

TEAC 7156 ABORIGINAL EDUCATION: PAST, PRESENT AND FUTURE

Credit Points 10

Legacy Code 102810

Coordinator Michelle Locke (<https://directory.westernsydney.edu.au/search/name/Michelle+Locke/>)

Description This subject builds the capacity of students to work in culturally competent and sensitive ways in relation to Aboriginal and Torres Strait Islander education in primary schools. It allows for the development of understandings of the similarities and/or diversities of local Aboriginal and Torres Strait Islander groups including culture, histories, languages and identity. It examines the social and cultural contexts that influence engagement by Aboriginal and Torres Strait Islander children, families and communities in schooling. It explores ways of improving engagement through effective school culture, curriculum and community approaches. The subject explores the protocols for successfully working with Aboriginal children, families and communities in education settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students. By investigating current approaches for teaching Aboriginal and Torres Strait Islander children and integrating Aboriginal knowledges, perspectives and culturally sensitive pedagogies into schooling, the students develop their own practices in providing an inclusive learning environment for all children. The subject explores the protocols for successfully working with Aboriginal children, families and communities in education settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7016 - Classrooms without Borders

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Students must be enrolled in 1781 Master of Teaching (Primary), 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years), 1651 Bachelor of Arts (Pathway to Primary Teaching), 1822 Bachelor of Arts (Pathway to Teaching Primary Dean's Scholars), 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary), 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary), 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) or 6048 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Early Childhood/Primary).

Students enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) must have successfully completed 160 credit points before enrolling in this subject.

Students enrolled in 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary) or 6048 Diploma in Arts/Bachelor of Arts

(Pathway to Teaching Early Childhood/Primary) must have successfully completed 190 credit points (160 at Level 1 or higher) before enrolling in this subject.

Assumed Knowledge

Learning Outcomes

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

1. Identify and implement the incorporation of Aboriginal and Torres Strait Islander histories, knowledges and experiences into the curriculum. (addresses NESA item 1,2,3)
2. Critically analyse how teachers' understandings of Aboriginal and Torres Strait Islander knowledges, cultural issues, languages and identities can impact on the educational outcomes of Aboriginal and Torres Strait Islander students. (addresses NESA item 1,2,4,5)
3. Identify and apply theories of cultural competence and culturally responsive teaching for working effectively with Aboriginal and Torres Strait Islander children, families and communities. (addresses NESA item 7,8)
4. Evaluate appropriate Aboriginal and Torres Strait Islander studies teaching resources and the importance of consultation with Indigenous communities and external personnel with appropriate qualifications and/or knowledge. (addresses NESA item 1,2,3,8)
5. Explain and apply Aboriginal and Torres Strait Islander peoples' learning styles and pedagogies. (addresses NESA item 1,6)
6. Create pedagogically appropriate Aboriginal and Torres Strait Islander learning and assessment activities for teaching a range of curriculum areas. (addresses NESA item 6,7)
7. Understand and apply the knowledge of relationships beyond the school community, to engage in a culturally sensitive manner with Aboriginal and Torres Strait Islander families and communities. (addresses NESA item 1,5,6,7,8)

Subject Content

1. Local knowledge, histories, languages and identities relating to Aboriginal and Torres Islander peoples.
2. Social, cultural (including the connections to community, country and kin) and contextual influences (including media representations) on the identities of Aboriginal and Torres Strait Islander people.
3. Cultural awareness, competence and sensitivity for providing inclusive educational opportunities for Aboriginal and Torres Strait Islander children, families and communities.
4. Culturally appropriate pedagogies, resources, assessments, terminology, learning styles and communication.
5. Aboriginal and Torres Strait Islander content in the curriculum.
6. The importance of building relationships and using appropriate protocols when working with Aboriginal and Torres Strait Islander students, families, workers and communities.
7. Current and historical government policies and programs and their impacts on Aboriginal and Torres Strait Islander communities.

Work integrated learning Special Requirements

Legislative pre-requisites

Essential equipment

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
Essay	2,000 words	30	N	Individual
Short Answer	1,600 words	30	N	Individual
Presentation	15 minutes	40	N	Individual

Prescribed Texts

- Price, K., & Rodgers, J., (eds) (3rd Ed.) (2019) Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press.

Teaching Periods

Autumn (2022)

Bankstown

Day

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Penrith (Kingswood)

Day

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WSU Online TRI-1 (2022)

Wsu Online

Online

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Spring (2022)

Bankstown

Day

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WSU Online TRI-3 (2022)

Wsu Online

Online

Subject Contact Marghi Ghezzi (<https://directory.westernsydney.edu.au/search/name/Marghi.Ghezzi/>)

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Autumn (2023)

Bankstown City

On-site

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Penrith (Kingswood)

On-site

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WSU Online TRI-2 (2023)

Wsu Online

Online

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Spring (2023)

Bankstown City

On-site

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