



**UNSW**  
SYDNEY      Arts & Social Sciences

School of Education

**EDST1108**  
**Indigenous Perspectives in Education**

Semester 1, 2018

## Contents

<b>1. LOCATION .....</b>	2
<b>2. STAFF CONTACT DETAILS.....</b>	2
<b>3. COURSE DETAILS.....</b>	2
Summary of Course.....	2
Student Learning Outcomes .....	2
AITSL Professional Graduate Teaching Standards .....	3
National Priority Area Elaborations .....	3
<b>4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ....</b>	3
<b>5. TEACHING STRATEGIES.....</b>	4
<b>6. COURSE CONTENT AND STRUCTURE.....</b>	5
<b>7. ASSESSMENT.....</b>	6
Submission of Assessment Tasks .....	8
<b>RESOURCES.....</b>	9

### **IMPORTANT:**

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

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

## **1. LOCATION**

Faculty of Arts and Social Sciences

School of Education

EDST1108: Indigenous Perspectives in Education (6 units of credit)

Semester 1, 2018

## **2. STAFF CONTACT DETAILS**

Course Coordinator: Dr Greg Vass

Office Location: John Goodsell 110

Email: g.vass@unsw.edu.au

Phone: I do not check voicemail. Please email.

Availability: Please email to arrange an appointment

## **3. COURSE DETAILS**

<b>Course Name</b>	Indigenous Perspectives in Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_S1.html">http://classutil.unsw.edu.au/EDST_S1.html</a>

### ***Summary of 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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers
7.4	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**

Lecture = 2 hours; Tutorial = 1 hour

### ***Lectures AND tutorials begin in Week 1***

You are expected to attend the lecture and one 1-hour tutorial each week. The lectures and tutorials will provide conceptual and theoretical frameworks from which particular topical issues can be understood. The tutorials are designed to supplement independent study.

You should come to each tutorial:

- having read the required reading;
- having made notes on the reading and on any pertinent and/or unclear areas of your reading;
- having read as much additional material as possible; and
- having prepared carefully to engage in debate and other learning activities as relevant each week.

After each tutorial you should:

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

#### **Moodle Site**

We will be using Moodle to support the learning and teaching activities of this course. It will be used for communication and discussion, as well as the submission of assignments. You can access Moodle via the TELT Gateway.

#### **Online Resources**

The Library runs the ELISE tutorial on-line, which familiarises students with academic writing, research and using information responsibly. It can be located at <http://elise.library.unsw.edu.au/home/welcome.html>. We also recommend that you make use of the ELISE library tutorial on-line, which can be found at

<http://elise.library.unsw.edu.au/mod5/library.html>

## 6. COURSE CONTENT AND STRUCTURE

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

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

	<b>Lecture</b>	<b>Reading</b>
1 Feb 26	<p style="text-align: center;"><b><i>An introduction to the landscape of Indigenous education</i></b></p> <p>Course welcome and overview. In this lecture, we will introduce the policy, curriculum and pedagogical challenges and opportunities encountered in the landscape of Indigenous education – why is this course now compulsory in teacher education? What this course will and will not address?</p>	<i>Stanesby &amp; Thomas (ch 5)</i> 'Seeing the invisible'
2 Mar 5	<p style="text-align: center;"><b><i>The policy context – closing 'gaps' and curricular priorities</i></b></p> <p><b><i>Guest presenter: Jane Stanley (Deputy Principal, Matraville Sports High School)</i></b></p> <p>This week we will further 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?</p>	<i>Whatman &amp; Duncan (ch 8)</i> 'Learning from the past'
3 Mar 12	<p style="text-align: center;"><b><i>Coming to know a diverse community</i></b></p> <p><b><i>Guest presenter: Lauren (PhD Student, UNSW, Faculty Arts &amp; Social Science)</i></b></p> <p>This week we will consider the concept of identity and how this can impact on teaching and learning in the classroom. More specifically, the focus of this week will be on developing a nuanced understanding of the diverse, pluralised, contextualised, and dynamic Indigenous identities in schooling today – why is it important to understand identity-work as being fluid and constant, rather than static and pre-determined?</p>	<i>Shay (Moodle)</i> 'The perceptions that shape us'
4 Mar 19	<p style="text-align: center;"><b><i>Understanding language when working with Aboriginal and Torres Strait Islander students</i></b></p> <p>This week we will build 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>	<i>Bucholtz (Moodle)</i> 'Language and culture as sustenance'
5 Mar 26	<p style="text-align: center;"><b><i>Respect, relationships and reconciliation</i></b></p> <p><b><i>Guest presenter: Dr Kevin Lowe (Macquarie University)</i></b></p> <p>This week the lecture will focus on the central role that relationships with students, parents and community play with shaping learning experiences in the classroom. One of the aims for this week is to critically reflect on your understanding of social justice in education and your role and responsibilities as a teacher – what expectations do students, parents and community have of you as a teacher?</p>	<i>McLaughlin et al (ch 11)</i> 'Parent-school partnerships'
	<b>Mid-Semester break 30<sup>th</sup> March – 8<sup>th</sup> April</b>	
6 Apr 9	<p style="text-align: center;"><b><i>Unknowing an 'imagined' history</i></b></p> <p>This week we will interrogate the 'peaceful settler' narrative that continues to serve as the basis for how Australian history, and hence, the relationships between Indigenous and non-Indigenous Australia, are 'known' and represented – how are you connected with this history, and why does it matter?</p>	<i>Phillips (ch 2)</i> 'Indigenous knowledge perspectives'
7 Apr 16	<p style="text-align: center;"><b><i>Why learn about Indigenous perspectives, what to learn, and different ways of learning</i></b></p> <p><b><i>Guest presenter: Rubee McManus (Moree State High School)</i></b></p> <p>In this week's lecture, we will critically consider the place of 'Indigenous perspectives' within policy and curriculum documents, with a view to questioning the difficulties and possibilities for non-Indigenous educators to embed Indigenous knowledges, histories, and ways of knowing in T&amp;L – why are Indigenous perspectives and ways of knowing often simplified and co-opted to provide a 'one size fits all approach' for the education system? What are the implications?</p>	<i>Lowe &amp; Yunkaporta</i> <i>'The inclusion of Aboriginal and Torres Strait Islander content in the national curriculum'</i>

