



## UNSW Course Outline

# EDST1108 Indigenous Perspectives in Education - 2024

Published on the 12 May 2024

## General Course Information

Course Code : EDST1108

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Teachers hold significant responsibilities to support, implement, respect, and learn from Indigenous perspectives in the classroom and in educational communities. In this course, you will learn how to enact this responsibility in classroom teaching, schooling, educational policy,

and other professional practices. First, you will reflect on and locate yourself, your beliefs, and your perspectives as a future teacher in relation to land, language, culture, time, place, and relationships. You will then learn how this positionality impacts and informs your responsibility as a teacher, and helps you understand your students and their learning needs. Finally, you will engage with a range of Indigenous perspectives, research, theory, policy, and evidence to critically evaluate teaching resources and scenarios. This course will shape your professional practice in teaching in Australia or in other places that have their own histories of occupation, colonisation, or custodianship.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.
CLO2 : explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.
CLO3 : develop suitable skills and strategies to work effectively as a teacher with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.
CLO4 : respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.

Course Learning Outcomes	Assessment Item
CLO1 : identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.	• Case Study Analysis
CLO2 : explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.	• Responsibility and Policy • Case Study Analysis
CLO3 : develop suitable skills and strategies to work effectively as a teacher with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.	• Sociocultural Location • Responsibility and Policy • Case Study Analysis
CLO4 : respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.	• Sociocultural Location • Responsibility and Policy • Case Study Analysis

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

# Learning and Teaching in this course

## Teaching and learning

The teaching, learning, and assessment activities in this course are designed to provide students with the skills, knowledges, and dispositions 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.

## Other Professional Outcomes

### AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.4.1	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.	1
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	1, 2
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	1, 2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1, 2

### NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-12	1, 2
B	Classroom Management.	4	2
C	Information and Communication Technologies.	6, 12	1
F	Teaching Students from Non-English-Speaking Backgrounds.	3, 5, 9, 11	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Sociocultural Location Assessment Format: Individual Short Extension: Yes (3 days)	20%	Due Date: 14/06/2024 05:00 PM
Responsibility and Policy Assessment Format: Individual Short Extension: Yes (3 days)	30%	Due Date: 12/07/2024 05:00 PM
Case Study Analysis Assessment Format: Individual Short Extension: Yes (3 days)	50%	Due Date: 09/08/2024 05:00 PM

## Assessment Details

### Sociocultural Location

#### Assessment Overview

Construct a statement of your sociocultural location or 'standpoint' as a future teacher, in which you reflect on the process and its relationship with becoming a teacher. Length: 1,000 words.

#### Course Learning Outcomes

- CL03 : develop suitable skills and strategies to work effectively as a teacher with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.
- CL04 : respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.

#### Detailed Assessment Description

The purpose of this assessment is to engage with your standpoint and articulate your sociocultural location. You will write approximately 1000 words outlining who you are, why you have decided to become a teacher, and your understanding of the implications of your sociocultural location as a future teacher, teaching in schools located on Aboriginal (or potentially Torres Strait Islander) lands.

Construct your statement using the following structure:

- Part 1: Develop a personal statement that articulates your standpoint in relation to your work as a future teacher in schools located on Aboriginal (or potentially Torres Strait Islander) lands. To construct your standpoint statement, you will need to consider the various personal signifiers that make up your sociocultural location.
- Part 2: Reflect on which aspects of your sociocultural location you found most difficult to articulate as you created your standpoint statement. Consider, how you may have positioned

yourself in the past - and how you may have shifted your views and beliefs over time? Note: You might want to focus on just one element to give yourself space to provide an analysis.

- Part 3: Reflect on why you enrolled to become a teacher, and whether you think any aspects of your standpoint influenced your decision making. Argue why you think understanding your sociocultural location has implications for when you become a teacher.

