



School of Education

EDST5115 Indigenous and Sociocultural
Contexts of Education

Term 1, 2019

Contents

1. LOCATION	3
2. STAFF CONTACT DETAILS	3
3. COURSE DETAILS	3
<i>STUDENT LEARNING OUTCOMES</i>	
<i>AITSL PROFESSTSTSTS5BT/F3 9.96 Tf1 0 0 1 188.45 702.58 Tm0 g0 G.....STUD., 423m03ST.....TU Tf1..</i>	

1. LOCATION

Faculty of Arts and Social Sciences

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural,	

Michelle Bishop, ex-Malabar PS/UNSW

This session will explore education resources and practices that are useful for Indigenous education what can you do as a (future) teacher of Aboriginal students?

Afternoon session:

Working with Community in your classroom

-- Teachers and community members involved in the Culture, Community and Curriculum Project
This session focuses

Term 1 2019 Hybrid Course: Online + 2 days face-to-face

Each module indicates three hours of blended instructional time combining lectures, readings, online activities, and face-to-face discussion. Complete Modules 1-3 online activities before the first face-to-face meeting and Modules 4-6 activities before the second face-to-face meeting. Completing online activities for 5 out of 8 modules is a hurdle requirement.

	Module	Key Reading <i>Chapters refer to Phillips & Lampert textbook. All other sources available on Moodle/UNSW library databases using full citation in this course outline</i>
1	<p>An introduction to the landscape of Indigenous and multicultural education</p> <p>Course welcome and overview. This session will start by identifying and describing the range of ways in which the social and political contexts of education impact on school systems, schools and teachers, and discuss the policy, curriculum and pedagogical challenges and opportunities of linguistic, cultural, religious and socioeconomic diversity within our schools and communities. The session will then interrogate the narrative that continues to serve as the basis for how Australian history, and hence, the relationships between Indigenous and non-Indigenous how are you connected with this history, and why does it matter?</p>	<p>Stanesby & Thomas (ch 5)</p>

2

Multiculturalism as a policy response

5

This session examines multiculturalism as a social policy response to cultural and linguistic diversity in Australian education, from early assimilationist approaches through to integration through to multiculturalism and its variants. It will also evaluate the effectiveness of these policy responses and their impact on schools and communities. It looks at how constructions of

Required textbook:

Phillips, J. & Lampert, J. (Eds.) (2012). *Introductory Indigenous studies in education* (2nd Ed.). Frenchs Forest, NSW: Pearson.

Required additional readings:

Banks, J. (2009). Multicultural education: Dimensions and paradigms. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.

Indigenous pre-service teachers in Australia. *The International Education Journal*, 12(1), 161-179.
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.

May, S. (2009). Critical multiculturalism and education. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.

Nakata, M. (2007). The Cultural Interface. *The Australian Journal of Indigenous Education*, 36(5), 7- 14.

Vass, G. (2017). Preparing for Culturally Responsive Schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462

Recommended texts:

On Indigenous education

Adrill, A. (2013). Australian sovereignty, Indigenous standpoint theory and Feminist standpoint theory. *Griffith Law Review*, 22 (2), 315-343.

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.

Burgess, C & Evans, J. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In Keengwe, J. (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1- 31). IGI Global.

Indigenous pre-service teachers in Australia. *The International Education Journal*,

- priority. *Curriculum Perspectives*, 34 (3), 27-38.
- Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into practice*, 42(3), 173-180.
- Ma Rhea, Z. (2012). The invisible hand of pedagogy in Australian Indigenous studies and Indigenous education. *The Australian Journal of Indigenous Education*, 41(1), 18-25.
- Ma Rhea, Z. (2012). Partnership for improving outcomes in Indigenous education: Relationship or business? *Journal of Education Policy*, 27(1), 45-66.
- Nakata, M. (2007). The Cultural Interface. *The Australian Journal of Indigenous Education*, 36(5), 7- 14.
- Nakata, M. (2011). Pathways for Indigenous Education in the Australian Curriculum Framework. *The Australian Journal of Indigenous Education*, 40, 1-8.
- Owens, K. (2015). Changing the teaching of mathematics for improved Indigenous education in a rural Australian city. *Journal of Mathematics Teacher Education*, 18 (1), 53-78.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes*. Crows Nest, NSW: Allen & Unwin.
- Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession*. Port Melbourne, Vic: Cambridge University Press.
- Prior, M. (2013). Language and literacy challenges for Indigenous children in Australia. *Australian Journal of Learning Difficulties*, 18(2), 123-137.
- Rigney, L. (2010). Indigenous education: the challenge of change. *Every Child*, 16(4), 10-11.
- Riley, T. (2014). Raising awareness to transcend disciplines: Developing critical awareness across disciplines to increase Indigenous learner engagement. *The Australian Journal of Indigenous Education*, 43(2): 144-153.
- The Australian Educational Researcher*, 43 (4), 437-451).
- Salter, P. & Maxwell, J. (2016). The inherent vulnerabilities of Indigenous education: A curriculum perspective. *Critical Studies in Education*, 57 (3), 296-312.
- Sarra, C. (2011). *Strong and smart – towards a pedagogy for emancipation: Education for first peoples*. Abingdon, Oxon: Routledge.
- 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.
- is deficit discourse. *The Australian Journal of Indigenous Education*, 41(2): 85-96.
- Vass, G. (2014). Everyday race-making pedagogies in the classroom. *British Journal of Sociology of Education*, 37(3), 371-388. doi:10.1080/01425692.2014.928585
- 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.