	<b><i>Working with Indigenous knowledges and perspectives</i></b> Guest presenter: <i>Michelle Bishop (UNSW School of Education)</i>	Griffin, Griffin & Trudgett (Moodle)
8  Apr 23	<p>This week we will build on our understanding from last week to consider the critical and informed practices that teachers can take up in working with Indigenous oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning – how and why can engaging deeply with theory and the politics of schooling help shape your approach to T&amp;L in the classroom?</p> <p><b># Please note, instead of having tutorials on campus this week, you are required to register for one of the off-campus Walk on Country sessions (this are undertaken at La Perouse)</b></p>	'At the movies: Contemporary Australian Indigenous cultural expressions'
9  Apr 30	<b><i>Teaching and learning in 'the cultural interface'</i></b>	McLaughlin & Whatman (Moodle)  'Embedding Indigenous Knowledges'
10  May 7	<p>This week the lecture will focus on the 'cultural interface', a concept that can help with deepening our understanding of the complexities and possibilities of embedding Indigenous knowledges in formal educational settings – why is understanding and engaging with the politics of knowledge construction important for you?</p>	Downey & Hart (ch 7)  'Teaching and textual spaces in Indigenous education'
11  May 14	<b><i>The politics and practices of knowledge</i></b>	Andersen (Moodle)  'Intellectual predilections and institutional realities'
12  May 21	<b><i>Reflecting on your location and relationships</i></b>	Lampert (ch 6)  'Becoming a socially just teacher'
13  May 28	<b><i>Review of course</i></b>  <b><i>Tutorial only – no lecture</i></b>	

## 7. 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	1500 words	45%	1, 2, 3, 4	All	A1-12, F3, 5, 9 & 11, C6 & 12	5pm Thursday 29 <sup>th</sup> March (Week 5)
<i>Assessment 2:</i> Part A - Curriculum brief Part B - Film justification	1500 words + 5 min video	55%	1, 2, 3, 4	1.2; 2.4; 7.2; 7.4	A1-12, B4 F3, 5, 9 & 11	5pm Friday 1 <sup>st</sup> June (week 13)

## **ASSESSMENT 1: Teacher ‘standpoint’ statement**

*Purpose/s:*

- (i) Critically reflect on your location and understanding of the AITS 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: Thurs 29<sup>th</sup> Mar – Wk (5)*

*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 AITS 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.

## **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: Fri 1<sup>st</sup> Jun - Wk 13*

*Weight: 55%*

*Length: 5 minute presentation + 1500 words*

*The task:*

This task is designed to give students the opportunity to critically consider what is involved with using resources that include a focus on Indigenous representations, knowledges, heritage and/or histories. This task aligns with the AITS Professional Standard 2.4, which requires all teachers to embed Aboriginal and Torres Strait Islander perspectives in the curriculum. The task will provide students with a strong foundation to consider the ethical, political, and social justice implications that are connected with this undertaking.

*To complete this task ...*

1. Students must choose one (1) of the following movies as the focus of their response. These movies are considered acceptable and suitable for use in high school classrooms, they could be used in a number of

different teaching areas (i.e. History, Drama, Aboriginal Studies, Art, Legal Studies, Music). All the movies are available through the library.