Academic conventions and references:

- You must use academic writing in this assessment, including accurate citations, and you are encouraged to use the personal pronoun "I".
- You must cite the ideas you draw upon from other sources accordingly and use APA 7th referencing conventions. You must include a reference list and you are expected to include a minimum of two (2) academic references.
- Note: This task is distinct from the assessment task you might have submitted in Term 1 for EDST1104: Social Perspectives in Education. Recycling your writing from a previous task submitted to university is self-plagiarism and is considered academic misconduct. It is reasonable to find yourself reflecting on assessments in previous courses, but this assessment requires different thinking of you, and you should attempt to further develop and deepen your awareness of your positioning throughout your university career.

How to use the feedback from Assessment 1 for Assessment 2:

- The feedback we provide you will be based on how well you met the assessment criteria. We may suggest ways to deepen, broaden, complexify and refine your thinking around your articulation of your sociocultural location. We may also provide comments on the academic skill set you've demonstrated in the submission of Assessment 1.
- We may suggest thinking about something you mentioned in your writing from a different perspective or encourage you to keep a certain resource in mind when conceptualising an aspect of your sociocultural location. Overall, this feedback should be used by you to further develop your sense of place and responsibility as someone who will be teaching on Aboriginal (or potentially Torres Strait Islander) lands.

### Assessment Length

1000 words

### Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST1108 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Sociocultural Location</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of standpoint in relation to meeting the professional requirements of AITSL Standards 1.4.1 and 2.4.1</li><li>• Understanding of key terms and concepts in relation to meeting the professional requirements of AITSL Standards 1.4.1 and 2.4.1</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Student examines their standpoint in relation to who they are, why they chose teaching and why this examination is an important task for teaching</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Understanding of relevant key readings</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriateness of overall structure</li><li>• Clarity and coherence of organisation</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Use of academic language with clarity and coherence</li><li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences)</li><li>• Appropriate sentence structure</li><li>• Appropriate use of APA (7th) referencing and citation conventions</li><li>• Word count is within 10% of the 1000-word limit</li></ul>	
• General comments/recommendations for next time:	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 20%</li></ul>
• 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 contextualise 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.	

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an

assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Responsibility and Policy**

### **Assessment Overview**

Respond to a series of questions provided in class in relation to your sociocultural location, your role as a teacher, schooling, and policy (especially education policy) related to Aboriginal and Torres Strait Islander peoples. Length: 1,500 words.

### **Course Learning Outcomes**

- CLO2 : explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.
- CLO3 : develop suitable skills and strategies to work effectively as a teacher with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.
- CLO4 : respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.

### **Detailed Assessment Description**

The purpose of this assessment is to further develop your understanding of your standpoint, and how this relates to your responsibilities as an agentic teacher. It is vital to be conscious of policy and how it governs your everyday actions as a teaching professional. Being aware of how and why policies are constructed provides teachers with a level of informed agency to operate in culturally inclusive and reflexive ways. Knowing past government policies and their impacts on Aboriginal and Torres Strait Islander peoples helps you identify negative patterns in current policies and schooling practices.

For this task you will be asked to respond to a series of questions which will be provided on Moodle early in the course. This will give you an opportunity to demonstrate your understanding of the key concepts addressed so far.

Academic conventions and references:

- Please adhere to academic conventions, using APA 7th Referencing.
- You must include a reference list at the end of the document, and you are expected to include a minimum of three (3) academic references.
- Policy documents must be appropriately cited but they do not count as academic references. You are encouraged to write your response in the first person.
- Your response should be approximately 1500 words in total. The questions and reference list are not included in the word count.
- You will submit this assessment to TurnItIn by the due date.



## How to use the feedback from Assessment 1 & 2 for Assessment 3:

- Feedback will suggest ways to deepen, broaden, complexify and refine your thinking, in relation to your role as a policy worker. Feedback on how to improve your academic skills may also be provided.
- Use the feedback to inform Assessment 3 as you continue to develop your sense of place and responsibility in undertaking an education degree and becoming a teacher in Australian schools, governed by Australian schooling policies.

