UNSW Course Outline

EDST5141 Critically Engaging with Indigenous Education - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5141
Year : 2024
Term : Term 3
Teaching Period : T3
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 : Postgraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

In this course, you will be immersed in the competing and politicised discourses and school level practices that play a part in what is known as Indigenous education in Australia. The aim of the course is to equip you with skills, knowledge and the confidence that will support you in

becoming an active and aware contributor to improving teaching practices and learning outcomes within the Indigenous education landscape. Informed by ideas and strategies coming from a range of theoretical frameworks, you will critically engage with the literature and research that underpins Indigenous education, challenging you to reflexively position yourself within this landscape as active agents of change.

Course Aims

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Recognise and articulate the historical and contemporary politicised framing of Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.
CLO2 : Identify and justify suitable and effective local level education responses that are meaningfully engaging with the complexities of teaching and learning in Indigenous studies.
CLO3 : Articulate a theoretically and empirically well informed critique of the 'deficit' perspective in relation to Indigenous students.
CLO4 : Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.
CLO5 : Articulate a critically reflective understanding of their socio-cultural perspective, position and power within the Indigenous education landscape.

Course Learning Outcomes	Assessment Item
CLO1 : Recognise and articulate the historical and contemporary politicised framing of Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.	• Theoretical framework • Research essay
CLO2 : Identify and justify suitable and effective local level education responses that are meaningfully engaging with the complexities of teaching and learning in Indigenous studies.	• Theoretical framework • Research essay
CLO3 : Articulate a theoretically and empirically well informed critique of the 'deficit' perspective in relation to Indigenous students.	• Theoretical framework • Research essay
CLO4 : Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.	• Theoretical framework • Research essay
CLO5 : Articulate a critically reflective understanding of their socio-cultural perspective, position and power within the Indigenous education landscape.	• Research essay

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Rationale

There is currently a renewed concern and focus on Indigenous education within Australia. While primarily this is directed towards teaching and learning in the primary and secondary sectors, attention has also turned to higher education and in particular to the preparation of educators for these sectors. This course aims to contribute to these efforts by providing students with an opportunity to deepen their engagement with, and understanding of, the complexities of working within the Indigenous educational landscape. The approach taken for the course accepts that one of the reasons why little sustained or wide-spread improvement has occurred despite nearly 40 years of concerted effort, is to do with an ongoing inability to effectively account for impacts arising from socio-historical issues such as race, socioeconomic status, language, and geographic location as continuing to underpin policy, curricula and pedagogic practices.

Teaching strategies

The course is designed to be a reflective and collaborative investigation of the highly politicised Indigenous education landscape. To develop the student understanding and familiarity with the competing and at times contradictory discourses that construct this landscape, the course will use a combination of lectures, guided reading, small group discussion, and individual reflection. As the students' are being asked to locate and consider their relationships within this landscape, some may find the readings and discussions challenging and confronting, with the approach to the course designed to create an environment that is encouraging, supportive and safe to explore, take risks, and make mistakes. Students' are asked to keep in mind that everybody will be entering the course with different levels of knowledge, understanding and confidence, and to promote deep and enriching learning for all, they are expected to attend classes fully prepared to engage with the readings, share their ideas, listen to the ideas of others, and be committed to learning to think in different ways and to respect the learning of others.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.4.2	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background, and histories of Aboriginal and Torres Strait Islander students.	1
1.4.3	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	1
2.4.2	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	2
2.4.3	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Theoretical framework Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: 25/10/2024 05:00 PM
Research essay Assessment Format: Individual Short Extension: Yes (2 days)	60%	Start Date: Not Applicable Due Date: 29/11/2024 05:00 PM

Assessment Details

Theoretical framework

Assessment Overview

Task 1. Apply theoretical frameworks to reflect on efforts to 'closing the achievement gap'. Word

Length: 2500 words. Qualitative and quantitative feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Recognise and articulate the historical and contemporary politicised framing of

Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.

- CLO2 : Identify and justify suitable and effective local level education responses that are meaningfully engaging with the complexities of teaching and learning in Indigenous studies.
- CLO3 : Articulate a theoretically and empirically well informed critique of the 'deficit' perspective in relation to Indigenous students.
- CLO4 : Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.

<u>Detailed Assessment Description</u>

Aims of the task:

- To identify and summarise key ideas and practices in each of the five theoretical frameworks being investigated across the course, and
- To demonstrate your ability to synthesise and apply your understanding of the theoretical frameworks in the policy context of Indigenous education.

Please refer to Moodle for additional details.

