School of Education

EDST5115 Indigenous and Sociocultural Contexts of Education

Term 2 2020

Contents

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.

EDST5115 Indigenous and Sociocultural Contexts of Education Term 2 2020

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Analyse the ways in which current multicultural, anti-racism, and Aboriginal education policies, programs and services impact on school systems, schools and teachers.	1, 2
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4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the

6. COURSE CONTENT

Part 1: Matraville Indigenous Immersion Program

Program Overview:

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Community Partnership:

The program will be held at the UNSW Matraville Learning Centre at Matraville High School. The school, its staff, its Aboriginal students and the local Aboriginal Education Consultative Group (AECG)

5	Culturally responsive Schooling, the politics and practices of knowledge, and critical self-reflection
	This session will look further into the contested and challenging requirements for all teachers to think and work critically in connection with the knowledges being constructed by learners in their classrooms, including locating yourself in the landscape of education, and

Part 2: University based classes

Each module consists of three hours face to face instructional time combining lectures and tutorials, plus readings, online activities and discussion.

7. RESOURCES

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.youtis ion 42 Tmk1tated at:

plurality and fluidity; understanding the importance of context;

Family and community – ^~^&ẽ^|ˆ æ̹å{ ^æ̹å̹*˜||ˆ^}*æ̃å̹*ˆ[˘¦•č̃å^}σq families and communities in decision-making connected with schooling;

Curriculum and pedagogy – considering appropriate representation of Indigenous perspectives in the curriculum/±[[å]¦æ&ã&^•q{¦c@·&|æ•¦[[{;æ̹å

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. See Appendix below for relevant examples to use as starting point

ASSESSMENT TASK 2: Resources Portfolio

Purpose/s:

    (i)   Based in publicly available information (school website, MySchool, etc), describe and critically evaluate the ways in which your placement school for PE1/2 addresses the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander backgrounds, and the extent to which it incorporates multicultural and Indigenous perspectives across the curriculum.

    (ii) Based on your analysis, compile at least 8 relevant Indigenous-oriented resources, including people, places and perspectives (e.g. films, media, books, etc.) suitable for teaching and learning in your classroom. Explain the potential use of each of these resources, and how it will be used to support learning and teaching in your discipline æ̹^æ̹æ̹å̹b•č̂ˆ[˘¦&@̹ã&^•̧ã̃@¦^~^¦^}&^{̹ˆ[˘¦]^¦&^]ã̹}•[~c@·•&@̹[|ϙ}^^å• for additional material and resources, the professional policy requirements involved (e.g. AITSL standards, syllabus documents, and Cross-Curriculum Priorities) with reference to academic research literature.

The task:

This post-course task is designed to give students the opportunity to critically consider what is involved with compiling and using resources that include a focus on Indigenous and culturally and linguistically diverse 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 the curriculum, as well as with 1.3 and 1.4. The task will provide students with a strong foundation for their classroom teaching.

To complete this task …

    1. You will locate **academic literature** that is relevant to **critical Indigenous** and culturally and linguistically diverse **studies** in your teaching area. It is expected that for this task you will refer to a minimum of ten (10) academic sources **-** government reports/policies and webpages are not viewed as credible academic sources. However, may be included in addition to your minimum of 10 academic sources.

    2. W♭^c@·|æ̃^¦æ̃ˇ¦^{̹ å̹ç^•č̃æ̃æ^•ˇ**^•č̹}•¦^*æ̹å̹å̹*±[[å]¦æ&ã&^q˘•^[~¦^•[˘¦&^•̹å̹ 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 more importantly, **what can be done, how, and why**.

    3. Prepare a submission that outlines the 8 resources (250 word maximum description each, with weblink or other source provided), plus a 2000 word commentary which provides **a concise summary** of **your key reasons for** including these resources for teaching and learning in support of the learning needs and outcomes you have identified from your research into the school and your understanding of the needs of <u>all</u> students. A gentle reminder that **diversity should be seen as a resource for all learners**, not a deficit to be addressed by a few.