

TEAC 2046 PEDAGOGY AND PRAXIS IN ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

Credit Points 10

Legacy Code 102643

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

Description This subject is designed to meet the needs of early childhood, primary and secondary teachers who are required to develop their pedagogical approaches in order to become culturally responsive educators that meet the specific needs of Aboriginal and Torres Strait Islander learners. Preservice teachers examine current research which supports the teaching of Aboriginal and Torres Strait Islander learners their particular educational settings. Through their development as teacher professionals the subject will provide opportunities for future teacher professionals to demonstrate their application of these pedagogical approaches and explain how this shapes their future classroom practice. This subject provides foundational experiences to engage with Aboriginal and Torres Strait Islander history, culture and education educational experiences in NSW. It provides opportunities for preservice teachers to explore praxis which is underpinned by research. The subject requires educators to apply appropriate application of cultural protocols which enables future teachers to successfully work with Aboriginal children, families and communities in ways that maximise learning outcomes for Aboriginal learners in a range of educational settings. This subject is included in the Development Phase of the Bachelor of Education.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

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

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1876 Bachelor of Education (Primary), 1939 Bachelor of Education (Secondary) or 1926 Bachelor of Education (Early Childhood).

Learning Outcomes

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

1. Demonstrate an introductory understanding of Indigenous Australian knowledges, histories and cultures, including an understanding of the diversity of Aboriginal and Torres Strait Islander cultural expressions, cultural values and worldviews.
2. Explain how to action appropriate community consultation, cultural protocols, ethical interactions and ways with Elders, families and caregivers, knowledge holders, Aboriginal workers and external cultural experts.
3. Examine the relationship between educational theory, practice and worldviews in relation to Aboriginal and Torres Strait Islander pedagogy and how it is applied in educational settings.

4. Design pedagogically appropriate Aboriginal and Torres Strait Islander teaching and learning opportunities or activities for future classrooms.
5. Develop positive culturally responsive pedagogies that develop strong identity and cultural expressions in your future praxis with Aboriginal children entering western education sites of learning.

Subject Content

1. The importance of 'play', 'hands on' Land Based Education (LBE) tasks to engage Aboriginal and Torres Strait Islander learning.
2. Assessing resources for Aboriginal and Torres Strait Islander students for suitability in the classroom.
3. Aboriginal workers in the classroom as a resource.
4. Engaging Aboriginal and Torres Strait Islander students.
5. Pedagogical frameworks for teaching Aboriginal and Torres Strait Islander students.
6. The importance of building relationships when working with Aboriginal and Torres Strait Islander students.
7. Protocols of working with Aboriginal and Torres Strait Islander parents, families, carers and communities.
8. Learning from Aboriginal and Torres Strait Islander parents and students.
9. Aboriginal and Torres Strait Islander concepts of STEM (Science, Technology, Engineering, Mathematics).

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
Presentation	15-20 minutes (300 words description)	15	N	Group
Report	1500 words	45	N	Individual
Essay	1200 words	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. Port Melbourne, Australia: Cambridge University Press.

Teaching Periods

Spring (2024)

Bankstown City

On-site

Subject Contact Michelle Locke ([https://directory.westernsydney.edu.au/search/name/Michelle Locke/](https://directory.westernsydney.edu.au/search/name/Michelle%20Locke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2046_24-SPR_BK_1#subjects)

Campbelltown

On-site

Subject Contact Michelle Locke ([https://directory.westernsydney.edu.au/search/name/Michelle Locke/](https://directory.westernsydney.edu.au/search/name/Michelle%20Locke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2046_24-SPR_CA_1#subjects)