



UNSW
SYDNEY

School of Education

EDST1108
Indigenous Perspectives in Education

Term 2, 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 Bidjigal 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)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Kevin Lowe
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Co-Course Coordinator: Ms Rubee McManus
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Availability: See Moodle

3. COURSE DETAILS

Course Name	Indigenous Perspectives in Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

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

STUDENT LEARNING OUTCOMES

Outcome	
1	identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.
2	explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.
3	develop suitable skills and strategies to work effectively with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.
4	respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
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
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
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

Priority area	
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	F3, 5, 9 & 11

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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 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 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

For 2021, the course will be taught in an on-line environment. The lectures will be taught Asynchronously, with material be made available for you to work through. Each week you will be able to access a Read Me document and/or the Moodle site that will clearly outline the learning intentions and outcomes for the week. You will also have a link to the library website where all of the basic readings have been brought together for you.

It is expected that you will work your way through these materials. 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. For the most part, the tutorials will be synchronous – and you will be expected to be in attendance. Your tutors will keep a tally of your attendance. Most tutorials will be face to face, except for one online tutorial.

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.
- The Moodle site will contain the Read Me document for each week. The lecture slides with attached notes and links, and a folder under the tutorial tab that will contain additional material developed by your tutor to support your learning.
- Using Moodle will also provide you with an easy access point the Library resource site for this course. This will provide access to your tutorial readings, the recommended reading list that you consult when undertaking both Assessment tasks. In particular you will find the Films for Assessment 2, and a wide range of other materials that will deepen your understanding of the course outcomes and content.
- You can access Moodle via the TELT Gateway. (<https://moodle.telt.unsw.edu.au>)

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 tutorial on-line, which can be found at <https://subjectguides.library.unsw.edu.au/elise>

6. COURSE CONTENT AND STRUCTURE

This course is based around reading – this cannot be emphasised enough: ***if you do not at the very least do the essential set reading/s for the tutorials, you will find it difficult to contribute to discussions or do well in your assessment.***

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

Module	Lecture	Reading
Lecture 1 1 – 5 June	<p><i>Knowledge, Knowing and Teaching: An introduction to the core concepts Country, Place and Responsibility</i></p> <p>Course welcome and overview.</p> <p>In this lecture, we will investigate how teachers are placed to engage all students in learning on and about Aboriginal and/or Torres Strait Islander peoples perspectives and their connection to land and space. Some questions to be addressed in this lecture are:</p> <p>What does Country mean?</p> <p>What does it mean to be a non-Indigenous educator on Aboriginal Land?</p> <p>How is the current political climate linked to the history of invasion?</p> <p>Why is this course now compulsory in teacher education?</p> <p>What this course will and will not address?</p>	See Moodle
Lecture 2 8 – 12 June	<p><i>Knowing, Knowledge and the Curriculum: What can teachers do?</i></p> <p>This lecture will investigate the role of curriculum as a key educational policy document that sets out how teachers are ‘expected’ to teach and construct learning. How does it position Indigenous knowledges, experiences and cultures and how do teachers accommodate this to teach all students about Indigenous peoples and culture? This lecture will seek and answer:</p> <p>Does the curriculum stifle the work that needs to be done?</p> <p>How does the mandated curriculum impact teacher psyche and students?</p> <p>How are they structures of assimilation?</p> <p>How can you navigate this as an ethical educator?</p>	See Moodle
Lecture 3 15 – 19 June	<p><i>Coming to know a diverse community.</i></p> <p>This session will delve into the complex concept of identity and discuss how this issue can impact on teaching and learning in the classroom. More specifically, the focus of the week will be on developing a nuanced understanding of the diverse, pluralised, contextualised and dynamic identities in schooling today. We will look at why it is important to understand identity-work as being fluid and constant, rather than static and pre-determined.</p>	See Moodle
Lecture 4 22 – 26 June	<p><i>Unknowning an ‘imagined’ history.</i></p> <p>Supplementary to this week’s lecture we will interrogate the ‘peaceful settler’ narrative that continues to serve as the basis for how Australian history, and hence, the relationships between Aboriginal and non-Aboriginal Australia, are</p>	See Moodle