### Assessment Length

1500 words

### Assessment information

<ul style="list-style-type: none"> <li>• RUBRIC/FEEDBACK SHEET EDST1108 UNSW SCHOOL OF EDUCATION</li> <li>• Assessment Task 2: Responsibility and Policy</li> <li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li> </ul>	
<ul style="list-style-type: none"> <li>• Understanding of the question or issue and the key concepts involved</li> <li>• Understanding of policy as a construct and its significance to the work of teachers</li> <li>• Understanding of key terms and concepts in relation to meeting the professional requirements of AITSL Standards 1.4.1 and 2.4.1</li> </ul>	
<ul style="list-style-type: none"> <li>• Depth of analysis and critique in response to the task</li> <li>• Analyses policy using analytical tools</li> <li>• Critically reflects on their roles, responsibilities when working with policy</li> </ul>	
<ul style="list-style-type: none"> <li>• Familiarity with and relevance of professional and/or research literature used to support response</li> <li>• Understanding of relevant key readings</li> </ul>	
<ul style="list-style-type: none"> <li>• Structure and organisation of response</li> <li>• Appropriateness of overall structure</li> <li>• Clarity and coherence of organisation</li> </ul>	
<ul style="list-style-type: none"> <li>• Presentation of response according to appropriate academic and linguistic conventions</li> <li>• Use of academic language with clarity and coherence</li> <li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences)</li> <li>• Appropriate sentence structure</li> <li>• Appropriate use of APA (7th) referencing and citation conventions</li> <li>• Word count is within 10% of the 1500-word limit</li> </ul>	
<ul style="list-style-type: none"> <li>• General comments/recommendations for next time:</li> </ul>	
<ul style="list-style-type: none"> <li>• Lecturer:</li> <li>• Recommended: /20 (FL PS CR DN HD)</li> </ul>	<ul style="list-style-type: none"> <li>• Date:</li> <li>• Weighting: 30%</li> </ul>
<p>• 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 contextualise 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.</p>	

### **Assignment submission Turnitin type**

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### **Hurdle rules**

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## **Case Study Analysis**

### **Assessment Overview**

Critically evaluate an educational scenario or resource from examples provided in the course in relation to how it might affect Aboriginal or Torres Strait Islander students, how it relates to a sociocultural location, and the role of a teacher in selecting and implementing resources. Length: 2,000 words.

### **Course Learning Outcomes**

- CL01 : identify, evaluate and justify curriculum and pedagogical practices in relation to Indigenous education.
- CL02 : explain what the professional, political and personal responsibilities of an educator are in relation to Indigenous education.
- CL03 : develop suitable skills and strategies to work effectively as a teacher with diverse Aboriginal and Torres Strait Islanders peoples, perspectives, and histories.
- CL04 : respect and value Indigenous sovereignties and the ability to genuinely promote Reconciliation through education.

### **Detailed Assessment Description**

The purpose of this assessment is for you to demonstrate your awareness of how schooling, as an ethical, cultural, and political practice, can either operate to include, uplift, and connect with or actively exclude, silence, and invalidate Aboriginal and Torres Strait Islander peoples, cultures, histories, and knowledges. As future teachers and agentic individuals, you will be tasked with the responsibility of teaching the next generations about Aboriginal and/or Torres Strait Islander peoples, cultures, knowledges, and histories.

Consider what you believe to be the most critical issues addressed in the course, and how these will impact your pedagogic capacities in becoming an impactful teacher.

In this task you will select one (1) resource from a selection of pre-provided resources, which will become available to you on Moodle during the term. You will then write an academic essay of approximately 2000 words, consisting of an introduction, body paragraphs, a conclusion, and a reference list. Your essay must respond to the following question:

- What are some of the issues teachers need to critically consider when selecting and implementing teaching content that relates to First Nations peoples, cultures, histories, or knowledges for the Australian classroom?

Things you could critically consider are issues such as:

- Tokenization; deficit discourse; silencing or omitting of First Nations presence or input; stereotyping; ab-stratification or disconnection from school context and the local community; Eurocentrism; paternalism; romanticization; 'Settler colonial moves to innocence'; lack of consideration of First Nations students; nature-culture divide; etc. Note: there are some crossovers amongst these concepts.

You are encouraged to:

- Outline a counter argument that is based on evidence-based practice/s for what you must and can do as the classroom teacher to make the chosen resource work appropriately (include your standpoint).
- Think back to your response to Assessment 1. Explain the importance of appropriately and sensitively engaging with First Nations students, parents, carers and community representatives as part of your professional, political, and personal responsibilities and learning journey as a teacher.