- (a) Perkins, R. (Director). (2009). *Bran Nue Day*. Australia: Roadshow Films.
  - (b) Purcell, L. (Director). (2015). *Brave new clan*. Australia: CAAMA Productions.
  - (c) Petersen, A. (Director). (2016). *Zach's Ceremony*. Australia: Umbrella Entertainment.
  - (d) Firth, J. & Grant, S. (Director). (2013). *CQ: Indigenous Cultural Intelligence*. Australia: NITV.
  - (e) Kavanagh, A. & Briggs, A. (2016). *Over-Represented: A vice special on Indigenous incarceration*. Australia: Vice.
  - (f) De Heer, R. & Djigirr, P. (2006). *Ten Canoes*. Australia: Madmen Entertainment.
  - (g) Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia.
2. You will locate **relevant academic literature** that is relevant to **critical Indigenous studies** in your teaching area. It is expected that for this task you will refer to a minimum of five (5) academic sources - *government reports/policies and webpages are not viewed as credible academic sources*.
  3. 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**.
  4. Identify at least one suitable element of the '**learning area statement**' from the ACARA Cross-Curriculum Priorities that is relevant to your main teaching discipline (e.g. English, Math, Science). An important element of this task is you demonstrating the ability to establish **a logical and relevant link** between the formal learning statements and the use of the film in the classroom. The 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/>
  5. Prepare a 1500 word 'brief' that provides **a concise summary of key issues** to consider when including this resource for teaching and learning in support of the learning outcome you identified.
  6. The other element of the task involves developing a 5 minute video-blog. For this, you should construct the clip as if other teachers were your audience. The focus of the video component then, is to develop **a professional resource** that informs other teachers **how to effectively and critically use the film to support meeting the learning area statements**.

# **Please note one:** this must not be you reading the 'brief', failure to adhere to this requirement will significantly impact on your overall result for this task.

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

### **Submission of Assessment Tasks**

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

## RESOURCES

- Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and Feminist standpoint theory. *Griffith Law Review*, 22 (2), 315-343.
- Baynes, R. (2016). Teachers' attitudes to including Indigenous knowledges in the Australian science curriculum. *The Australian Journal of Indigenous Education*, 45 (1), 80-90.
- Beresford, Q., Partington, G. & Gower, G. (Eds.) (2012). *Reform and resistance in Aboriginal education* (2nd ed.). Western Australia, WA: UWA Printing.
- Burgess, C & Evans, J. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In Keengwe, J. (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). IGI Global.
- Burnett, B., Lampert, J. & Crilly, K. (2013). "I can't believe I just said that": Using guided reflections with non-Indigenous pre-service teachers in Australia. *The International Education Journal*, 12(1), 161-179.
- Burridge, N., Whalan, F. & Vaughan, K. (Eds.). (2012). *Indigenous education: A learning journey for teachers, schools and communities*. Rotterdam: Sense.
- D'Ambrosio, U. & D'Ambrosio, B. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education*, 4, 19-25.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Gay, G. & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, 42 (3), 181-187.
- Gray, J. & Q. Beresford (2008). "A "Formidable Challenge": Australia's Quest for Equity in Indigenous Education." *The Australian Journal of Education*, 52(2), 197-223.
- Harrison, N. & Greenfield, M. (2011). Relationship to place: Positioning Aboriginal knowledge and perspective in classroom pedagogies. *Critical Studies in Education*, 52(1), 65-76.
- Hickling-Hudson, A., & Ahlquist, R. (2003). Whose culture? The colonizing school and the miseducation of Indigenous children: Implications for schooling in Australia. *Journal of Postcolonial Education*, 2(2), 15-35.
- Leonardo, Z. & Grubb, W. (2014). *Education and racism: A primer on issues and dilemmas*. New York, NY: Routledge.
- 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.
- Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.
- Owens, K. (2015). Changing the teaching of mathematics for improved Indigenous education in a rural Australian city. *Journal of Mathematics Teacher Education*, 18 (1), 53-78.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Crows Nest, NSW: Allen & Unwin.
- Price, K. (Ed.). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession*. Port Melbourne, Vic: Cambridge University Press.
- Rudolph, S. (2016). The logic of history in 'gap' discourse and related research. *The Australian Educational Researcher*, 43 (4), 437-451.
- Salter, P. & Maxwell, J. (2016). The inherent vulnerability of the Australian curriculum's cross-curriculum priorities, *Critical Studies in Education*, 57 (3), 296-312.
- Sarra, C. (2011). *Strong and smart – towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.
- 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.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST1108 Indigenous Perspectives in Education

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Assessment task 1: Teacher 'standpoint' statement

SPECIFIC CRITERIA	(-) ←	→ (+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Understanding of the task and its relationship to relevant areas of schooling</li> <li>Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 1.4</li> </ul>		
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 1.4</li> <li>Engagement with socio-historical concerns impacting on 1.4</li> <li>Clarity and depth of explanation regarding the recommendations for teaching and learning</li> <li>Synthesising of knowledge and understanding in support of creating a teacher standpoint</li> </ul>		
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books</li> <li>Includes sources that are Indigenous academics, educators or community</li> <li>Ability to effectively use literature in support of ideas/practices</li> <li>Ability to synthesise research in support of a coherent and cohesive response</li> </ul>		
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW writing guides)</li> <li>Clarity and coherence of organisation of ideas within paragraphs and across the response</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; grammar</li> <li>Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</li> <li>Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>Correct and thorough referencing according to APA 6<sup>th</sup> edition style guide</li> </ul>		
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>		
Please see detailed comments on Turnitin		

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

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