	<p>'known' and represented – how are you connected with this history, and why does it matter?</p> <p><i>Reckoning with your Privilege: How One Invader Came to Know Herself and her Sense of Place.</i></p> <p>In this lecture we will demonstrate how you may come to reckon with the knowledge that you might be a benefactor of stolen land and how you might choose to operate as a non-Indigenous educator on Aboriginal land. This lecture aims to assist you with coming to know your own place as an educator and should assist with your understanding for assessment task #1.</p>	
<p>Lecture 5 29 – 2 July</p>	<p><i>The policy context – closing 'gaps', curricular priorities and making good teachers.</i></p> <p>This week we will further explore education policies that shape Aboriginal 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?</p>	See Moodle
<p>Week 6 6 – 10 July</p>	<p>Kadoo Tour: Walk on Country.</p>	<p>Reflection Journal on the Walk on Country activity [see this activity in Moodle]</p>
<p>Lecture 7 13 – 17 July</p>	<p>Parent and School Partnerships: How to Work with Parents and Communities.</p> <p>In this week's lecture we will explore ways in which you can begin to engage with Indigenous community members and groups for the sake of both making community connections and incorporating local knowledge into your teaching. We will discuss the importance and value of this task but also some obstacles you may face from either the community, school decision makers or "curriculum constraints".</p> <p>Ultimately you will learn about the nuance and craft of this task and how flexible a seemingly strict curriculum may seem when viewed from a different perspective.</p> <p>OR Guest Lecture Dr. Lynette Riley (Pending availability.) <i>Building for success – What do students and parents tell us about educational success.</i></p> <p>This week, we hear from Dr Lynette Riley who will focus on her work with students and parents and outline her extensive research with Aboriginal students. This research highlighted how stakeholders should work together to ensure successful educational outcomes for Aboriginal students and provides an overview of '4' key dimensions and their conditions which assist to support successful academic outcomes for Aboriginal students.</p> <p>In the second part of the lecture, will focus on the place of Aboriginal families and communities, and the role that they have played in affecting the education of their children in school. Dr Riley will highlight how teachers need to reorientate thinking</p>	See Moodle

	such that they can understand the needs of Aboriginal students, and how families can be significant allies in understanding the needs of students and the histories of the communities in which they work	
Lecture 8 20 – 24 July	<p>Teaching and learning with Aboriginal knowledges and perspectives Building towards new knowledge to affect change in practice</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 Aboriginal oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning – how and why can engaging deeply with theory and the politics of schooling help shape your approach to T&L in the classroom? The sessions will illuminate issues such as effect of engagement – building and creating new ways of knowing and its impact on the acts of teaching. The teaching and learning at the cultural interface</p> <p>AND/OR</p> <p>Guest Lecture by Claire Hill and Dakota Smith (Pending availability) Language, Knowing and Identity: Uniqueness, Identity and Sovereignty – What we need to do to Affect Change?</p> <p>What work is being done with Indigenous Languages across Australia?</p> <p>What place does it have in schools?</p> <p>Who can teach it and the need to work with communities...</p>	See Moodle
Lecture 9 27 – 31 July	<p>Racism, tokenism, and Aboriginalism in teaching and learning</p> <p>This week we examine schooling practices that contribute to preserving and protecting concerns to do with race, and we also will look into some of the misconceptions and misunderstandings about Aboriginal knowledges, histories and heritage that can influence teaching and learning practices in problematic ways – and why racism and stereotyping continue as an everyday practice?</p> <p>The lecture will focus on the important role that the acts of racism can play in educational settings and what this means for teachers and policy makers.</p>	See Moodle
Lecture 10 3 – 7 August	<p>Responsibility, complicity, and positionality: Being the teacher you want to become</p> <p>This week we consider issues of responsibility, complicity, and positionality. The focus will be on examining your role as a teacher, and how the issues raised in this course might influence the way you understand the theory and practice of teaching. We will draw on the content and learning that you take away from this course and argue that you will need to apply this to your work in the landscape of Aboriginal education. articulating your philosophical, ethical and political vision for working in the landscape of Aboriginal education – what sort of a teacher to you want to be?</p>	See Moodle

7. RESOURCES

(see Recommended reading in Moodle – attached through Library tab)

