

TEAC 3003 COMMUNITY RESPONSIVE PEDAGOGIES AND LEADERSHIP

Credit Points 10

Legacy Code 102139

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 build on students' sociological understandings of primary schooling and how it impacts on First Nation peoples.. The subject builds on experiential, theoretical and curriculum knowledge developed in the course. Schools have a long tradition of working with communities at the 'chalkface' of social change. Such relationships are complex, evolving and spatially/temporally different because of a local/global sense of place and the socio-political context. Possibilities for promoting socially just practices for different communities are therefore contingent upon a range of strategies for inclusion. This subject examines theoretical frameworks that can assist in understanding the complexities of these processes and will incorporate a 5 day community engagement activity involving First Nation peoples. This subject is included in the Transition Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Primary

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 3 subject

Equivalent Subjects EDUC 3001 - Communities and Primary Schools

Restrictions

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

Learning Outcomes

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

- Describe the multiple dimensions of community; (Standards:1.3.1, 1.4.1, 2.4.1, 7.3.1)
- Describe the relationship between place, identities and communities as they relate to schools and institutions; (Standards:1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
- Critically analyse representations of school in community environments; (Standards:1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
- Demonstrate knowledge of and respect for the diverse social, cultural, ethnic and religious backgrounds of students, including gender and sexuality and the effects of these factors on learning. (Standards: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
- Examine the ways in which primary schools and Institutions can engage in capacity building of communities. (Standards: 7.2.1, 7.3.1)
- Explain Aboriginal and Torres Strait Islander history, the impact of culture, cultural identity and diversity in rural, remote and urban schooling. (Standards: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
- Identify specific learning needs of Aboriginal and Torres Strait Islander students in rural, remote and urban settings and contrast with other First Nation peoples. (Standards: 1.4.1, 2.4.1, 4.1.1, 4.4.1, 7.2.1, 7.3.1)
- Examine the roles and responsibilities of Aboriginal and Torres Strait Islander support personnel within systems and at school, and their contribution to education and community in improving educational outcomes for Aboriginal and Torres Strait Islander students. (Standards: 1.4.1, 2.4.1, 7.2.1, 7.3.1)
- Assess and reflect upon International, National and State educational priorities and policies which impact on Aboriginal and Torres Strait Islander education compared to other First Nation peoples. (Standards: 1.4.1, 2.4.1, 7.2.1, 7.3.1)
- Evaluate the role teachers, staff and schools play in the promotion of communication strategies which will enhance community consultation and the establishment of partnerships with Aboriginal and Torres Strait Islander parents and communities compared to other First Nation peoples. (Standards: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)

Subject Content

- What is a community? Rural, Isolated, inner and outer urban. How does the community affect subjects taught in schools?
- Place and identity - role of visual narratives in school and community social life
- Whiteness, power and the politics of advantage/outcomes
- School/community relations and the education of Indigenous and non-Indigenous children;
- Spatial dynamics of school buildings, playgrounds and structures/ cultures of feelings in school-community contexts
- The socio-political and socio-cultural dynamics of educational inequalities in school communities
- Social justice theories, invitational thinking, multicultural perspectives, Social capital theory ? bonding, bridging and linking
- What is leadership ? being an agent of change, being an advocate and different models of leadership
- Transforming school cultures and engaging the community, long-term and short term strategies and tactics
- Multiple ways of communicating to enhance school-community partnerships with First Nation peoples

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	2000 words	50	N	Individual
Case Study	15 minute	50	N	Individual
Applied Project	5 weeks	S/U	Y	Individual

Prescribed Texts

- Price, K.(Ed).(2015). Knowledge of life: Aboriginal and Torres Strait Islander Australia. Melbourne, Australia: Cambridge Press.