



## School of Education

EDST5141

Critically Engaging with Indigenous Education in  
Australia

Summer 2019





4	Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.	1 & 2
5	Articulate a critically reflective understanding of their socio-cultural perspective, position and power within the Indigenous education landscape.	2

*Graduate Attributes*

Standard

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The course is designed to be a reflective and collaborative investigation of the highly politicised Indigenous education landscape. To develop the students understanding and familiarity with the competing and at times contradictory discourses that construct this landscape, the course will use a combination of lectures, guided reading, small group discussion, and individual reflection. As the students are being asked to locate and consider their relationships within this landscape, some students may find the readings and discussions challenging and confronting, with the approach to the course designed to create an environment that is encouraging, supportive and safe to explore, take risks, and make mistakes. Students are asked to keep in mind that everybody will be entering the course with different levels of knowledge, understanding and confidence, and to promote deep and enriching learning for all, students are expected to attend classes fully prepared to engage with the readings, share their ideas, listen to the ideas of others, and be committed to

**7.**



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5141 CRITICALLY ENGAGING WITH INDIGENOUS EDUCATION

Student Name:

Student No.:

Assessment Task: **Task one: Theoretical framework**

SPECIFIC CRITERIA	(-) _____ h (+)				
<b>Understanding of the question or issue and the key concepts involved</b> x Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education x Clarity and accuracy in use of key theoretical terms and concepts in relation to policy and schooling practices					
<b>Depth of analysis and/or critique in response to the task</b> x Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education policy x Clarity and depth of explanation regarding the theoretical approach chosen x Effectiveness of synthesis in connection with communicating with and across the different theoretical frameworks					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> x Ability to effectively use literature that demonstrates an understanding of the relevance, suitability and sensitivity when evaluating academic literature x Ability to synthesise and present research findings that supports your response					
<b>Structure and organisation of response</b> x A clear and logical structure x Clarity and coherence of organisation of ideas					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> x Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar x Clarity, appropriateness and effectiveness in terms of persuasive/analytical/reflective writing x Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list x Adheres to word length: inclusive of reference list; within 10% over/under x Correct and thorough referencing according to APA 6 <sup>th</sup> edition style guide					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

**Lecturer**

**Recommended:**        /20        (FL PS CR DN HD)

**Date**

**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  
EDST5141 CRITICALLY ENGAGING WITH INDIGENOUS EDUCATION

Student Name:

Student No.:

Assessment Task: **Task two: Research essay** (+)(6ask t 4-12.3 (s[c ne)-2.48 ]((6ashi n B6asp 84afMo 1 B4mel.3 (ue

**SPECIFIC CRITERIA**

(-) \_\_\_\_\_ h (+)

**Understanding of the question or issue and the key concepts involv4 (s)-15w 9.484a2**

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## RESOURCES

### *Required Readings*

As listed above in section 6.

### *Further Readings*

Beresford, Q., Partington, G. & Gower, G. *Reform and resistance in Aboriginal education* (2<sup>nd</sup> ed). Western Australia, WA: UWA Printing.

Burridge, N., Buchanan, J., & Chodkiewicz, A. (2009). Dealing with Difference: Building Culturally Responsive Classrooms. *Cosmopolitan Civil Societies: An Interdisciplinary Journal*, 1(3), 68-83.

Castagno, A. (2014). *Educated in Whiteness: Good intentions and diversity in schools*. Minneapolis, MN: University of Minnesota Press.

Chodkiewicz, A. & Burridge, N. (2013). Addressing diversity in schools: Policies, programs and local realities. In Jukubowics, A. & Ho, C. (Eds.), *'For those who've come across the seas...': Australian multicultural theory, policy and practice* (pp. 210-221). Nth Melbourne, Vic: Australian Scholarly Publishing.

Dixson, A. & Rousseau, C. (Eds.). (2006). *Critical Race Theory in Education: All god's children got a song*. New York, NY: Routledge.

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.

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.

Hickling-Hudson, A., Matthews, J., & Woods, A. (2004). *Disrupting preconceptions: Postcolonialism and education*. Flaxton, QLD: Post Pressed.

Ladson-Billings, G. & Gillborn, D. (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education*. London: RoutledgeFalmer.

Leonardo, Z. (2009). *Race, Whiteness, and education*. New York, NY: Routledge.

Leonardo, Z. & Grubb, W. (2014).

- Sarra, C. (2011). *Strong and smart – towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.
- Savage, C., Hindle, R., Meyer, L., Hynds, A., Penetito, W. & Sleeter, C. (2011). Culturally responsive pedagogies in the classroom: Indigenous student experiences across the curriculum. *Asia-Pacific Journal of Teacher Education*, 39 (3), 183-198.
- Sleeter, C. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, 47(3), 562-584.
- Taylor, E., Gillborn, D. & Ladson-Billings, G. (Eds.). (2009). *Foundations of Critical Race Theory in education*. New York, NY: Routledge.
- Tuck, E. & Yang, K. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1 (1), 1-40.
- Zamudio, M., Bridgeman, J., Russell, C. & Rios, F. (2009). Developing a critical consciousness: Positionality, pedagogy and problems. *Race, Ethnicity and Education*, 12 (4), 455-472.