- Aceves, T., & Orosco, M. (2014). Culturally responsive teaching. (CEEDAR Document No. IC-2). Retrieved from <http://cedar.education.ufl.edu/tools/innovation-configurations/>
- Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and feminist standpoint theory: First Peoples' sovereignties matter. *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.
- Bishop, M., & Durksen, T. L. (2020). What are the personal attributes a teacher needs to engage Indigenous students effectively in the learning process? Re-viewing the literature. *Educational research*, 62(2), 1-18.
- Bishop, M., Vass, G., & Thompson, K. (2019). Decolonising schooling practices through relationality and reciprocity: embedding local Aboriginal perspectives in the classroom. *Pedagogy, Culture & Society*, 1-19.
- Burgess, C. M., & Evans, J. R. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). Hershey, PA, USA: IGI Global.
- Burgess, C., Bishop, M., & Lowe, K. (2020). Decolonising Indigenous education: the case for cultural mentoring in supporting Indigenous knowledge reproduction. *Discourse: Studies in the cultural Politics of Education*, 1-14.
- 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* (Vol. 86). Rotterdam: Springer Science & Business Media.
- D'Ambrosio, U. & D'Ambrosio, B. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education*, 4(Spring-Summer), 19-25.
- Donovan, M. J. (2015). "Aboriginal student stories, the missing voice to guide us towards change." *The Australian Educational Researcher* 42(5): 613-625.
- Ferfolja, T., Diaz, C and Ullman, J (Eds) (2018). *Understanding sociological theory for educational practices*, Cambridge University Press.
- Ford, M. (2012). Achievement gaps in Australia: what NAPLAN reveals about education inequality in Australia. *Race Ethnicity and Education*, 16(1), 80-102
- 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.
- Keeffe, K. (1992). *From the centre to the city: Aboriginal education, culture and power*. Canberra: Aboriginal Studies Press.
- Kleeman, G. (2012). Towards a more inclusive curriculum: the perspectives of Aboriginal and Torres Strait Islander Peoples in geography curriculum documents. *Geographical Education*, 25, 24.
- Krakouer, J. (2015). Literature review relating to the current context and discourse on Indigenous cultural awareness in the teaching space: Critical pedagogies and improving Indigenous learning outcomes through cultural responsiveness. Retrieved from Melbourne: https://research.acer.edu.au/indigenous_education/42/
- Leonardo, Z. & Grubb, W. (2014). *Education and racism: A primer on issues and dilemmas*. New York, NY: Routledge.
- Lowe, K. & Yunkaporta, T. (2013). The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum: A cultural, cognitive and socio-political evaluation. *Curriculum Perspectives*, 33 (1), 1-14.
- Lowe, K. and J. Cairncross (2019). Authentic engagement with Aboriginal and Torres Strait Islander content in the P – 6 Australian Curriculum. *Making humanities and social sciences come alive: early years and primary education*. D. Green and D. Price. Port Melbourne, Cambridge University Press: 307-326.
- Lowe, K., & Galstaun, V. (2020). Ethical challenges: the possibility of authentic teaching encounters with Indigenous cross-curriculum content? *Curriculum Perspectives*, 40(1), 93-98. doi:10.1007/s41297-019-00093-1
- Lowe, K., Skrebneva, I., Burgess, C., Harrison, N., & Vass, G. (2020). Towards an Australian model of culturally nourishing schooling. *Journal of Curriculum Studies*. doi: 10.1080/00220272.2020.1764111
- Lowe, K., Tennent, C., Moodie, N., Guenther, J., & Burgess, C. (2020). School-based Indigenous cultural programs and their impact on Australian Indigenous students: A systematic review. *Asia-Pacific Journal of Teacher Education*, 1-21. doi:10.1080/1359866X.2020.1843137
- Matthews, C. (2012). Maths as storytelling: Maths is beautiful. In K. Price (Ed.), *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession* (pp. 94-112). Melbourne: Cambridge University Press
- 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.
- Maxwell, J., Lowe, K., & Salter, P. (2018). The re-creation and resolution of the 'problem' of Indigenous education in the Aboriginal and Torres Strait Islander cross-curriculum priority. *The Australian Educational Researcher*, 45(2), 161-177.
- Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into practice*, 42(3), 173-180.
- Moodie, N., J. Maxwell and S. Rudolph (2019). "The impact of racism on the schooling experiences of Aboriginal and Torres Strait Islander students: A systematic review." *The Australian Educational Researcher* 46(2): 273 - 295.
- Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.
- Nakata, M. (2010). The cultural interface of islander and scientific knowledge. *The Australian Journal of Indigenous Education*, 39(Supplement), 53-57.
- 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.