Academic conventions and references:

- You must use academic writing in this assessment, including accurate citations.
- You are encouraged to write your response in the first person.
- You must cite the ideas you draw upon from other sources accordingly and use APA 7th referencing conventions.
- You must include a reference list and you are expected to include a minimum of six (6) academic references.

#### **Assessment Length**

2000 words

### Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST1108 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 3: Case Study Analysis</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of a range of issues that need to be addressed when incorporating First Nations knowledges into western school settings</li><li>• Understanding of key terms and concepts in relation to meeting the professional requirements of AITSL Standards 1.4.1 and 2.4.1</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Critically reflects on their positioning and responsibilities to meet AITSL and other policy requirements as future teachers</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Understanding of relevant key readings</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriateness of overall structure</li><li>• Clarity and coherence of organisation</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Use of academic language with clarity and coherence</li><li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences)</li><li>• Appropriate sentence structure</li><li>• Appropriate use of APA (7th) referencing and citation conventions</li><li>• Word count is within 10% of the 2000-word limit</li></ul>	
• General comments/recommendations for next time:	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 50%</li></ul>
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assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### Grading Basis

Standard

### Requirements to pass course

Minimum 50% grade for each of the three assessment tasks equating to minimum 50% overall grading.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Other	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Terminology Use and Positive Communication. You will begin your engagement with the course by considering appropriate terminology to use when referring to First Nations peoples.</li> <li>• You will also familiarise yourself with the pedagogical shape, design, and expectations of the course, its rationale in your program of study, and the sources of academic, social and emotional support provided by UNSW.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Indigenous Terminology Guide: <a href="https://www.w.teaching.unsw.edu.au/indigenous-terminology">https://www.w.teaching.unsw.edu.au/indigenous-terminology</a></li> </ul>
Week 1 : 27 May - 2 June	Lecture	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Country and Kinship</li> <li>• This week we will examine the complexity of the notion of Country &amp; how First Nations identities are linked to Country. We will come to see how removal from land that was inherent to original colonisation efforts can be perpetuated through the work of schools, through ongoing exclusionary and assimilatory practices. We will examine First Nations conceptions of kinship, identity, and relationality and how these are impacted by ongoing acts of colonisation.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Chap.1 'Country' in, Rose, D. B. (1996). Nourishing terrains: Australian Aboriginal views of landscape and wilderness. Australian Heritage Commission. <a href="https://www.ceosand.catholic.edu.au/catholicidentity/index.php/sustainability/sustainability-and-aboriginal-education/91-nourishing-terrains/file">https://www.ceosand.catholic.edu.au/catholicidentity/index.php/sustainability/sustainability-and-aboriginal-education/91-nourishing-terrains/file</a></li> </ul>
Week 2 : 3 June - 9 June	Lecture	<ul style="list-style-type: none"> <li>• Respect/Connect</li> <li>• Relationality and Standpoint</li> <li>• This week we will further unpack the concepts of "relationality" and "standpoint", coming to understand the importance of each of us understanding and reflecting on our own identity and perspective (positionality) in relation to social location, gender, class, cultural background, and other factors. You will be asked to reflect on, recognise, and respect your responsibilities to First Nations peoples and the ways your positioning as a pre-service teacher in a western education system may impact on your engagement with First Nations communities, cultures, and knowledges.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Yunkaporta, T., &amp; Shillingsworth, D. (2020). Relationally Responsive Standpoint. Journal of Indigenous Research, 8 (2020), 4.</li> </ul>
Week 3 : 10 June - 16 June	Online Activity	<ul style="list-style-type: none"> <li>• Please note this week's lecture and tutorial will be held asynchronously online. There will be an online task for you to complete that your tutors will review. You will need to engage with both the lecture and tutorial content and learning tasks set for you this week online, through the EDST1108 Moodle page. This content will be made available to you on Moodle within time for you to complete during your usual timetabled classes.</li> <li>• Connect</li> <li>• Unknowing an 'Imagined History'</li> <li>• This week we will explore the narratives and counter-narratives that comprise the history of this continent, recognising that the events that have happened to Aboriginal and Torres Strait Islander people since colonisation is "Australia's shared history", not just "Indigenous history". We will examine ideas such as silencing, stereotype, deficit perceptions, and settler paternalism in the ways these issues are taught in schools and handled by the media. We will consider why it is important to challenge, question, and be critical of our own presumed knowledge and biases, and the importance of self-reflexivity.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Clarke, A. (2018, Aug 3). Friday essay: The 'great Australian silence' 50 years on. <a href="https://theconversation.com/friday-essay-the-great-australian-silence-50-years-on-100737">https://theconversation.com/friday-essay-the-great-australian-silence-50-years-on-100737</a></li> <li>• Salinas et al. (2012). Critical historical thinking: When official narratives collides with other narratives. Multicultural Perspectives, 14(1), 18-27. <a href="https://doi.org/10.1080/15210960.2012.646640">https://doi.org/10.1080/15210960.2012.646640</a></li> </ul>
Week 4 : 17 June - 23 June	Lecture	<ul style="list-style-type: none"> <li>• Connect</li> <li>• The Policy Landscape – Nuances and Tensions</li> <li>• This week we will consider the role of teachers as "policy workers", coming to understand more about the role of past and present government policies and their impacts on Aboriginal and Torres Strait Islander peoples. We will examine ways that policy around curriculum, teaching standards, assessment, attainment, and 'inclusion' impact our day-to-day work as teachers and develop a critical lens for policies and schooling practices that are often taken for granted.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Burgess, C., Lowe, K., Goodwin, S. (2023). What's the Problem Represented to Be? Analysing Indigenous Education Policy as Discourse. In: Moodie, N., Lowe, K., Dixon, R., Trimmer, K. (eds) Assessing the Evidence in Indigenous Education Research. Postcolonial Studies in Education. Palgrave Macmillan, Cham. <a href="https://doi.org/10.1007/978-3-031-14306-9_13">https://doi.org/10.1007/978-3-031-14306-9_13</a></li> </ul>

