









4.

## 6. COURSE CONTENT

### Part I: Learning from Country

**When:** 12, 13 & 14 July 2022  
**Time:** 10am to 5:00pm  
**Where:** Matraville Sports High School

*Program Overview:*

A three-day immersion program will introduce and engage Master of Teaching students with the local Aboriginal communities, their culture, and perspectives in schools and in teacher education. It will ensure that MTeach students are immersed in practical experiences that will lay the foundations for more formal input and strategies for teaching Aboriginal and Torres Strait Islander students (1.4), as well as understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians (2.4).

*Community Partnership:*

The program will be held at Matraville Sports High School. The school, its staff, its Aboriginal students, and the local Aboriginal Education Consultative Group (AECG) are in partnership in the creation and delivery of the content of this program, and local community members are involved in leading a Walk on Country in Kamay Botany Bay National Park.

*Expectations:*

Students will be expected to take notes on program content and their development of understandings, and to use those understandings to develop a reflection statement which they will draw on for their formal assessments. Prior to the Immersion Program, students are expected to engage with key readings and consider areas they would like to discuss further.

**Please note the three-day Immersion Program is a requisite for this course. You cannot successfully complete this course unless you have satisfactorily completed the Immersion program. More detail is available on Moodle.**

### Part II: Relationality and reciprocity

Each session consists of three hours face-to-face instructional time combining lectures and tutorials, plus readings, online activities and discussion. This course is based around weekly reading(s) . this cannot be emphasized enough: if you do not have time, 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 assessments. Note that the key reading chapters refer to Phillips and Lampert textbook and all other sources are available on Moodle/UNSW library databases.

Lecture date	Topic	Key Reading
Due by 12 July	<p><b>Immersion Program Prep</b></p> <p>This session is about getting ready for the work that will take place during the Immersion Program.</p> <p>Please ensure that you have engaged with the readings, learning activities before attending the Immersion Program at Matraville Sports High School. Details are available on Moodle.</p>	<p>Proud &amp; Morgan (2021); Lohoar, Butera &amp; Kennedy (2014)                      McLeod et al. (2020)</p>
20 July	<p><b>An introduction to the landscape of Indigenous education</b></p> <p>Course welcome and overview. This session will start by reflecting on our own perspective, position and power as an iterative process. We will explore the ways in which Indigenous education is shaped by the policies of the systems we are part of, is</p>	<p>Stanesby &amp; Thomas (chapter 5)                      Thorpe (2017) - (Read any one of the teacher narratives Chapter 7, 8 or 9)</p>

essential to ensure that we do not perpetuate damage and inequities experienced by some students within educational institutions. The session will then





## **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

## 8. ASSESSMENT

**Assessment  
Task**

**Length**

## **Assessment Details**

### **Assessment 1:**

### **Assessment 1 key reading list**

Allen B.J. (2018). Standpoint Theory. In Kim, Y. Y., & McKay-Semmler, K. (Eds.). *The international encyclopedia of intercultural communication*. (pp. 1844-1852). Chichester: Wiley Blackwell.

Lampert, J. (2012). *Becoming a socially just teacher: Walking the talk*

**Five Resources:** Based on your analysis, compile five relevant Indigenous-oriented resources (e.g., films, media, artefacts, books, etc.) suitable for teaching and learning in your classroom. Please do not choose resources that are teaching culture.

Explain the potential use of each of these resources, and how it will be used to support learning and teaching in your discipline area and justify your choices with needs, the professional policy requirements involved (e.g., AITSL standards, syllabus documents, and Cross-Curriculum Priorities) with reference to academic research literature.

**At least 10 scholarly publications:** You will locate academic literature that is relevant to critical Aboriginal and Torres Strait Islander studies in your teaching area. It is expected that for this task you will refer to a minimum of 10 academic sources - government reports/policies and webpages are not viewed as peer reviewed academic sources.

However, may be included in addition to your minimum of 10 academic sources.

W^@A^|æ !^Á Á ç^•ā æ^Á ~\*\*^•ā }•Á^\* æāā \*Æ [[ áÁ :ææ^Á^Á^Á resources in the classroom. This should focus 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. Please note the reference list is not included in the word count.

**Resource bank and justification:** Prepare a submission of 15.32 841.92 re (200-word maximum description each, with weblink or other source provided), plus a 2500-word commentary which provides a concise summary of your key reasons for including these resources for teaching and learning at your chosen school. This commentary should di•& ••Á ~ !& āāÁ çā āā } Á -@Á^• ~ !&•ā ~ āā Áā !āāā Ā

**UNSW SCHOOL OF EDUCATION**  
**FEEDBACK SHEET**  
**EDST5115 Indigenous and Sociocultural Contexts of Education**

Student Name:

Student No.:

Assessment 1: **Critical standpoint statement**

SPECIFIC CRITERIA	(-)	➤	(+)
<b>Understanding of the question or issue and the key concepts involved</b> Understanding of how social and cultural factors influence practice, and their connection to AITSL standards Clarity and accuracy in use of key terms and concepts			
<b>Depth of analysis and/or critique in response to the task</b>			

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FEEDBACK SHEET  
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Student Name:

Student No.:

Assessment 2: **Resource bank and justification**

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 schooling			
Understanding of learning needs and strengths of Aboriginal and Torres Strait Islander students			
Selection and description of relevant resources to support Aboriginal			

**Lecturer:**

**Recommended:**

**/20**

**(FL PS CR DN HD)**

**Date:**

**Weighting: 60%**

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.