes and additional materials;
- research and read around specific issues and areas of interest;
- consider points raised in discussion and/or feedback you've been given; and
- prepare, plan, research and draft assignments.

6. RESOURCES

Moodle Site

The course will use Moodle to support the learning and teaching activities of this course. It will be used for communication and discussion, as well as the submission of assignments. You can access Moodle via the TELT Gateway or from your myUNSW account.

Online Resources

The UNSW Library runs the ELISE tutorial online, which familiarises students with academic writing, research and using information responsibly. Information on ELISE can be located at:

<http://subjectguides.library.unsw.edu.au/elise/aboutelise> and an information video can be located at: https://www.youtube.com/watch?v=XNpsdNMZwFk&feature=youtu.be&list=PLvW1evjftvmc4MO7hQ4MswzueK5Bc_3q

7. COURSE CONTENT AND STRUCTURE

Pre-requisite: Matraville Indigenous Immersion Program (already completed in July 2018)

Program Overview:

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

Community Partnership:

The program will be held at the UNSW Matraville Learning Centre at Matraville High School. The school, its staff, its Aboriginal students and the local Aboriginal Education Consultative Group are in partnership in the creation and delivery the content of this program, and local community members are involved in leading a Walk on Country in Kamay Botany Bay National Park.

Students will be expected to take notes on program content and their developing understandings, and to use those understandings to develop a reflection statement which they will draw on for their formal assessment in EDST 5115. This is a hurdle requirement for further study in EDST 5115.

Day 1
<p>Morning Session:</p> <p>Welcome to Country -- Aunty Barbara Simms-Keeley, AECG</p> <p>Working with Aboriginal Communities -- Julie Welsh and Michelle Lester This session will consider the concept of identity and community and how this can impact on teaching and learning in the classroom.</p> <p>Language and Aboriginal English-- Laura Doig, Sydney Children’s Hospital; Calita Murray and Pauline Beller, AECG This session builds on our understanding of identities and learning, to consider policy, curricular, pedagogical, assessment, and relational/communication issues connected with language and schooling – 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>Afternoon Session:</p> <p>Respect, Connect: Perspectives of Knowledge – Michelle Bishop, ex-Malabar PS/UNSW This session explores what is meant by “Indigenous perspectives” and provides a framework (relationally responsive pedagogy) for engaging with Indigenous perspectives, knowledges, and students. One of the aims 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>Rotating session: Group A: Cultural Walk· Kamay Botany Bay National Park Group B: <i>Brave New Clan</i> viewing and discussion Group C: Reflective Tutorial</p>
Day 2
<p>Morning Session:</p> <p>How Policy Impacts You as Teachers -- Jane Stanley, Deputy Principal, MSHS This session will explore education policies that shape Indigenous education. In particular, the lecture will discuss concerns linked with efforts to ‘close the achievement gap’, embedding the Cross-Curricular priorities, and the AITSL Professional Teacher Standards – what is the policy climate asking of you as a (future) teacher of Aboriginal students?</p>

Reflect, Direct: Knowing and embedding 'perspectives' – Michelle Bishop, ex-Malabar PS/UNSW
This session will explore education resources and practices that are useful for Indigenous education – what can you do as a (future) teacher of Aboriginal students?

Afternoon session:

Working with Community in your classroom

-- Teachers and community members involved in the Culture, Community and Curriculum Project
This session focuses on how teachers and community members working together can shape learning experiences in the classroom.

Rotating session:

Group C: Cultural Walk' Kamay Botany Bay National Park

Group A: *Brave New Clan* viewing and discussion

Group B: Reflective Tutorial

Day 3

Morning Session:

Kinship – Lynette Riley, University of Sydney

This session explores traditional Aboriginal kinship structures and the impact of colonization on Aboriginal families and communities, with explicit connections to implications for teachers.

Afternoon Session:

BBQ lunch with Aboriginal community, Student/Parent/Carer Panel Discussion

Panel to comprise a selection of Koori students, parents and family members, to be moderated by an AECG member. MTeach students may submit questions to the panel in advance.