Week 5 : 24 June - 30 June	Lecture	<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Language Considerations and Complexities</li> <li>• This week we will explore considerations and complexities around Aboriginal and Torres Strait Islander languages and use of language, and how this is inextricably linked with community identity, relationality, and communication. We will explore how the teaching and learning of these languages provides learners with totally different ways of understanding the world and the importance of connection to communities and Indigenous knowledges. This week will be the actualisation of the work we've discussed in week 5 and connect strongly to the walk on Country experience. Further to this, Indigenous community agency will be discussed as you're introduced to learning about the importance of learning in, on and with Country.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Bucholtz, M., Casillas, D.I., &amp; Lee, J.S. (2017). Language and culture as sustenance. In S. Alim and D. Paris (Eds.). Culturally Sustaining Pedagogies: Teaching and Learning For Justice in a Changing World. (pp. 43-60). Teachers College Press.</li> </ul>
Week 6 : 1 July - 7 July	Fieldwork	<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Flexibility Week</li> <li>• Attendance at a Walk on Country</li> <li>• This week, regularly scheduled lectures and tutorials will not take place. However, this week you will attend a Walk on Country experience, which is a compulsory component of this course. We have endeavoured to schedule walks at a variety of times so that you can sign up for a time convenient for you. Please see Moodle for more details regarding scheduled walk times.</li> </ul>
Week 7 : 8 July - 14 July	Lecture	<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Culturally Responsive Schooling</li> <li>• This week we will examine the suite of curricular and pedagogical approaches known as "culturally responsive", "culturally sustaining", or "culturally nourishing", coming to understand the importance of schools and teachers supporting students' cultural identities to facilitate academic achievement and students' sense of belonging in school. The significance of understanding your standpoint as teachers in what and how you teach will become apparent. Particular reference will be made to the importance of teachers' values and attitudes and how these impact their views, what they bring to school and how they develop their understanding of the task of teaching particular groups of students.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Lowe, K. Skrebneva, I., Burgess, C., Harrison, N. &amp; Vass, G. (2020): Towards an Australian model of culturally nourishing schooling, Journal of Curriculum Studies, DOI:10.1080/00220272.2020.1764111 Link to this article: <a href="https://doi.org/10.1080/00220272.2020.1764111">https://doi.org/10.1080/00220272.2020.1764111</a></li> </ul>
Week 8 : 15 July - 21 July	Lecture	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Engaging with Curriculum and First Nations Knowledges</li> <li>• This week we will consider the complexity of engaging with Indigenous knowledges, understanding the importance of respecting Indigenous intellectual property, and working with Indigenous resources and topics in culturally appropriate ways. We will consider the way different disciplines and perspectives approach "truth construction", the necessity of conceptualising a coherent narrative for any body of knowledge, and the implications of this for teaching Indigenous content within Western curricular frameworks.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Weuffen, S., Lowe, K., Amazan, R., &amp; Thompson, K. (2024) The need for First Nations pedagogical narratives: epistemic inertia and complicity in (re)creating settler-colonial education, Journal of Curriculum Studies, 56(1), 58-72, DOI: 10.1080/00220272.2023.2294723</li> </ul>
Week 9 : 22 July - 28 July	Lecture	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Engaging Pedagogy and First Nations students and knowledges</li> <li>• This week we will consider how arriving at different outcomes within the education system requires the actors within it to do things differently. We will begin to apply learnings from the first eight weeks of the course to scenarios we may encounter as teachers. This includes awareness of culturally inclusive practices, curricular and pedagogic considerations, how to create culturally safe spaces for First Nations students and communities and acting in ways that honour Indigenous conceptions of relational process, in the service of creating a positive learning environment for First Nations students.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Morrison et al. (2019). Toward an Australian culturally responsive pedagogy: A narrative review of the literature (Section 2, pp. 13-42). University of South Australia. file:///C:/Users/z3534213/Downloads/MorrisonRigneyHattamDiplock2019TowardAustralianCulturallyResponsivePedagogies.pdf</li> </ul>
Week 10 : 29 July - 4 August	Lecture	<ul style="list-style-type: none"> <li>• Direct Teachers as Change Agents – Supporting Collective Efficacy.</li> <li>• This week we will look back and look forward, reflecting on our learnings across the course and thinking about how we will operationalise these in the future. We will discuss "collective efficacy" and understand the limits and possibilities of what we can achieve as individuals and members of a group or a community. You will understand your responsibility as a teacher to not perpetuate the colonial harm that has characterised many First Nations students' experiences of education, and thus the importance of continuing to grow your knowledge,</li> </ul>

