

TEAC 1008 CURRICULUM AND ABORIGINAL PERSPECTIVES

Credit Points 10

Legacy Code 102115

Coordinator Zara Ruggero ([https://directory.westernsydney.edu.au/search/name/Zara Ruggero/](https://directory.westernsydney.edu.au/search/name/Zara%20Ruggero/))

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This subject is designed to introduce students to the characteristics of classrooms and curriculum implementation. Students will explore the structure of New South Wales/National curricula in all key learning areas, examine the perspectives which influence curriculum and the way in which curriculum is interpreted using Aboriginal and Torres Strait Islander perspectives. The subject provides an understanding of the importance of the art forms and Aboriginal ways of knowing as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 2001 - Creative Arts 1 - AREP

Restrictions

Students must be enrolled in 1598 - Bachelor of Education (Primary) - AREP mode or 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concept of Aboriginal and Torres Strait Islander ways of knowing
2. Describe the characteristics and elements of classrooms, teaching, learning and curriculum.
3. Identify and plan for Aboriginal perspectives in Primary curricula.
4. Create a short creative resource, presentation or performance, using Aboriginal and Torres Strait Islander perspectives, in at least one curriculum area.
5. Utilise performance and communication mediums in planning teaching and learning.
6. Explain the importance of the inclusion of Aboriginal perspectives across the curriculum for primary students of learning and development.

Subject Content

1. Introduction to regulations, statues and policies related to teacher responsibilities and working with children

2. Overview of Primary (K-6) Curricula identifying where Aboriginal content may explicitly exist or could be developed to include Aboriginal ways of knowing.
3. Planning, implementing and evaluating effective learning experiences for students in different curricula context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,200 words	50	N	Individual
Essay	1,500 words	50	N	Individual

Prescribed Texts

- Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018). F-10 Australian Curriculum: Science Elaborations for the Aboriginal and Torres Strait Islander Cross-curriculum priority. <https://www.australiancurriculum.edu.au/media/4200/new-content-elaborations-for-the-australian-curriculum-science-f-10.pdf>
- Price, K., & Rogers, J. (Eds.). (2019). Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession (3rd ed.). Cambridge: Cambridge University Press. doi:10.1017/97811
- Harrison, N. and Sellwood, J. (2019) Learning and Teaching in Aboriginal and Torres Strait Islander Education Oxford University Press (Fourth Edition)

Teaching Periods

1st Half (2022)

Bankstown

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1008_22-1H_BA_D#subjects)

Autumn (2023)

Bankstown City

On-site

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