



School of Education

EDST1108  
Indigenous Perspectives in Education

Semester 1, 2018

## Contents

1. **LOCATION**
2. **STAFF CONTACT DETAILS**
3. **COURSE DETAILS**
  
4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**
5. **TEACHING STRATEGIES**
6. **COURSE CONTENT AND STRUCTURE**
7. **ASSESSMENT**

## RESOURCES

### **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/>**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST1108: Indigenous Perspectives in Education (6 units of credit)  
Semester 1, 2018

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Greg Vass  
Office Location: John Goodsell 110  
Email: g.vass@unsw.edu.au  
Phone: I do not check voicemail. Please email.  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Indigenous Perspectives in Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	

### **Summary of Course**

The course will introduce students to current research and theoretical frameworks that are known to assist educators with developing the skills and knowledge to critically reflect on the role and influence of cultural beliefs and perspectives on schooling practices. A central focus for the course is preparing students to meet the Australian Professional Standards that directly concern Indigenous education: the teaching of Aboriginal and Torres Strait Islander students (AITSL 1.4), and the embedding of Aboriginal and Torres Strait Islander perspectives, histories and heritage across the curriculum (AITSL 2.4).

### **Student Learning Outcomes**

Outcome	
1	identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.
2	explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.
3	develop suitable skills and strategies to work effectively with diverse Aboriginal and Torres Strait Islanders peoples

## ***AITSL Professional Graduate Teaching Standards***

<b>Standard</b>	
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice

### ***National***

## 5. TEACHING STRATEGIES

Lecture = 2 hours; Tutorial = 1 hour

### ***Lectures AND tutorials begin in Week 1***

You are expected to attend the lecture and one 1-hour tutorial each week. 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.

You should come to each tutorial:

- having read the required reading;
- having made notes on the reading and on any pertinent and/or unclear areas of your reading;
- having read as much additional material as possible; and

## **6. COURSE CONTENT AND STRUCTURE**

This course is based around reading

	<b><i>Working with Indigenous knowledges and perspectives</i></b> <b><i>Guest presenter: Michelle Bishop (UNSW School of Education)</i></b>	<i>Griffin, Griffin &amp; Trudgett (Moodle)</i>
8 Apr 23	<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 Indigenous 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?</p> <p><b># Please note, instead of having tutorials on campus this week, you are required to register for one of the off-campus Walk on Country sessions (this are undertaken at La Perouse)</b></p>	<p>'At the movies: Contemporary Australian Indigenous cultural expressions'</p>
9 Apr 30	<p>This week the lecture will focus on the 'cultural interface', a concept that can help with deepening our understanding</p>	







## RESOURCES

- Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and Feminist standpoint theory. *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.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 1: Teacher 'standpoint' statement

**SPECIFIC CRITERIA**

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST1108 Indigenous Perspectives in Education

Name:

Student Number:

Assessment task 2: Using resources to support teaching and learning

**SPECIFIC CRITERIA**