		understanding and reflective capacities to be part of meaningful change.
	Reading	• Chap. 6 'Becoming a socially just teacher...' in, Phillips, J., & Lampert, J. (Eds.). (2012). <i>Introductory Indigenous Studies in Education: Reflection and the Importance of Knowing</i> (2nd ed.): Melbourne, Pearson Education Australia.

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

## Course Resources

### Prescribed Resources

#### Reminders

- You will be expected to attend a Walk on Country as a compulsory part of this course.
- Students are to check the course Moodle site regularly for resources and updates. You will also have a link to the library website where the basic readings have been brought together for you. It is expected that you will work your way through weekly readings.
- Students need to attend lectures and tutorials. The lectures and tutorials will provide conceptual and theoretical frameworks from which topical issues can be understood. The tutorials are designed to provide an opportunity for students to collaborate with peers and practise emerging skills related to the course.

#### Tutorials

You should come to each tutorial:

- having read the required reading and attended the required lecture (live or recorded)



- 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
- having prepared carefully to engage in debate and other learning activities as relevant each week.

After each tutorial you should:

- consolidate and review your notes and additional materials
- research and read around specific issues and areas of interest
- consider points raised in discussion and/or feedback you've been given
- prepare, plan, research, and draft assignments.

Moodle Site

We will be using 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.

- The Moodle site will contain course resources (i.e., weekly readings, assessment task information, course information); in addition to the information for Walk on Country.
- Walk on Country. Information about the Walk and how to sign up is available on Moodle.
- Using Moodle will also provide you with an easy access point (the library resource site) for this course. This will provide access to your tutorial readings, the recommended reading list that you consult when undertaking Assessment tasks.