On multicultural education

- Banks, J. (2009). Multicultural education: Dimensions and paradigms. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.

- cases of misrecognition. *Journal of Education Policy*, 27(3): 315-333.
- May, S. (2009). Critical multiculturalism and education. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education*. New York, NY: Routledge.
- McIntosh, P. (2003). Understanding prejudice and discrimination. In S. Plous (Ed.), *White privilege: Unpacking the invisible knapsack* (8th ed., pp. 191-196) McGraw-Hill.
- Mills, M. & McGregor, G. (2014). Lessons from the margins. In M. Mills & McGregor, G. *Re-engaging young people in education: Learning from alternative schools* (pp. 134-143). Abingdon, Oxon: Routledge.
- Smolicz, J., & Secombe, M. (2005). Globalisation, cultural diversity and multiculturalism: Australia. In J. Zajada (Ed.), *International handbook of Globalisation, Education and Policy Research* (pp. 207-220). The Netherlands: Springer.
- Smyth, J. & McInerney, P. (2014). Reframing what it means to be educated. In J. Smyth & McInerney, P. *Becoming educated: Young people's narratives of disadvantage, class, place and identity* (pp. 127-141). New York, NY: Peter Lang.
- Tucker-Raymond, E. & Rosario, M. (2014). Imagining identities: Young people constructing discourses of race, ethnicity, and community in a contentious context of rapid urban development. *Urban Education*, On-line first: doi:10.1177/0042085914550412
- Vass, G. (2017). Preparing for Culturally Responsive Schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462
- Villegas, A. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.
- Watkins, M. & Noble, G. (2013). The ethnicization of educational achievement. In M. Watkins & Noble, G. *Disposed to learn: Schooling, ethnicity and the scholarly habitus* (pp. 15-33). London, UK: Bloomsbury.
- all those missing - -
- comparison and contrast to teach Standard English in dialectally diverse classrooms. *English Teaching: Practice and Critique*, 5(1), 16-33.

Practical resources

- ACARA (2011) Cross-Curriculum Priorities, <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>
- ACARA (2011) English as an Additional Language or Dialect: Teacher Resource, http://www.acara.edu.au/verve/_resources/EALD_teacher_resource.pdf
- The Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners, <https://indigenouportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf>
- DET Victoria/UNSW, Tools for Enhancing Assessment Literacy for Teachers of EAL, www.teal.global2.vic.gov.au
- Perkins, R. (Director). (2009). *Bran Nue Dae*. Australia: Roadshow Films.
- Purcell, L. (Director). (2015). *Who We Are: Brave new clan*. Australia: CAAMA Productions.
- Petersen, A. (Director). (2016). *Zach's Ceremony*. Australia: Umbrella Entertainment.
- Firth, J. & Grant, S. (Director). (2013). *CQ: Indigenous Cultural Intelligence*. Australia: NITV.
- Kavanagh, A. & Briggs, A. (2016). *Over-Represented: A vice special on Indigenous incarceration*. Australia: Vice.
- De Heer, R. & Djigirr, P. (2006). *Ten Canoes*. Australia: Madmen Entertainment.
- Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia.

Please Note:

Appendix

A guiding statement regarding the UNSW approach to preparing initial teacher educators for Indigenous education

The School of Education at UNSW is committed to responding to the call to improve teacher education to better meet the needs of Indigenous students in schooling, and to ensure that the teaching of

respond sensitively to the presence of Indigenous students during these engagements in teaching and students. Instead, the approach in the School recognises that this policy framework is part of a broader