

School of Education

EDST1108  
Indigenous Perspectives in Education

Term 2, 2021

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## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST1108 Indigenous Perspectives in Education (6 units of credit)  
Term 2, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Kevin Lowe  
Office Location: John Goodsell  
Email: [k.lowe@unsw.edu.au](mailto:k.lowe@unsw.edu.au)

Co-Course Coordinator: Ms Rubee McManus  
Email: [r.mcmanus@unsw.edu.au](mailto:r.mcmanus@unsw.edu.au)

Availability: See Moodle

## 3. COURSE DETAILS

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#### 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

For 2021, the course will be taught in an on-line environment. The lectures will be taught Asynchronously, with material be made available for you to work through. Each week you will be able to access a Read Me document and/or the Moodle site that will clearly outline the learning intentions and outcomes for the week. You will also have a link to the library website where all of the basic readings have been brought together for you.

It is expected that you will work your way through these materials. 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. For the most part, the tutorial yo co tee3-12.2 (0300) Tw 9 (ay)-8 ( c)-8 (hr)-6.4

## 6. COURSE CONTENT AND STRUCTURE

This course is based around reading – this cannot 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.

| Module                             | Lecture   | Reading |
|------------------------------------|---|---------|
| <p>Lecture 1</p> <p>1 – 5 June</p> | <p>Knowledge, Knowing and Teaching: Country, Place and Responsibility</p> <p>An introduction to the core concepts</p> <p>Course welcome and overview.</p> <p>In this lecture, we will investigate how teachers are placed to engage all students in learning on and about Aboriginal and/or Torres Strait Islander peoples perspectives and their connection to land and space. Some questions to be addressed in this lecture are:</p> |         |

|                                   |   |  |
|-----------------------------------|---|--|
|                                   | <p>'known' and represented – how are you connected with this history, and why does it matter?</p> <p>Reckoning with your Privilege: How One Invader Came to Know Herself and her Sense of Place.</p> <p>In this lecture we will demonstrate how you may come to reckon with the knowledge that you might be a benefactor of stolen land and how you might choose to operate as a non-Indigenous educator on Aboriginal land. This lecture aims to assist you with coming to know your own place as an educator and should assist with your understanding for assessment task #1.</p>  |  |
| <p>Lecture 5<br/>29 – 2 July</p>  | <p>The policy context – closing 'gaps', curricular priorities and making good teachers.</p> <p>This week we will further explore education policies that shape Aboriginal 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>   | See Moodle   |
| <p>Week 6<br/>6 – 10 July</p>     | <p><b>Kadoo Tour: Walk on Country.</b></p>  | Reflection Journal on the Walk on Country activity [see this activity in Moodle] |
| <p>Lecture 7<br/>13 – 17 July</p> | <p>Parent and School Partnerships: How to Work with Parents and Communities.</p> <p>In this week's lecture we will explore ways in which you can begin to engage with Indigenous community members and groups for the sake of both making community connections and incorporating local knowledge into your teaching. We will discuss the importance and value of this task but also some obstacles you may face from either the community, school decision makers or "curriculum constraints".</p> <p>Ultimately you will learn about the nuance and craft of this task and how flexible a seemingly strict curriculum may seem when viewed from a different perspective.</p> <p>OR<br/>Guest Lecture Dr. Lynette Riley (Pending availability .)<br/>Building for success – What do students and parents tell us about educational success.</p> <p>This week, we hear from Dr Lynette Riley who will focus on her work with students and parents and outline her extensive research with Aboriginal students. This research highlighted how stakeholders should work together to ensure successful educational outcomes for Aboriginal students and provides an overview of '4' key dimensions and their conditions which assist to support successful academic outcomes for Aboriginal students.</p> <p>In the second part of the lecture, will focus on the place of Aboriginal families and communities, and the role that they have played in affecting the education of their children in school. Dr Riley will highlight how teachers need to reorientate thinking</p> | See Moodle   |





## 7. RESOURCES

(see Recommended reading in Moodle – attached through Library tab)

- Aceves, T., & Orosco, M. (2014). Culturally responsive teaching. (CEEDAR Document No. IC-2). Retrieved from <http://ceedar.education.ufl.edu/tools/innovation-configurations/>
- Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and feminist standpoint theory: First Peoples' sovereignties matter. *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.
- Bishop, M., & Durksen, T. L. (2020). What are the personal attributes a teacher needs to engage Indigenous students effectively in the learning process? Re-viewing the literature. *Educational research*, 62(2), 1-18.
- Bishop, M., Vass, G., & Thompson, K. (2019). Decolonising schooling practices through relationality and reciprocity: embedding local Aboriginal perspectives in the classroom. *Pedagogy, Culture & Society*, 1-19.
- Burgess, C. M., & Evans, J. R. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). Hershey, PA, USA: IGI Global.
- Burgess, C., Bishop, M., & Lowe, K. (2020). Decolonising Indigenous education: the case for cultural mentoring in supporting Indigenous knowledge reproduction. *Discourse: Studies in the cultural Politics of Education*, 1-14.
- 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* (Vol. 86). Rotterdam: Springer Science & Business Media.
- D'Ambrosio, U. & D'Ambrosio, B. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education*, 4