- Paris, D. and H. S. Alim (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*, Teachers College Press.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Crows Nest, NSW: Allen & Unwin.
- Phillips, J., & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in education: Reflection and the importance of knowing* (2 ed.): Melbourne, Pearson Education Australia.
- Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession*. Port Melbourne, Vic: Cambridge University Press.
- Rigney, L.-I. (2018). Will the national curriculum improve Aboriginal education? enacted curriculum and its conundrums. In A. Reid & D. Price (Eds.), *The Australian curriculum: Promises, problems and possibilities*. Deakin, ACT: Australian Curriculum Studies Association.
- Rudolph, S. (2016). The logic of history in 'gap' discourse and related research. *The Australian Educational Researcher*, 43 (4), 437-451).
- St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317.
- 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.
- Shay, M. (2018). The perceptions that shape us'. In T. Ferfolja, C. J. Diaz, & J. Ullman (Eds.), *Understanding sociological theory for educational practices*: Cambridge University Press.
- 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. & Skourdoumbis, A. (2016). Equity, social justice and ethics in mathematics education. In Makar et al (Eds.), *Research in mathematics education in Australasia 2012-2015* (pp. 97-118), Singapore: Springer.
- Zipin, L., Fataar, A. & Brennan, M. (2015). Can social realism do social justice? Debating the warrants for curriculum knowledge selection. *Education as change*, 19 (2), 9-36.

8. 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	1,500 words	45%	1, 2, 3, 4	All	A1-12, F3, 5, 9 & 11, C6 & 12	Friday 2 nd July By 5.00pm Week 5
<i>Assessment 2:</i> <i>Part A</i> - Curriculum brief <i>Part B</i> - Video justification	1,500 words + 5 min video	55%	1, 2, 3, 4	1.2.1; 2.4.1; 7.2.1; 7.4.1	A1-12, B4 F3, 5, 9 & 11	Wednesday 11 th August By 5.00pm Week (11)

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/>

Assessment Details

ASSESSMENT 1: Teacher 'standpoint' statement

Purpose/s:

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

Due: Friday 2nd July 2021

Weight: 45% *Length:* 1500 words

The task:

This task is designed to provide you with an opportunity to develop a deeper understanding of the professional role, responsibilities and practices involved in effectively addressing and improving the engagement and achievement of Indigenous learners in schooling. Hence, the major focus for this task is the AITSL Professional Standard 1.4.

To complete this task ...

Use your research skills to locate and critically engage with relevant academic literature to create a personal statement that frames your 'teacher standpoint', responsibilities and future approach to working with Indigenous students. Your 'standpoint' 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 for Indigenous students:

- **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 '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. You are encouraged to use the extensive reading list which will readily available using the Library (Leganto) tab from the Course Moodle site page.

ASSESSMENT 2: Using resources to support teaching and learning

Purpose/s:

- (i) Examine and critically reflect on Indigenous knowledges systems and representations of communities;
- (ii) investigate and comment on curricular and pedagogical considerations regarding the use of Indigenous oriented resources for teaching and learning in the classroom; and
- (iii) develop your familiarity with, and ability to use, ICT for the purpose educational assessment.

Due: Wednesday 11th August 2021

Weight: 55% *Length:* 5-minute presentation + 1500 word written assessment

The task:

This task is designed to give students the opportunity to critically consider what is involved in locating and using A/V resources that include a clear focus on Indigenous 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 your teaching. The task will provide students

with a strong foundation to consider the ethical, political, and social justice implications that are connected with this undertaking.

The task is to:

Situate the learning in **EITHER** curriculum content **OR** an important event, i.e. content that you are going to teach in support of a significant event that the school / faculty or YOU intends to give precedence to (e.g. NAIDOC week, Mabo Day, Myall Creek Massacre, 1967 Referendum, Australian/Invasion Day etc.) The A/V resource **must clearly link to the curriculum or learning requirements**.

Identify the learning outcome, how the resource will assist in students' understanding, and how the use of the A/V resource will strengthen student learning.

To complete this task ...

Students must choose one (1) high quality audio, visual or audiovisual (e.g. film, song/music, artwork, video, YouTube clip.) resource as the focus of their response to this task. The central consideration to consider is how to locate and use an appropriate teaching and learning resource that will be suitable for a junior high school environment, that addresses the intentions of the Aboriginal and Torres Strait Islander cross-curriculum content and the professional standard/s. There are a range of quality Australian resources. A range of resources will be available on the course Leganto site.

