



**UNSW**  
SYDNEY

School of Education

**EDST1104**  
**Social Perspectives in Education**

Term 1 2021

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**IMPORTANT:**

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

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

## **1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST 1104 Social Perspectives in Education (6 units of credit)  
Term 1 2021

## **2. STAFF CONTACT DETAILS**

Course Coordinator: Dr Meghan Stacey  
Office Location: Morven Brown G18  
Email: [m.stacey@unsw.edu.au](mailto:m.stacey@unsw.edu.au)  
Availability: Please email to arrange an appointment.

## **3. COURSE DETAILS**

<b>Course Name</b>	Social 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>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST1104T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST1104T1</a>

### **SUMMARY OF COURSE**

Do schools reduce or reinforce inequalities based on social, cultural, economic, and gender differences? What makes schools effective? Is education a public good or a private commodity? And what is the role of teachers, given that most research shows that schools only play a small role in explaining differences in how children do in school? By the end of this course, students should be able to discuss these four key questions. To do so, the course uses equity and social justice as key themes, and current research in educational sociology as evidence. Students should complete the course with a critical understanding of how education, teachers and teaching interact with society.

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

- Enhanced clarity in communication of assessment tasks.
- Revised lecture content for greater conceptual clarity.

## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.
2	Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.
3	Examine, discuss and evaluate education policies such as those relating to low-SES, race, and multiculturalism.

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
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.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A: Aboriginal and Torres Strait Islander Education	1-13 (all inclusive)
C: Information and Communication Technologies	4, 6, 12 & 14
D: Literacy and Numeracy	1, 2, 3 & 4
E: Students with Special Educational Needs	1 & 8
F: Teaching Students from Non-English-Speaking Backgrounds	1, 2, 3, 4 & 5

#### **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 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.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of intellectual quality, a quality learning environment and significance for student learning (Gore & Bowe, 2015). The unit also emphasises the interpretive, pedagogical, discursive, relational and institutional work of teaching (Comber, 2005), drawing attention to these domains both explicitly through its content, and implicitly through its design and delivery.

#### **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;
- extensive 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 EDST1104 Moodle website.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

##### **Classes**

You are expected to attend the 2-hour lecture (online) and 1-hour tutorial (face-to-face or online) each week, and complete the additional online component as directed across the term (see Moodle for details). The lectures, tutorials and online component 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 lecture having:

- read the designated reading;
- made notes on the reading and on any pertinent and/or unclear areas of your understanding of the reading;
- read as much additional material as is reasonably possible; and
- prepare carefully to engage in debate and other learning activities as relevant.

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; and
- prepare, plan, research and draft assignments.

### **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=PLvW1evjftfvmc4MO7hQ4MswzueK5Bc\\_3q](https://www.youtube.com/watch?v=XNpsdNMZwFk&feature=youtu.be&list=PLvW1evjftfvmc4MO7hQ4MswzueK5Bc_3q)

## 6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-week program of 2-hour lectures (online) and 1-hour tutorials (face-to-face or online). In addition, learning is supported by an online study component (please see Moodle for details).

Week	Topic	Reading
1	Privilege and Perspective in Education	<p>DiAngelo, R. &amp; Sensoy, Ö. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i> 11(1), 2-2.</p> <p>Hayes, D. (2018). Young people and school. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. &amp; Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 1-20). Oxford University Press.</p>
2	Teachers' Work, and Teaching as Work	<p>Comber, B. (2005). Pedagogy as work: Educating the next generation of literacy teachers. <i>Pedagogies: An International Journal</i> 1(1), 59-67.</p> <p>Mockler, N. &amp; Connell, R. (2018). Teachers. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. &amp; Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 359-385). Oxford University Press.</p>
3	Racism and Cultural Difference	<p>Foley, D. (2018). In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. &amp; Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 187-225). Oxford University Press.</p> <p>Welch, A. (2018). Cultural difference and identity. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. &amp; Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 139-186). Oxford University Press.</p>
4	Social Class	<p>Lareau, A. (2011). <i>Unequal childhoods: Class, race and family life</i>. University of California Press. [read chapter 1]</p> <p>Sriprakash, A. &amp; Proctor, H. (2018). Social class and inequality. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. &amp; Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 112-138). Oxford University Press.</p>
5	Markets and Choice	<p>Proctor, H. &amp; Sriprakash, A. (2018). School systems and school choice. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. &amp; Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 303-330). Oxford University Press.</p> <p>Rowe, E. E. &amp; Lubienski, C. (2017). Shopping for schools or shopping for peers: Public schools and catchment area segregation. <i>Journal of Education Policy</i> 32(3), 340-356.</p>
6	Flexibility Week	