Rotating session:

Group B: Cultural Walk' Kamay Botany Bay National Park

Group C: *Brave New Clan* viewing and discussion

Group A: Reflective Tutorial

Term 1 2019 Hybrid Course: Online + 2 days face-to-face

Each module indicates three hours of blended instructional time combining lectures, readings, online activities, and face-to-face discussion. Complete Modules 1-3 online activities before the first face-to-face meeting and Modules 4-6 activities before the second face-to-face meeting. Completing online activities for 5 out of 8 modules is a hurdle requirement.

	Module	Key Reading <i>Chapters refer to Phillips & Lampert textbook. All other sources available on Moodle/UNSW library databases using full citation in this course outline</i>
1	<p>An introduction to the landscape of Indigenous and multicultural education</p> <p>Course welcome and overview. This session will start by identifying and describing the range of ways in which the social and political contexts of education impact on school systems, schools and teachers, and discuss the policy, curriculum and pedagogical challenges and opportunities of linguistic, cultural, religious and socioeconomic diversity within our schools and communities. The session will then 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, are ‘known’ and represented – how are you connected with this history, and why does it matter?</p>	Stanesby & Thomas (ch 5)
2	<p>Why learn about Indigenous perspectives, what to learn, and different ways of learning</p> <p>This session will critically consider the place of ‘Indigenous perspectives’ within policy and curriculum documents, with a view to questioning the difficulties and possibilities for non-Indigenous educators to embed Indigenous knowledges, histories, and ways of knowing in T&L – why are Indigenous perspectives and ways of knowing often simplified and co-opted to provide a ‘one size fits all approach’ for the education system? How can teachers work with Indigenous oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning?</p>	Phillips (ch 2) Lowe & Yunkaporta (2013)
3	<p>Teaching and learning in ‘the cultural interface’</p> <p>This session focuses 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>	Nakata (2007)
4	<p>Racism, tokenism, and Aboriginalism in T&L</p> <p>This session examines schooling practices that contribute to preserving and protecting concerns to do with race, and looks into some of the misconceptions and misunderstandings about Indigenous knowledges, histories and heritage that can influence teaching and learning practices in problematic ways – despite the good intentions of many, why does racism and stereotyping continue as an everyday practice?</p>	Downey & Hart (ch 7)

5	<p>Multiculturalism as a policy response</p> <p>This session examines multiculturalism as a social policy response to cultural and linguistic diversity in Australian education, from early assimilationist approaches through to integration through to multiculturalism and its variants. It will also evaluate the effectiveness of these policy responses and their impact on schools and communities. It looks at how constructions of cultural and linguistic diversity and its impact on learning and teaching have changed over time, from deficit to difference, and the similarities and differences between multicultural and Indigenous education policies and practices.</p>	Banks (2009)
6	<p>Diversity and critical multicultural education</p> <p>This session will examine the impact of more critical approaches to diversity and multicultural education, and current issues and concerns, including the ethnicisation of educational achievement, the myth of the model minority, and the globalisation of education. The session will also explore strategies for working effectively, sensitively and confidentially with parents/carers from diverse language and cultural backgrounds.</p>	May (2009)
7-8	<p>Culturally Responsive Schooling, the politics and practices of knowledge, and critical self-reflection</p> <p>This session will look further into the contested and challenging requirements for all teachers to think and work critically in connection with the knowledges being constructed by learners in their classrooms, including locating yourself in the landscape of education, and articulating your philosophical, ethical and political vision for dealing with diversity – What sort of knowledge/curriculum are we constructing and why (not)? What sort of schools/classrooms/teachers/students are we constructing and why (not)?</p> <p>The session concludes with ways to evaluate current multicultural, anti-racism, ESL and Aboriginal education policies, programs and services and their role in contributing to student outcomes and the equity and quality of school education.</p>	<p>Vass (2017)</p> <p>Lampert (ch 6)</p> <p>Burnett, Lampert & Crilly (2013)</p>

8. RESOURCES

Required textbook:

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

Required additional readings:

- Banks, J. (2009). Multicultural education: Dimensions and paradigms. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.
- 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.
- 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.
- May, S. (2009). Critical multiculturalism and education. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.
- Nakata, M. (2007). The Cultural Interface. *The Australian Journal of Indigenous Education*, 36(5), 7- 14.
- Vass, G. (2017). Preparing for Culturally Responsive Schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462