- Indigenous children: Implications for schooling in Australia. *Journal of Postcolonial Education*, 2(2), 15-35.
- Keeffe, K. (1992). *From the centre to the city: Aboriginal education, culture and power*. Canberra: Aboriginal Studies Press.
- Kleeman, G. (2012). Towards a more inclusive curriculum: the perspectives of Aboriginal and Torres Strait Islander Peoples in geography curriculum documents. *Geographical Education*, 25, 24.
- Krakouer, J. (2015). Literature review relating to the current context and discourse on Indigenous cultural awareness in the teaching space: Critical pedagogies and improving Indigenous learning outcomes through cultural responsiveness. Retrieved from Melbourne: [https://research.acer.edu.au/indigenous\\_education/42/](https://research.acer.edu.au/indigenous_education/42/)
- 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.
- Lowe, K. and J. Cairncross (2019). Authentic engagement with Aboriginal and Torres Strait Islander content in the P – 6 Australian Curriculum. *Making humanities and social sciences come alive: early years and primary education*. D. Green and D. Price. Port Melbourne, Cambridge University Press: 307-326.
- Lowe, K., & Galstaun, V. (2020). Ethical challenges: the possibility of authentic teaching encounters with Indigenous cross-curriculum content? *Curriculum Perspectives*, 40(1), 93-98. doi:10.1007/s41297-019-00093-1
- Lowe, K., Skrebneva, I., Burgess, C., Harrison, N., & Vass, G. (2020). Towards an Australian model of culturally nourishing schooling. *Journal of Curriculum Studies*. doi: 10.1080/00220272.2020.1764111
- Lowe, K., Tennent, C., Moodie, N., Guenther, J., & Burgess, C. (2020). School-based Indigenous cultural programs and their impact on Australian Indigenous students: A systematic review. *Asia-Pacific Journal of Teacher Education*, 1-21. doi:10.1080/1359866X.2020.1843137
- Matthews, C. (2012). Maths as storytelling: Maths is beautiful. In K. Price (Ed.), *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession* (pp. 94-112). Melbourne: Cambridge University P.bo (on)] ( C)-2.9 (.)-1.1 (,)-1.1 d (o)-12.2 Tc 0.001 .3 (98)-12.3nnen3xsLowll-6.3 (,)-1.1 ( J)-8.1 (.)-1.1 ( )-1



## 8. ASSESSMENT

| Assessment Task   | Length                       | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Priority Area Elaborations | Due Dates  |
|---|------------------------------|--------|------------------------------------|------------------------------------|-------------------------------------|--|
| Assessment 1:<br>Policy standpoint  | 1,500 words                  | 45%    | 1, 2, 3, 4                         | All                                | A1-12,<br>F3, 5, 9 & 11,<br>C6 & 12 | Friday<br>2 <sup>nd</sup> July<br>By 5.00pm<br>Week 5          |
| Assessment 2:<br>Part A - Curriculum brief<br>Part B - Video<br>justification | 1,500 words<br>+ 5 min video | 55%    | 1, 2, 3, 4                         | 1.2.1; 2.4.1;<br>7.2.1; 7.4.1      | A1-12, B4<br>F3, 5, 9 & 11          | Wednesday<br>11 <sup>th</sup> August<br>By 5.00pm<br>Week (11) |

### Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. 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.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## Assessment Details



- c. Provides a concise argument as to why this particular resource is appropriate to the subject (event) learning need/outcome i.e., how does it expose students to the issues that you want them to know?
- B. The other element of the task involves developing a 5-minute video-blog. For this, you should construct the blog as if other teachers in the school/faculty are its audience. The focus of the blog is to bring forward your arguments as to WHY this teaching resource is appropriate for your colleagues to use and HOW the resource supports students' learning of the Aboriginal and Torres Strait Islander CCP or the significant event you are focusing on.

# Please note one: Think of yourself having the role of explaining as concisely as possible, why and how the resource will meet the learning outcome/s.