## Recommended Resources

Online Resources

- The Library runs the ELISE tutorial on-line, which familiarises students with academic writing, research and using information responsibly. It can be located at <http://elise.library.unsw.edu.au/home/welcome.html>
- We also recommend that you make use of the tutorial on-line, which can be found at <https://subjectguides.library.unsw.edu.au/elise>

Recommended Readings

In addition to that provided below, recommended readings can be found on the course Moodle site.

- 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' Sovereignities 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(Spring-Summer), 19-25.
- Donovan, M. J. (2015). "Aboriginal student stories, the missing voice to guide us towards change." *The Australian Educational Researcher*, 42(5): 613-625.
- Ferfolja, T., Diaz, C and Ullman, J (Eds) (2018). *Understanding Sociological Theory for Educational Practices*. Cambridge University Press.
- Ford, M. (2012). Achievement gaps in Australia: what NAPLAN reveals about education inequality in Australia. *Race Ethnicity and Education*, 16(1), 80-102.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Gay, G. & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, 42(3), 181-187.
- Gray, J. & Q. Beresford (2008). "A "Formidable Challenge": Australia's Quest for Equity in Indigenous Education. *The Australian Journal of Education*, 52(2), 197-223.
- Harrison, N. & Greenfield, M. (2011). Relationship to place: Positioning Aboriginal knowledge and perspective in classroom pedagogies. *Critical Studies in Education*, 52(1), 65-76.
- Hickling-Hudson, A., & Ahlquist, R. (2003). Whose culture? The colonizing school and the miseducation of Indigenous children: Implications for schooling in Australia. *Journal of Postcolonial Education*, 2(2), 15-35.
- Keffe, 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 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.
- Maxwell, J., Lowe, K., & Salter, P. (2018). The re-creation and resolution of the 'problem' of Indigenous education in the Aboriginal and Torres Strait Islander cross-curriculum priority. *The Australian Educational Researcher*, 45(2), 161-177.
- Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory into Practice*, 42(3), 173-180.
- Moodie, N., J. Maxwell and S. Rudolph (2019). "The impact of racism on the schooling experiences of Aboriginal and Torres Strait Islander students: A systematic review." *The Australian Educational Researcher*, 46(2): 273 - 295.
- Nakata, M. (2007). "The Cultural Interface." *The Australian Journal of Indigenous Education*, 36(5), 7-14.
- Nakata, M. (2010). The cultural interface of islander and scientific knowledge. *The Australian Journal of Indigenous Education*, 39 (Supplement), 53-57.
- 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.
- Paris, D. and H. S. Alim (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. Teachers College Press.
- Perso, T. & Hayward, C. (2015). *Teaching Indigenous Students: Cultural Awareness and*

*Classroom Strategies for Improving Learning Outcomes*. Crows Nest, NSW: Allen & Unwin.

- Phillips, J., & Lampert, J. (Eds.). (2012). *Introductory Indigenous Studies in Education: Reflection and the Importance of Knowing* (2 ed.): Melbourne, Pearson Education Australia.
- Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Port Melbourne, Vic: Cambridge University Press.
- Rigney, L.-I. (2018). Will the national curriculum improve Aboriginal education? enacted curriculum and its conundrums. In A. Reid & D. Price (Eds.), *The Australian Curriculum: Promises, Problems and Possibilities*. Deakin, ACT: Australian Curriculum Studies Association.
- Rudolph, S. (2016). The logic of history in 'gap' discourse and related research. *The Australian Educational Researcher*, 43 (4), 437-451).
- St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317.
- Salter, P. & Maxwell, J. (2016). The inherent vulnerability of the Australian curriculum's cross-curriculum priorities. *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.
- 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.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kevin Lowe		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	No
	Sara Weuffen		Off-campus		Email to arrange an appointment	Yes	Yes
Tutor	Jennifer Eaton				Email to arrange an appointment	No	No
	Nicholas Levy				Email to arrange an appointment	No	No
	Julie Smith				Email to arrange an appointment	No	No

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

## School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>