Recommended texts:

On Indigenous education

- 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.
- 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.
- Ford, M. (2013). Achievement gaps in Australia: What NAPLAN reveals about education inequality in Australia. *Race, Ethnicity and Education*, 16(1), 80-102.
- Gray, J. & Q. Beresford (2008). "A "Formidable Challenge": Australia's Quest for Equity in Indigenous Education." *The Australian Journal of Education*, 52(2), 197-223.
- Griffiths, A. (2011). The components of best-practice Indigenous education: a comparative review. *The Australian Journal of Indigenous Education*, 40(1), 69-80.
- 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.
- Lowe, K., Backhaus, V., Yunkaporta, T., Brown, L., & Loynes, S. (2014). Winanga-y Bagay Gay: Know the river's story. *Curriculum Perspectives*, 34(3), 59-91.
- 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.
- Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into practice*, 42(3), 173-180.
- Ma Rhea, Z. (2012). The invisible hand of pedagogy in Australian Indigenous studies and Indigenous education. *The Australian Journal of Indigenous Education*, 41(1), 18-25.
- Ma Rhea, Z. (2012). Partnership for improving outcomes in Indigenous education: Relationship or business? *Journal of Education Policy*, 27(1), 45-66.
- Nakata, M. (2007). The Cultural Interface. *The Australian Journal of Indigenous Education*, 36(5), 7- 14.
- Nakata, M. (2011). Pathways for Indigenous Education in the Australian Curriculum Framework. *The Australian Journal of Indigenous Education*, 40, 1-8.
- 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.
- 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.
- Prior, M. (2013). Language and literacy challenges for Indigenous children in Australia. *Australian Journal of Learning Difficulties*, 18(2), 123-137.
- Rigney, L. (2010). Indigenous education: the challenge of change. *Every Child*, 16(4), 10-11.
- Riley, T. (2014). Raising awareness to transcend disciplines: Developing teachers' critical awareness across disciplines to increase Indigenous learner engagement. *The Australian Journal of Indigenous Education*, 43(2): 144-153.
- 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.
- 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.
- Vass, G. (2012). 'So, what is wrong with Indigenous education?': Perspective, position and power beyond a deficit discourse. *The Australian Journal of Indigenous Education*, 41(2): 85-96.
- Vass, G. (2014). Everyday race-making pedagogies in the classroom. *British Journal of Sociology of Education*, 37(3), 371-388. doi:10.1080/01425692.2014.928585
- 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.

On multicultural education

- Banks, J. (2009). Multicultural education: Dimensions and paradigms. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.
- Bucholtz, M., Casillas, D. I., and Lee, J.S. (2017). 'Language and culture as sustenance.' In D. Paris & H.S. Alim, *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York: Teachers College Press
- 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.
- Gibbons, P. (2009). *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone*, Portsmouth NH: Heinemann.
- Gleeson, M. & Davison, C. (2016). A conflict between experience and professional learning: Subject teachers' beliefs about teaching English language. *RELC Journal*, 47(1), 43-57.
- Halbert, K., & Chigeza, P. (2015). Navigating discourses of cultural literacy in teacher education. *Australian Journal of Teacher Education*, 40(11), 155-168.
- Ladson-Billings, G. & Gillborn, D. (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education*. London: RoutledgeFalmer.
- Leeman, Y., & Reid, C. (2006). Multi/intercultural education in Australia and the Netherlands. *Compare: A Journal of Comparative and International Education*, 36(1), 57-72.
- Lentin, A. & Titley, G. (2011). *The crisis of multiculturalism: Racism in a neoliberal age*. London: Zed Books.
- EDST5115 Indigenous and Sociocultural Contexts of Education, UNSW