Read the literature to investigate what is suggested as 'good practice' in the use of A/V resources in the classroom. This should focus in particular on the curricular and pedagogical practices that teachers need to consider e.g. effective use, student support, prior learning, links to curriculum outcomes etc. with what should be avoided and why. Make your commentary solutions focused so you understand the valuable work that such resources can play in the classroom

1. Locate relevant academic literature to understand how key issues central to Indigenous studies link to the work of teaching about Indigenous peoples' histories, cultures and experiences. It is expected that you will refer to a minimum of five (5) academic sources – *NOTE: government reports/policies, and material that is generally considered 'professional literature' will not count towards your 5 academic sources*". The purpose here is to identify the critical issues that the teacher needs consider in respect to the teaching of Indigenous perspectives.

2. Determine the learning need.

In most instances you will be engaging with the requirements of the curriculum you are teaching. Establish the relevant link between one or more formal learning statements in either the ACARA or NESA syllabuses and the use of the most appropriate A/V resource in the classroom.

The ACARA CCP's can be accessed at: <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>

The NESA CCPs are situated with each subject. An overview can be found at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/science-extension-syllabus/learning-across-the-curriculum>

OR

If you cannot locate appropriate curriculum content in your teaching subject, then choose AN IMPORTANT event that focuses on Australia and Aboriginal and Torres Strait Islander people – such as Mabo Day, NAIDOC Week, "AUSTRALIA DAY" (Invasion Day) etc. and write your task as if you are looking to support student understanding about the importance of this event i.e., why it is being 'recognised'. Write up your own learning statement – (what you want the students to know and understand) You will need to argue that the A/V resource would meet the needs of this learning.

The assignment is in 2 parts.

A. Prepare a 1500 word 'brief' that:

- a. Makes a case for linking the resource to the specific learning requirements, its learning aims, students' prior knowledge and how you intend to link the learning need to Indigenous content.
- b. Provides a concise summary of general issues underpinning the selection of good resource selection.

- c. Provides a concise argument as to why this particular resource is appropriate to the subject (event) learning need/outcome i.e., how does it expose students to the issues that you want them to know?
- B.** The other element of the task involves developing a 5-minute video-blog. For this, you should construct the blog as if other teachers in the school/faculty are its audience. The focus of the blog is to bring forward your arguments as to WHY this teaching resource is appropriate for your colleagues to use and HOW the resource supports students' learning of the Aboriginal and Torres Strait Islander CCP or the significant event you are focusing on.

Please note one: Think of yourself having the role of explaining as concisely as possible, why and how the resource will meet the learning outcome/s.

Please note two: Keep in mind that the use of these A/V resources in high school teaching and learning contexts may involve selectively showing only 5-10 minutes of the film.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 1: Teacher 'standpoint' statement

	F	P	C	D	HD
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Understanding of the task and its relationship to relevant areas of schooling Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 1.4 		Adequate quality	Good quality	Excellent quality	Exceptional quality
		Clear understanding	Clear understanding	Clear understanding	Deep understanding of question and concepts
		use of appropriate terminology and concepts	Substantial use of appropriate terminology and concepts	Accurate and sustained use of appropriate terminology and concepts	Accurate and sustained use of a wide range of appropriate terminology and concepts
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 1.4 Engagement with socio-historical concerns impacting on standard 1.4 Clarity and depth of explanation regarding the recommendations for teaching and learning Synthesising of knowledge and understanding in support of creating a teacher standpoint		Evidence of some analysis	Some evidence of analytical thinking	Personal standpoint well informed by literature	Creative standpoint well-articulated, original positioned in the field
		Some understanding of the issues needing to be considered in Standard 1.4	Understanding and evaluation of / & make appropriate recommendations for ATSI students	analytical thinking about the key concepts in Standard 1.4	Critical analytical thinking on historical, political and social issues underpinning in Standard 1.4,
		Understanding and evaluation of / & make appropriate recommendations for ATSI students	Some evidence of critical thinking about the key concepts in Standard 1.4	Understanding and evaluation of / & make appropriate recommendations for ATSI students	Understanding and evaluation of / & make appropriate recommendations for ATSI students
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books 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 		Familiarity with some of the research	Familiarity with a range of appropriate literature	Substantial familiarity with a wide range of research literature	Substantial familiarity with quality research literature from a range of authors and position
		Relates limited literature to issues	Relates literature to the issues discussed	Relates wide literature to their arguments to the issues	Substantial ability to critically engage with the literature. And to synthesis it to support response

