

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 students learning how to apply the theories of Aboriginal and Torres Strait Islander pedagogy in an engaging and practical way. It investigates the current knowledge base for teaching Aboriginal and Torres Strait Islander children in primary school settings and informs students how they can apply these theories to develop their own practice. This subject provides a basis to understanding the background of historical Aboriginal and Torres Strait Islander teaching and learning strategies and how these relate to contemporary teaching and learning in schools. The subject specifically relates the protocols of successfully working with Aboriginal children, families and communities in educational settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students. 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 B Education (Primary) or 1926 Bachelor of Education (Early Childhood) and have successfully completed 80 credit points to enrol in this subject.

Learning Outcomes

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

1. Understand the traditional learning styles and historical pedagogy of Aboriginal and Torres Strait Islander people;
2. Understand contemporary Aboriginal and Torres Strait Islander approaches to education;
3. Apply knowledge of relationships beyond the school community to engage with Aboriginal and Torres Strait Islander families and communities;
4. Create pedagogically appropriate Aboriginal and Torres Strait Islander teaching, learning and assessment activities for curriculum areas in classrooms;
5. Evaluate appropriate Aboriginal and Torres Strait Islander Studies teaching resources and the importance of consultation with Indigenous communities;
6. Demonstrate critical understanding of the relationship between educational theory and practice in relation to Aboriginal and Torres Strait Islander pedagogy.

Subject Content

- assumptions of Aboriginal and Torres Strait Islander culture and learning styles
- The Importance of ?eplay?f and ?ehands on?f tasks to engage Aboriginal and Torres Strait Islander learning
- Assessing resources for Aboriginal and Torres Strait Islander students for suitability in The Classroom
- Aboriginal workers in The Classroom as A resource
- engaging The Aboriginal and Torres Strait Islander student
- pedagogical frameworks for Teaching Aboriginal and Torres Strait Islander students
- The Importance of Building relationships when Working with Aboriginal and Torres Strait Islander students
- protocols of Working with Aboriginal and Torres Strait Islander parents and communities
- learning from Aboriginal and Torres Strait Islander parents and students
- 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 (2023)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC2046_23-SPR_BK_1#subjects)

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)

Penrith (Kingswood)

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_KW_1#subjects)