- Leonardo, Z. (2009). (Ed.), *Handbook of Cultural Politics and Education*. Rotterdam: Sense Publishers.
- Lingard, B., Creagh, S. & Vass, G. (2012). Education policy as numbers: Data categories and two Australian cases of misrecognition. *Journal of Education Policy*, 27(3): 315-333.
- May, S. (2009). Critical multiculturalism and education. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.
- McIntosh, P. (2003). Understanding prejudice and discrimination. In S. Plous (Ed.), *White privilege: Unpacking the invisible knapsack* (8th ed., pp. 191-196) McGraw-Hill.
- Mills, M. & McGregor, G. (2014). Lessons from the margins. In M. Mills & McGregor, G. *Re-engaging young people in education: Learning from alternative schools* (pp. 134-143). Abingdon, Oxon: Routledge.
- Smolicz, J., & Secombe, M. (2005). Globalisation, cultural diversity and multiculturalism: Australia. In J. Zajada (Ed.), *International handbook of Globalisation, Education and Policy Research* (pp. 207-220). The Netherlands: Springer.
- Smyth, J. & McInerney, P. (2014). Reframing what it means to be educated. In J. Smyth & McInerney, P. *Becoming educated: Young people's narratives of disadvantage, class, place and identity* (pp. 127-141). New York, NY: Peter Lang.
- Tucker-Raymond, E. & Rosario, M. (2014). Imagining identities: Young people constructing discourses of race, ethnicity, and community in a contentious context of rapid urban development. *Urban Education*, On-line first: doi:10.1177/0042085914550412
- Vass, G. (2017). Preparing for Culturally Responsive Schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462
- Villegas, A. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.
- Watkins, M. & Noble, G. (2013). The ethnicization of educational achievement. In M. Watkins & Noble, G. *Disposed to learn: Schooling, ethnicity and the scholarly habitus* (pp. 15-33). London, UK: Bloomsbury.
- Wheeler, R. S. (2006). "What do we do about student grammar – all those missing -ed's and -s's?" Using comparison and contrast to teach Standard English in dialectally diverse classrooms. *English Teaching: Practice and Critique*, 5(1), 16-33.

Practical resources

- ACARA (2011) Cross-Curriculum Priorities, <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>
- ACARA (2011) English as an Additional Language or Dialect: Teacher Resource, http://www.acara.edu.au/verve/_resources/EALD_teacher_resource.pdf
- The Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners, <https://indigenousportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf>
- DET Victoria/UNSW, Tools for Enhancing Assessment Literacy for Teachers of EAL, www.teal.global2.vic.gov.au
- Perkins, R. (Director). (2009). *Bran Nue Dae*. Australia: Roadshow Films.
- Purcell, L. (Director). (2015). *Who We Are: Brave new clan*. Australia: CAAMA Productions.
- Petersen, A. (Director). (2016). *Zach's Ceremony*. Australia: Umbrella Entertainment.
- Firth, J. & Grant, S. (Director). (2013). *CQ: Indigenous Cultural Intelligence*. Australia: NITV.
- Kavanagh, A. & Briggs, A. (2016). *Over-Represented: A vice special on Indigenous incarceration*. Australia: Vice.
- De Heer, R. & Djigirr, P. (2006). *Ten Canoes*. Australia: Madmen Entertainment.
- Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia.

9. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Dates
<i>Assessment 1:</i> Policy standpoint	2000 words	40%	1, 2	1.4, 2.4	A1-12, F3, 1-11 C6 & 12	Thurs 4 April 5:00pm
<i>Assessment 2:</i> <i>Part A – Case Study</i> <i>Part B – Resources Portfolio</i>	4000 words	60%	1, 3, 4	1.3; 2.4; 7.3; 7.4	A1-12, F3-11	Mon 6 May 5:00pm
<i>Hurdle Requirement:</i> Online Moodle lecture and reading reflections	5 x 250 words ea or equiv	'Attendance' hurdle req				See Moodle, must complete 5/8 online weeks by 1 May

ASSESSMENT TASK 1: Personal Policy Perspective

Purpose/s:

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

The task:

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

To complete this task ...

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

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

Please Note: Your task should include an introduction and conclusion, with the issues outlined above being used as sub-headings that help structure your task. For this task, a minimum of eight (8) quality sources should be used to support the task. See below for relevant examples to use as starting point.