	F	P	C	D	HD
Structure and organisation of response <ul style="list-style-type: none"> A clear and logical structure in both the written and oral formats of the task Clarity and coherence of organisation of ideas within both oral and written responses 		Moderately well organised	Well organised and well written	Well organised and written response	Very well organised, written response that demonstrates a critical evaluation of the literature
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication Clarity, consistency and appropriateness of academic written/oral conventions: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: inclusive of reference list; within 10% over/under Correct and thorough referencing according to APA 6th edition style guide 		Arguments are communicated so they can be understood using appropriate conventions	Clearly articulated argument and clarity in communicating ideas using	Convincing argument that clearly communicates using conventions and to the audience	Capacity to clearly and coherently present argument to the audience
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					
<i>Please see detailed comments on Turnitin</i>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 45%

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 2: Using resources to support teaching and learning

	F	P	C	D	HD
		Adequate quality task demonstrated by:	Good quality task demonstrated by:	Excellent quality task demonstrated by:	Exceptional quality task demonstrated by:
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Understanding of the task and its relationship to relevant areas of school curriculum or event Clarity and accuracy in the use of key terms and concepts in relation to meeting the professional requirements of AITSL standard 2.4 		Clear understanding	Clear understanding	Clear understanding	Deep understanding of question and concepts
		use of appropriate terminology and concepts	Substantial use of appropriate terminology and concepts	Accurate and sustained use of appropriate terminology and concepts	Accurate and sustained use of a wide range of appropriate terminology and concepts
		Clear understanding of some curriculum and pedagogy and broader political concerns	Clear understanding of curriculum, pedagogy and broader political concerns	Well-informed understanding of curriculum, pedagogy and broader political concerns	Critical understanding of curriculum, pedagogy and broader political concerns
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 2.4 Engagement with socio-historical concerns impacting on 2.4 Clarity and depth of explanation regarding the recommendations for teaching and learning		Some understanding of the issues needing to be considered in AITSL Standard 2.4	Understanding and evaluation of AITSL Standard 2.4	Analytical thinking about the key concepts and issues in AITSL Standard 2.4	Critical analytical thinking on historical, political and social issues underpinning in AITSL Standard 2.4,
		Clear Understanding of recommendations for teaching ATSI cross-curriculum content	Some appropriate recommendations for teaching ATSI cross-curriculum content based on some evidence of analytical thinking	Appropriate recommendations for teaching ATSI cross-curriculum content based on well-informed analytical thinking	Appropriate recommendations for teaching ATSI cross-curriculum content based on highly informed, original and creative analytical thinking
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books Includes sources that are Indigenous academics, educators or community Ability to effectively use literature in support of 		Familiarity with some of the research	Familiarity with a range of appropriate literature	Substantial familiarity with a wide range of research literature	Substantial familiarity with quality research literature from a range of authors and positions
		Relates limited literature to issues	Relates literature to the issues discussed	Relates wide literature to their arguments to the issues	Substantial ability to critically engage with the literature. And to synthesis it to support response

	F	P	C	D	HD
		Adequate quality task demonstrated by:	Good quality task demonstrated by:	Excellent quality task demonstrated by:	Exceptional quality task demonstrated by:
<p>ideas/practices</p> <ul style="list-style-type: none"> Ability to synthesise research in support of a coherent and cohesive response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> A clear and logical structure in both the written and oral formats of the task Clarity and coherence of organisation of ideas within both oral and written responses 		Moderately well organised brief	Well organised brief	Well organised and written brief	Very well organised and written brief that demonstrates a critical evaluation of the literature
		<p>Video blog uses research to identify some issues for use in a staff meeting.</p> <p>Uses research to identify a several benefits and limitations of using the resource</p>	<p>Video blog uses research to discuss use in a staff meeting</p> <p>Uses research to identify some benefits and limitations of using the resource</p>	<p>Clear and well organised Video blog which is appropriate to use in a staff meeting.</p> <p>Uses research to articulate a clear argument about the benefits and limitations of using the resource</p>	<p>Clear, well organised and engaging Video blog which is highly appropriate to use in a staff meeting.</p> <p>Uses research to articulate a compelling argument about the benefits and limitations of using the resource</p>
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication Clarity, consistency and appropriateness of academic written/oral conventions: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: inclusive of reference list; within 10% over/under Correct and thorough referencing according to APA 6th edition style guide 		Arguments are communicated so they can be understood using appropriate conventions in both written and audio formats	Clearly articulated argument and clarity in communicating ideas using appropriate conventions in both written and audio formats	Convincing argument that clearly communicates using conventions and to the audience in both written and audio formats	Capacity to clearly and coherently present argument using appropriate conventions to the audience in both written and audio formats

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Please see detailed comments on Turnitin

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 55%

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.**