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

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 1: Teacher 'standpoint' statement

|  | F | P  | C   | D  | HD   |
|--|---|--|---|--|--|
| Understanding of the question or issue and the key concepts involved<br>x Understanding of the task and its relationship to relevant areas of schooling<br>x Clarity and accuracy in use of key terms and concepts in relation meeting the professional requirements of AITSL standard 1.4   |   | Adequate quality   | Good quality  | Excellent quality  | Exceptional quality  |
|  |   | Clear understanding  | Clear understanding                                     | Clear understanding  | Deep understanding of question and concepts  |
|  |   | use of appropriate terminology and concepts  | Substantial use of appropriate terminology and concepts | Accurate and sustained use of appropriate terminology and concepts | Accurate and sustained use of a wide range of appropriate terminology and concepts |
| Depth of analysis and/or critique in response to the task<br>x Understanding of relevant curriculum/pedagogical, theoretical and political concerns regarding standard 1.4<br>x Engagement with socio-historical concerns impacting on standard 1.4<br>x Clarity and depth of explanation regarding the recommendations for teaching and learning<br>Synthesising of knowledge and understanding in support of creating a teacher standpoint |   | Evidence of some analysis<br><br>Some understanding of the issues needing to be considered in Standard 1.4 | Some evidence of analytical thinking                    | Personal standpoint well informed by literature                    | Creative standpoint well-articulated, original positioned in the field             |



F

P

C

D

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 2: Using resources to support teaching and learning

|  | F | P  | C   | D   | HD   |
|--|---|--|---|---|--|
|  |   | Adequate quality task demonstrated by:   | Good quality task demonstrated by:  | Excellent quality task demonstrated by:   | Exceptional quality task demonstrated by:  |
| <p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>Understanding of the task and its relationship to relevant areas of school curriculum or event</li> <li>Clarity and accuracy in the use of key terms and concepts in relation to meeting the professional requirements of AITSL standard 2.4</li> </ul>                         |   | Clear understanding  | Clear understanding   | Clear understanding   | Deep understanding of question and concepts  |
|  |   | use of appropriate terminology and concepts  | Substantial use of appropriate terminology and concepts   | Accurate and sustained use of appropriate terminology and concepts  | Accurate and sustained use of a wide range of appropriate terminology and concepts   |
|  |   | Clear understanding of some curriculum and pedagogy and broader political concerns | Clear understanding of curriculum, pedagogy and broader political concerns  | Well-informed understanding of curriculum, pedagogy and broader political concerns                                | Critical understanding of curriculum, pedagogy and broader political concerns  |
| <p>Depth of analysis and/or critique in response to the task</p> <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> </ul> <p>Clarity and depth of explanation regarding the recommendations for teaching and learning</p> |   | Some understanding of the issues needing to be considered in AITSL Standard 2.4    | Understanding and evaluation of AITSL Standard 2.4  | Analytical thinking about the key concepts and issues in AITSL Standard 2.4                                       | Critical analytical thinking on historical, political and social issues underpinning in AITSL Standard 2.4,                                |
|  |   | Clear Understanding of recommendations for teaching ATSI cross-curriculum content  | Some appropriate recommendations for teaching ATSI cross-curriculum content based on some evidence of analytical thinking | Appropriate recommendations for teaching ATSI cross-curriculum content based on well-informed analytical thinking | Appropriate recommendations for teaching ATSI cross-curriculum content based on highly informed, original and creative analytical thinking |

Familiarity with and relevance of professional and/or research literature used to support response

- Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books
- Includes sources that are

|   | F | P  | C   | D  | HD  |
|---|---|--|---|--|---|
|   |   | Adequate quality task demonstrated by:   | Good quality task demonstrated by:  | Excellent quality task demonstrated by:  | Exceptional quality task demonstrated by:   |
| ideas/practices<br><ul style="list-style-type: none"> <li>Ability to synthesise research in support of a coherent and cohesive response</li> </ul>  |   |  |   |  |   |
| Structure and organisation of response<br><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> |   | Moderately well organised brief<br><br>Video blog uses research to identify some issues for use in. a staff meeting.<br><br>Uses research to identify a several benefits and limitations of using the resource | Well organised brief<br><br>Video blog uses research to discuss use in a staff meeting<br><br>Uses research to identify some benefits and limitations of using the resource | Well organised and written brief<br><br>Clear and well organised Video blog which is appropriate to use in a staff meeting.<br><br>Uses research to articulate a clear argument about the benefits and limitations of using the resource | Very well organised and written brief that demonstrates a critical evaluation of the literature<br><br>Clear, well organised and engaging Video blog which is highly appropriate to use in a staff meeting.<br><br>Uses research to articulate a compelling argument about the benefits and limitations of using the resource |

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.