

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	EDUCATION, ITS PURPOSE AND THE CULTURAL LANDSCAPE
<b>Unit ID:</b>	EDMAS6053
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Unit:

This course is designed to enable PSTs to examine issues of inclusivity, disadvantage and social justice within the Australian cultural and educational landscape. PSTs will begin with an examination of the purposes of education and the role of schools. They will critically explore notions of democracy and schooling, social justice, social and cultural values, and care. PSTs will develop their understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and will engage in conferences focused on building respect, relationships and reconciliation. They will develop broad knowledge of Aboriginal and Torres Strait Islander histories, cultures and languages and consider the connections to curriculum and pedagogy. Throughout the course PSTs will use protocols for fostering inclusivity, respect and democratic decision-making.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>				
Advanced	<input type="checkbox"/>	<input type="checkbox"/>				

### Learning Outcomes:

On successful completion of the course pre-service teachers will demonstrate their capacity to:

#### Knowledge:

- K1.** Examine the National Goals for Schooling in Australia and understand historical and contemporary arguments about the purposes of education.
- K2.** Examine educational inclusion, the nurturing of democratic values, the rights of children, and social justice principles as responses to catering for and celebrating the diverse and rich backgrounds of learners.
- K3.** Explore and describe issues of disadvantage in Australian schooling.
- K4.** Understand and respect Aboriginal and Torres Strait Islander histories, cultures and languages and examine how this knowledge can be incorporated across content areas in the curriculum.
- K5.** Describe the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
- K6.** Describe a range of inclusive teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- K7.** Identify a range of structured protocols for listening to others, fostering collaboration, resolving conflict and democratic decision-making.

#### Skills:

- S1.** Inquire into arguments about the purposes of education and its impact on diverse young people.
- S2.** Identify with and respond thoughtfully to the specific needs and experiences of students, including those from diverse and disadvantaged backgrounds.
- S3.** Identify and use inclusive strategies and pedagogies in planning, teaching and assessment contexts.
- S4.** Use inclusive language in communication contexts.
- S5.** Use structured protocols for fostering inclusivity, respect and democratic decision-making.
- S6.** Use creativity to explore new understandings.

#### Application of knowledge and skills:

- A1.** Investigate and articulate a question of culture, identity and language in relation to Aboriginal and Torres Strait Islander students.
- A2.** Conduct research into inclusivity, disadvantage, social justice, and democracy in education and respond by producing a creative piece and an accompanying exposition that explains key research findings.
- A3.** Inquire into themes related to disadvantage and social justice representing findings both critically and creatively.

#### Unit Content:

- The multiple purposes of education, how those purposes impact on diverse groups of students, and how effective schooling is in achieving its goals.
- Education and the relationship to human rights, social justice, inclusion, care and democracy.

- Examining disadvantage in Australia and the impact on schooling and student achievement.
- Protocols for fostering inclusivity, respect and democratic decision-making.
- Building understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Understanding the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- Teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K3, K4, K5, K6, K7 S1, S2, S4, S5, A1, A2	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K6, K7, S3 A2	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1,K2, K3, K4, K5,K6 S1,S2, S3,S4, S6 A1, A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3,K6,S1, S1,S2, S5,	AT1, AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S4, S5, S6, A1; A3; APST: 1.3, 1.4, 2.4	Conduct research into inclusivity, disadvantage, social justice, and democracy in education and respond by producing a creative piece and an accompanying exposition that explains key research findings and teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Creative response and exposition based on research	30-50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K4, K5, K6, K7, S2, S3, S4, S5, A2; APST: 1.3, 1.4, 2.4	Respect, Relationships and Reconciliation Round Table Conferences: Formulate a question related to the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds, conduct research and present findings as well as implications for teaching strategies, at a round table discussion where protocols are used to enable inclusivity. Presentations will involve peer assessment.	Report and Round Table Conference	50-70%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)