ASSESSMENT TASK 2: Resources Portfolio

Purpose/s:

- (i) Based in publicly available information (school website etc), describe and critically evaluate the ways in which your placement school for PE2 addresses the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander backgrounds, and the extent to which it incorporates multicultural and Indigenous perspectives across the curriculum.
- (ii) Based on your analysis, compile at least relevant 4 Indigenous-oriented resources and 4 multicultural-oriented resources, including people, places and perspectives (e.g. films, media, books, etc.) suitable for teaching and learning in the classroom. Explain the potential use of each of these resources, and how it will be used to support learning and teaching in your discipline area, and justify your choices with reference to your perceptions of the school's needs for additional material and resources, the professional policy requirements involved (e.g. AITSL standards, syllabus documents, and Cross-Curriculum Priorities) with reference to academic research literature.

The task:

This post-course task is designed to give students the opportunity to critically consider what is involved with compiling and using resources that include a focus on Indigenous and multicultural representations, knowledges, heritage and/or histories. This task aligns with the AITSL Professional Standard 2.4, which requires all teachers to embed Aboriginal and Torres Strait Islander perspectives in the curriculum, as well as with 1.3 and 1.4. The task will provide students with a strong foundation for their classroom teaching.

To complete this task ...

1. You will locate **relevant academic literature** that is relevant to **critical Indigenous and multicultural studies** in your teaching area. It is expected that for this task you will refer to a minimum of ten (10) academic sources - *government reports/policies and webpages are not viewed as credible academic sources.*
2. Use the literature to investigate suggestions regarding 'good practice' use of resources in the classroom. This should focus in particular on the **curricular and pedagogical practices** that teachers must consider in connection with what should be avoided and why, but importantly, **what can be done, how, and why.**
3. Prepare a submission that outlines the 8 resources (250 word maximum description each, with weblink or other source provided), plus a 2000 word commentary which provides **a concise summary of your key reasons for** including these resources for teaching and learning in support of the learning needs and outcomes you have identified from your research into the school and your understanding of the needs of all students. A gentle reminder that **diversity should be seen as a resource for all learners**, not a deficit to be addressed by a few.

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

Assessment task 1: Personal Policy Perspective

SPECIFIC CRITERIA	(-)	➤	(+)
<ul style="list-style-type: none"> • Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of schooling • Clarity and accuracy in use of key terms and concepts 			
<ul style="list-style-type: none"> • Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical and political concerns • Engagement with socio-historical concerns • Clarity and depth of explanation regarding the recommendations for teaching and learning • Synthesising of knowledge and understanding in support of creating a personal policy perspective 			
<ul style="list-style-type: none"> • 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 • Includes sources that are Indigenous academics, educators or community • Ability to effectively use literature in support of ideas/practices • Ability to synthesise research in support of a coherent and cohesive response 			
<ul style="list-style-type: none"> • Structure and organisation of response • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW writing guides) • Clarity and coherence of organisation of ideas within paragraphs and across the response 			
<ul style="list-style-type: none"> • Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: 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 Please see detailed comments on Turnitin</p>			

Lecturer Date

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

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

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

Assessment task 2: Resource portfolio

SPECIFIC CRITERIA	(-)	➤	(+)		
<ul style="list-style-type: none"> • Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of schooling • Clarity and accuracy in use of key terms and concepts 					
<ul style="list-style-type: none"> • Depth of analysis and/or critique in response to the task • Understanding of relevant curriculum/pedagogical, theoretical and political concerns • Identification of appropriate resources • Clarity and depth of explanation regarding the recommendations for teaching and learning 					
<ul style="list-style-type: none"> • 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 • Includes sources authored by academics, educators or community of Indigenous and diverse backgrounds • Ability to effectively use literature in support of ideas/practices • Ability to synthesise research in support of a coherent and cohesive response 					
<ul style="list-style-type: none"> • 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 					
<ul style="list-style-type: none"> • 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					

Lecturer Date

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

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

Appendix

A guiding statement regarding the UNSW approach to preparing initial teacher educators for Indigenous education

The School of Education at UNSW is committed to responding to the call to improve teacher education to better meet the needs of Indigenous students in schooling, and to ensure that the teaching of Indigenous knowledges, histories, and heritage is critically informed, culturally sensitive and responsive, and actively engages in reflective practices. The School acknowledges that these two domains are identified in the ***National priority area, Aboriginal and Torres Strait Islander Education***, and additionally they are required AITSL Graduate Teacher Standards (GTS 1.4 and 2.4 respectively). The School is dedicated in its efforts to make a serious contribution to educational reforms that develop initial teachers' skills and knowledges so they are sustainable, transferable, and critically informed by these social justice goals. This approach to teacher education is shaped by philosophical, political and ethical foundations that recognise schooling can and must play a vital role in better supporting Indigenous students in realising life pathways of their own choosing, and working towards Reconciliation between Indigenous and non-Indigenous Australia.

