



School of Education

EDST1104  
Social Perspectives in Education

Term 1, 2020

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## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 1104 Social Perspectives in Education (6 units of credit)  
Term 1, 2020

## 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.

Other Teaching Staff: Dr Greg Leaney  
Email: [g.leaney@unsw.edu.au](mailto:g.leaney@unsw.edu.au)  
Availability: Please email to arrange an appointment

Other Teaching Staff: Ms Sara Mashayekh  
Email: [sara.mashayekh@unsw.edu.au](mailto:sara.mashayekh@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">http://classutil.unsw.edu.au/EDST_T1.html</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

Closer links to course content in the online component via use of module readings  
Greater clarity in written explanation of assessment tasks  
Enhanced support for student



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



## 7. RESOURCES

### Prescribed Reading

Welch, A., Connell,  
Bagnall, N., Bu  
society (4<sup>th</sup> Ed.

Both the print and o

Print:

<https://www.booksb>

Digital:

<https://unswbooksh>

See the course's M  
full reference listing

pley, D., Vick  
on, change a

W bookshop.

1065

m=978019030

also be found

## 8. ASSESSMENT

Assessment Task	Length
Assessment 1: Research task	1500 words
Assessment 2: Research report	2500 words

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### Submission of assessments

Students are required to follow their lect  
assessment. All assessment will be submit  
required to keep all drafts, original data and o  
at least one year after examination. If an assess  
for providing a further copy. Please see the Stud  
regarding submission, extensions, special considerat  
requirements etc. <https://education.arts.unsw.edu.au/stud>

### Motivational statement

The motivational statement is part of the UNSW Approach to S  
with the 70000001 of Education 50 Students' first trimester, they co  
want to be a teacher. The use





## **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 and include the following sections:

- a) Identify and describe one secondary school in NSW that enrolls at least 20% of students from language backgrounds other than English (LBOTE). In addition, the school should enrol students with at least ONE of the following characteristics:
- students from a rural or remote area; OR
  - students from a low socio-economic status (SES) background; OR
  - students from Aboriginal or Torres Strait Islander background; OR
  - students from a refugee background; OR
  - students categorised by the school as having a specific gender (e.g. a boy or girls' school).

Note: Certain schools might cater for multiple options from the above list; if so, you may choose to focus in on only one additional characteristic (although you should recognise the intersectionality in play and explain/justify 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.
- a. 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?
  - b. Describe and justify the approach you would take to your work in this school so as to be inclusive of the students with 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 ten 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 ten additional academic sources may include the four sources used for Task 1.

Weight: 60%

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FEEDBACK SHEET  
EDST1104 SOCIAL PERSPECTIVES IN EDUCATION

Name:

Student Number:

Assessment Task 1: Research task

**SPECIFIC CRITERIA**

**FL PS**

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