<u>Assessment Length</u>

2,500 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5141 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Theoretical framework • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, policy and Indigenous education • Clarity and accuracy in use of key theoretical terms and concepts in relation to policy and schooling practices	
• Depth of analysis and critique in response to the task • Depth of understanding of relevant key concepts, politics and concerns linked with Indigenous education policy • Clarity and depth of explanation regarding the theoretical approach chosen • Effectiveness of synthesis in connection with communicating with and across the different theoretical frameworks	
• Familiarity with and relevance of professional and/or research literature used to support response • Ability to effectively use literature that demonstrates an understanding of the relevance, suitability and sensitivity when evaluating academic literature • Ability to synthesise and present research findings that supports your response	
• Structure and organisation of response • A clear and logical structure • Clarity and coherence of organisation of ideas	
• Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure, vocabulary, spelling, punctuation, and grammar • Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting, paraphrasing, citing sources/ information, and the reference list • Adheres to word length: Excluding the reference list; within 10% over/ under • Correct and thorough referencing according to APA 7th edition style guide	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%
• 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.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Research essay

Assessment Overview

Task 2. Research curriculum practices in the context of Indigenous education. Word Length: 3500 words. Qualitative and quantitative feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Recognise and articulate the historical and contemporary politicised framing of Indigenous education in Australian education policy, curricular, pedagogic and assessment practices.
- CLO2 : Identify and justify suitable and effective local level education responses that are meaningfully engaging with the complexities of teaching and learning in Indigenous studies.
- CLO3 : Articulate a theoretically and empirically well informed critique of the 'deficit' perspective in relation to Indigenous students.
- CLO4 : Select and apply ideas from relevant theoretical perspectives to critique the literature and research linked with Indigenous education.

- CLO5 : Articulate a critically reflective understanding of their socio-cultural perspective, position and power within the Indigenous education landscape.

<u>Detailed Assessment Description</u>

Aims of the task:

- To investigate the curricular and pedagogic challenges and opportunities when engaging with Indigenous perspectives and knowldges within the discipline (teaching area) that you work, and
- To demonstrate a theoretically informed understanding of the practices involved in effectively responding to the Cross-Curricular Priorities related to the educational settings you operate within.

Please refer to Moodle for additional details.

<u>Assessment Length</u>

3,500 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5141 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Research essay • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of curricular and pedagogic practices linked with Indigenous education • Clarity and accuracy in use of key curriculum and pedagogic terms and concepts in relation to schooling practices	
• Depth of analysis and critique in response to the task • Depth of understanding of relevant key concepts, politics and concerns linked with schooling practices and Indigenous education • Depth of analysis regarding socio-historical concerns linked with Indigenous education, your teaching discipline, and your schooling context • Clarity and depth of argument in support of 'good practice' schooling • Clarity and depth of explanation regarding the theoretical approach chosen • Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis	
• Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) • Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e., drawing on contributions from Indigenous knowledges/ scholars) • Ability to synthesise and present research findings that supports your response	
• Structure and organisation of response • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) • Clarity and coherence of organisation of ideas within paragraphs and across the response	
• Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure, vocabulary, spelling, punctuation, and grammar • Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting, paraphrasing, citing sources/ information, and the reference list • Adheres to word length: Excluding the reference list; within 10% over/ under • Correct and thorough referencing according to APA 7th edition	

style guide	
• General comments/recommendations for next time:	
• 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 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.	

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For more information on Generative AI and permitted use please see here.

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).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	• Your location and relationship and thinking about Indigenous education with theory.
Week 2 : 16 September - 22 September	Topic	• Multicultural approaches for Indigenous education.
Week 3 : 23 September - 29 September	Topic	• Postcolonial and decolonising approaches for Indigenous education.
Week 4 : 30 September - 6 October	Topic	• Critical Race approaches for Indigenous education.
Week 5 : 7 October - 13 October	Topic	• Culturally responsive approaches for Indigenous education.
Week 6 : 14 October - 20 October	Homework	• Flexibility Week. • See Moodle for work set for this week.
Week 7 : 21 October - 27 October	Topic	• Indigenous studies: Policy, politics, practices.
Week 8 : 28 October - 3 November	Topic	• Indigenous studies: Curriculum and pedagogy in practice.
Week 9 : 4 November - 10 November	Topic	• Indigenous students: Knowing, understanding, and working in a politicised landscape.
Week 10 : 11 November - 17 November	Topic	• Change Agents: Supporting collective efficacy in Indigenous education.

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., NESA), 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

Required readings

- See Moodle for required readings.

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.
- Please check our Moodle site for a list of recommended readings and practical resources.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rose Amazan		Morven Brown - G33	+61 2 9385 0359	Email to arrange an appointment	No	Yes

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 Plagarism

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.

Use of AI for assessments | UNSW Current Students

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

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).

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
- W: https://www.arts.unsw.edu.au/education