The School of Education has adopted a strategy of sharing the responsibilities of meeting these aspirations across the education program. In practice, this means that initial teacher education students at UNSW have an opportunity to engage in teaching and learning experiences that focus on Indigenous education policy, curriculum, and pedagogy at a number of junctures across their degree, and from a wide number of academic staff. This breadth and depth approach is founded upon the belief that (a) it is beneficial to have ideas and practices reinforced through repeated exposure to them, (b) it is advantageous to provide deeper and focused course specific engagement with these ideas and practices, and (c) in the interests of sustainability and emphasising the import of meaningfully engaging and working toward improvements in Indigenous education, that there is a critical mass of academics involved in the teaching and learning. In addition to this, the School's academic staff continually engages in critical reflexivity in order to make improvements to the teaching program that reflects shifts in the policy, curricula and pedagogic terrain of Indigenous education.

For the Master of Teaching students, depth is provided through a community-based Indigenous Immersion experience at the beginning of the second trimester and a dedicated course of study, EDST 5115 Indigenous and Sociocultural Contexts of Education, before the beginning of the final professional experience placement. The experience provides a sequence of teaching and learning that specifically engages with the policy, professional, curricular and pedagogic dimensions of contemporary schooling as well as cultural experience, all undertaken in conjunction with the local Indigenous community and developed with them. Breadth is provided through conversations and learning activities that focus on Indigenous education across the program, including in all discipline-specific curriculum and pedagogic units which focus on discipline specific key learning area syllabi, in which students are offered the opportunity to practically apply the skills and knowledges engaged with across the program.

With regards to addressing the focus of 1.4 in particular, in common across the education program are efforts to interrupt deficit views of Indigenous students and communities, and to move beyond compensatory strategies that aim to 'fix' Indigenous learners. Instead, an alternative and more critical approach that operates from a cultural 'wealth' perspective is taken up by education staff at UNSW. This 'funds of knowledge' approach to Indigenous education works from the understanding that learners arrive at school with a 'wealth' of skills, knowledges and experiences that can assist and help shape their engagement in schooling. It is a constructivist method for education that shifts responsibility onto the teacher to learn about their students, and from this, to develop and put into action teaching and learning experiences that are relevant and grounded in the lives and knowledge systems of the students. An important dimension and requirement of this approach, is for teacher education students to develop a critically informed and reflective understanding of the socio-historical foundations of the relationship between Indigenous and non-Indigenous Australia, and how this continues to shape contemporary understandings and social practices.

With regards to responding to the focus 2.4, in common across the education program is an understanding that the teaching of Aboriginal and Torres Strait Islander knowledges, histories, and heritages is primarily concerned with preparing teacher education students to work with the dominant non-Indigenous student population in schooling. While it is important that teachers are aware and

respond sensitively to the presence of Indigenous students during these engagements in teaching and learning, it is important to note that this curriculum focus is not solely 'for' the benefit of Indigenous students. Instead, the approach in the School recognises that this policy framework is part of a broader social justice agenda linked with promoting understanding and respect as the basis of active and informed citizenship and Reconciliation processes. This is a decolonising method for education that requires teachers to be equipped with the skills, knowledge, and commitment to develop and deliver teaching and learning opportunities that provide a range of perspectives, while questioning and critiquing the social and political practices that (re)produce and (re)value these perspectives. Once again, an important dimension and requirement of this approach, is for teacher education students to develop a critically informed and reflective understanding of the socio-historical foundations of the relationship between Indigenous and non-Indigenous Australia, and how this continues to shape contemporary understandings and social practices.

For more information about Indigenous education activities and projects at UNSW, see <https://education.arts.unsw.edu.au/about-us/community-engagement/indigenous>