7	Gender and Sexuality	Gray, E., Harris, A. & Jones, T. (2016). Australian LGBTQ teachers, exclusionary spaces and points of interruption. <i>Sexualities</i> 19(3), 286-303.  Low, R. & Burns, K. (2018). Gender. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 226-260). Oxford University Press.
8	Rural and Remote Education	Cuervo, H. (2014). Critical reflections on youth and equality in the rural context. <i>Journal of Youth Studies</i> 17(4), 1-14.  Welch, A. (2018). The city and the bush. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 74-111). Oxford University Press.
9	Curriculum	Llopert, M. & Esteban-Guitart, M. (2017). Strategies and resources for contextualising the curriculum based on the funds of knowledge approach: A literature review. <i>Australian Educational Researcher</i> 44(3), 255-274.  Mockler, N. (2018). Curriculum. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 331-358). Oxford University Press.
10	Education Policy and Globalisation	Bagnall, N. (2018). Globalisation. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 386-404). Oxford University Press.  Welch, A. (2018). Making education policy. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 261-302). Oxford University Press.

## 7. RESOURCES

### Prescribed Reading

**Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. (2018). *Education, change and society* (4<sup>th</sup> Ed.). Oxford University Press.**

Both the print and online version of the set text can be purchased from the UNSW bookshop.

Print:

<https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780190309763&12161065>

Digital:

<https://unswbookshop.vitalsource.com/textbooks?utf8=%E2%9C%93&sort=&term=9780190309763>

See the course's Moodle website for other resources. Additional resources can also be found in the full reference listing at the end of each lecture's PowerPoint.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Research task	1500 words	40%	1, 2	1.1.1, 1.3.1	A, C, D, E, F	12 <sup>th</sup> March 2021 by 5pm
Assessment 2: Research report	2500 words	60%	1, 2, 3	1.1.1, 1.3.1, 1.4.1, 1.5.1, 4.1.1, 7.2.1	A, C, D, E, F	23 <sup>rd</sup> April 2021 by 5pm

### **Submission of assessments**

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

### **Motivational statement**

The motivational statement is part of the UNSW Approach to Selection strategy, which requires that within all Bachelor of Education students' first trimester, they complete a statement as to why they want to be a teacher. The statement is then scored on a 2-point scale: 0 – incoherent, irrelevant or inappropriate reasons; 1 – coherent and valid reason. If a score of 0 is the result, you will be counselled about your career choices and/or may be referred to the Program Director or the Work Integrated Learning program. Please note that **while the motivational statement is not an assessment task for EDST1104, it is a hurdle requirement and must be successfully completed in order to pass the unit overall.** Motivational statements should be 200 words in length and do not need to be referenced.

Motivational statements must be uploaded to Moodle by 5pm on Friday 5<sup>th</sup> March 2021.

## **Assessment Details**

### **Assessment 1: Research task**

Prepare an annotated bibliography of relevant, high-quality academic sources.

You are to write annotations of 375 words each (1500 words total, not including reference list entries) based on four academic sources (journal articles or book chapters) of your choice. You cannot use any of the set readings, including any of the textbook chapters.

The sources must meet the following requirements:

- recent (published within the past 10 years);
- from a ‘good quality’ academic journal/book;
- focus on an aspect of schooling in Australia, with **at least one** source concerning students with linguistic and cultural diversity; and
- adopt a sociological approach.

For each source produce a summarised response that includes the following:

- Main point: Identify and summarise the main point or argument of the source.
- Support: Briefly identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.
- Evaluation: Evaluate the main point or argument. What kind of contribution does it make to knowledge and scholarship?
- Reflection: Reflect on and outline how the article is relevant to your studies in this unit. In addition, consider how might you use it to inform your ongoing studies and future practice in the classroom.

Weight: 40%

### **Assessment 2: Research report**

Write a research report describing and analysing one secondary school in NSW and how you might approach working there as a teacher.

