

School of Education

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### **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.**

## 1. LOCATION

Faculty of Arts and Social Sciences

## STUDENT LEARNING OUTCOMES

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### Outcome

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- 1 identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.
- 2



## 6. COURSE CONTENT AND STRUCTURE



	<p>This week we will build on our understanding from last week to consider the critical and informed practices that teachers can take up in working with Aboriginal oral traditions, pedagogies, knowledges, histories and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning – how and why can engaging deeply with theory and the politics of schooling help shape your approach to T&amp;L in the classroom? The sessions will illuminate issues such as effect of engagement – building and creating new ways of knowing and its impact on the acts of teaching. The teaching and learning at the cultural interface</p>	<p><i>In Authentic engagement with Aboriginal and Torres Strait Islander content in the P-6 Australian Curriculum</i></p>
<p>Lecture 9 29 July</p>	<p><b>Racism, tokenism, and Aboriginalism in teaching and learning</b> <b>Dr Kevin Lowe</b></p> <p>This week we examine schooling practices that contribute to preserving and protecting concerns to do with race, and we also will look into some of the misconceptions and misunderstandings about Aboriginal knowledges, histories and heritage that can influence teaching and learning practices in problematic ways – and why racism and stereotyping continue as an everyday practice?</p> <p>Drawing on the first part of the lecture, Sara will focus on the important role that the acts of racism can play in educational settings and what this means for teachers and policy makers.</p>	<p>Moodie, N., J. Maxwell and S. Rudolph (2019). <i>"The impact of racism on the schooling experiences of Aboriginal and Torres Strait Islander students: A systematic review"</i></p>
<p>Lecture 10 5 August</p>	<p><b>Responsibility, complicity, and positionality: Being the teacher you want to become</b> <b>Dr Kevin Lowe</b></p> <p>This week we consider issues of responsibility, complicity, and positionality. The focus will be on examining your role as a teacher, and how the issues raised in this course might influence the way you understand the theory and practice of teaching. We will draw on the content and learning that you take away from this course and argue that you will need to apply this to your work in the landscape of Aboriginal education. articulating your philosophical, ethical and political vision for working in the landscape of Aboriginal education – what sort of a teacher to you want to be?</p>	<p>Lampert (Ch. 6) 'Becoming a socially just teacher'</p> <p><i>In <u>Introductory Indigenous studies in education</u></i> <i>Phillips &amp; Lampert</i></p>



## 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://cedar.education.ufl.edu/tools/innovation-configurations/>

- 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.
- 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 Press
- Maxwell, J. (2014). It's a bit hard to tell isn't it: Identifying and analyzing intentions behind a cross-curriculum priority. *Curriculum Perspectives*, 34 (3), 27-38.

- Sarra, C. (2011). *Strong and smart towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.
- Shay, M. (2018). The perceptions that shape us'. In T. Ferfolja, C. J. Diaz, & J. Ullman (Eds.), *Understanding sociological theory for educational practices*: Cambridge University Press.
- Thompson, G. (2013). NAPLAN, MySchool and accountability: Teacher perceptions of the effects of testing. *The International Education Journal*, 12(2), 62-84.
- Vale, C., Atweh, B., Averill, R. & Skourdoumbis, A. (2016). Equity, social justice and ethics in mathematics education. In Makar et al (Eds.), *Research in mathematics education in Australasia 2012-2015* (pp. 97-118), Singapore: Springer.
- Zipin, L., Fataar, A. & Brennan, M. (2015). Can social realism do social justice? Debating the warrants for curriculum knowledge selection. *Education as change*, 19 (2), 9-36.

## **8. ASSESSMENT**



**The task is to:**

Situate the learning in EITHER curriculum content OR an important whole-school event, i.e. content that you are going to teach in support of a significant whole school event (e.g. NAIDOC week, Mabo Day, Myall Creek Massacre, 1967 Referendum, Australian/Invasion Day etc.) The A/V resource must clearly link to the learning needs.

resource supports students' learning of the Aboriginal and Torres Strait Islander CCP or the significant event you are focusing on.

- 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 a school/faculty are its audience. The focus of here is to bring your arguments about WHY this teaching resource would be appropriate for your fellow colleagues to use and HOW the resource would support 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 A/V 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.

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