



School of Education

EDST5141

Critically Engaging with Indigenous Education in  
Australia

Term 3 2021







## **1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST5141 Critically E



## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Recognise and articulate the historical and contemporary politicised framing of Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.	1, 2
2	Identify and	



# AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.4.2	Strategies for teaching Aboriginal and Torres Strait Islander students Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students	1
1.4.3	Strategies for teaching Aboriginal and Torres Strait Islander students Provide advice and support colleagues in the implementation of effective	



**6. COURSE CONTENT AND STRUCTURE**



## 7. RESOURCES

### Required Readings

As listed above in Section 6.

### 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>

*Please check our Moodle site for a list of recommended readings and practical resources.*

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Task 1: Theoretical framework	2500 words	40%	1-4	1-5	1.4.2, 1.4.3	Monday 11 <sup>th</sup> October by 5pm
Task 2: Research essay	3500 words	60%				



## **ASSESSMENT TASKS**

### **Task 1: Theoretical framework**

Aims of the task:

1. To identify and summarize key ideas and practices in each of the five theoretical frameworks being investigated across the course, and
2. To demonstrate your ability to synthesize and apply your understanding of the theoretical frameworks in the policy context of Indigenous education.

Description of the task: please



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

Student Name:

Student No.:

Assessment Task 1: **Theoretical framework**

SPECIFIC CRITERIA	(-) ➤ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education 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> Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education policy Clarity and depth of explanation regarding the theoretical approach chosen 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> Ability to effectively use literature that demonstrates an understanding of the relevance, suitability and sensitivity when evaluating academic literature Ability to synthesise and present research findings that supports your response					
<b>Structure and organisation of response</b> A clear and logical structure Clarity and coherence of organisation of ideas					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/reflective writing Clarity, consistency and appropriateness of academic written 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 6 <sup>th</sup> edition style guide					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

Lecturer:

Date:

Recommended:        /20        (FL PS



Student Name:

Assessment Task 2: **Research essay**

SPECIFIC CRITERIA		(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Understanding of the task and its relationship to relevant areas of curricular and pedagogic practices linked with Indigenous education Clarity and accuracy in use of key curriculum and pedagogic terms and concepts in relation to schooling practices						
<b>Depth of analysis and/or critique in response to the task</b> Depth of understanding of relevant key concepts, politics and concerns linked with schooling practices and Indigenous education Depth of analysis regarding socio-historical concerns linked with Indigenous education, your teaching discipline, and your schooling context Clarity and depth of argument in support of 'good practice' schooling Clarity and depth of explanation regarding the theoretical approach chosen Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis						
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from Indigenous knowledges/scholars) Ability to synthesise and present research findings that supports your response						
<b>Structure and organisation of response</b> A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) Clarity and coherence of organisation of ideas within paragraphs and across the response						
<b>Presentation of response according to appropriate academic and linguistic conventions</b> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/reflective writing Clarity, consistency and appropriateness of academic written 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 6 <sup>th</sup> edition style guide						
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>						

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