Your report should be 2500 words in length (not including the reference list) and include the following sections:

- a) Using the MySchool website ([myschool.edu.au](http://myschool.edu.au)), identify and describe one secondary school in NSW that enrols at least 20% of students from language backgrounds other than English (LBOTE). The school cannot be one you attended yourself. In addition, the school must have at least ONE of the following characteristics:

- Be located in an inner regional, outer regional, remote or very remote location; OR
- Have an ICSEA below 950 or over 1050; OR
- Have an enrolment of at least 5% of students from Aboriginal or Torres Strait Islander backgrounds; OR
- Be a single-sex school.

Note: Certain schools might have multiple characteristics from the above list; if so, you may choose to focus your response on only one additional characteristic (although you should recognise the intersectionality in play and explain your choice). Use all publicly available sources you can find in order to establish and describe the school context in relation to the identified characteristics, including the school website and the school's MySchool page.

- b) Using the literature explored in this unit as well as additional sources from your own searching of the literature, explore the sociological dynamics that may be in play for the students enrolled by the school, in relation to the characteristics identified in Part A.
- c) Imagine you are a teacher at this school.
  - Reflect on your own personal history and positioning. How does this compare to the particularities of the school context, and what might this mean/how might it speak to your work there?
  - Describe and justify the approach you would take to your work in this school so as to be inclusive of students in relation to the characteristics identified in Part A and explored in Part B. Back up your approach with references to the unit readings, relevant policy, and additional academic sources from your own searching.

Across the task as a whole, you must include reference to a minimum of eight academic sources from your own searching of the literature and that do not include the set readings (although these should be used in addition). The eight additional academic sources may include the four sources used for Task 1.

Weight: 60%

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST1104 SOCIAL PERSPECTIVES IN EDUCATION

Name:

Student Number:

**Assessment Task 1: Research task**

SPECIFIC CRITERIA	FL	PS	CR	DN	HD
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the task through the presentation of information about four separate sources</li> <li>• Clarity and accuracy in use of terms and concepts</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Clear understanding and explanation of the sources</li> <li>• Explicitly and effectively links sources to the social aspects of schooling, i.e. its relation to EDST1104</li> <li>• Reflects thoughtfully on how the source might inform own studies and practice, through its sociological focus</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 and recent, high quality sources (peer reviewed journal articles, scholarly book chapters)</li> <li>• Ability to clearly and persuasively evaluate the sources' contribution to knowledge and scholarship</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of response</li> <li>• Clarity and coherence of organisation, including use of section headings where appropriate</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 written textual requirements: sentence structure, vocabulary, spelling, punctuation, and grammar</li> <li>• Clarity, appropriateness and effectiveness in persuasive and analytical writing</li> <li>• Clarity, consistency and appropriateness of academic written conventions for APA style</li> <li>• Adheres to word length: within 10% over/under</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					
Please see detailed comments via Turnitin on the course's Moodle website.					

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  
EDST1104 SOCIAL PERSPECTIVES IN EDUCATION

Name:  
Assessment Task 2: **Research report**

Student Number:

SPECIFIC CRITERIA	FL	PS	CR	DN	HD
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Clear and accurate identification and description of the school, and the characteristics of the school which will be discussed in the response</li> <li>Clear understanding of key sociological issues and inequities related to the identified characteristics of the school</li> <li>Clarity and accuracy in use of terms and concepts</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Clear yet complex knowledge and understanding of how the sociological issues identified may impact students</li> <li>Thoughtful, careful reflection on own personal history and positioning</li> <li>Considered exploration of approaches to teaching that are responsive to these sociological dynamics so as to meet the needs of all students</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 and recent, high-quality academic sources (peer reviewed journal articles or scholarly books/book chapters)</li> <li>Ability to utilise course readings and make appropriate reference to policy</li> <li>Ability to use sources effectively in relation to the requirements of the task</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Appropriateness of overall structure of response</li> <li>Clarity and coherence of organisation, including use of section headings where appropriate</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 written textual requirements: sentence structure; vocabulary; spelling; punctuation; and grammar</li> <li>Clarity, appropriateness and effectiveness in terms of analytical and reflective writing</li> <li>Clarity, consistency and appropriateness of academic written conventions for APA style, including quoting, paraphrasing, citing sources/information, and the reference list</li> <li>Adheres to word length: within 10% over/under</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					
Please see detailed comments via Turnitin on the course's Moodle website.					

Lecturer:

Recommended: /20      (FL PS CR DN HD)

Date:

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.