



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	EDUCATION, ITS PURPOSE AND THE CULTURAL LANDSCAPE
<b>Course 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 Course :

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, etc.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory					✓	
Intermediate						
Advanced						

## 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, including:
1. Preparation for Work
  2. Reproduction of Culture
  3. Development of Individuals
  4. Reshaping Society.
- 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. Â
- 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 those students 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.** Engage in a Socratic seminar where questions related to the purpose of schooling, its impact on diverse learners and concepts related to inclusivity, social justice and democracy are posed and discussed in a fish bowl arrangement.
- A2.** 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.
- A3.** Conduct research into the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and respond by producing a creative piece and an accompanying exposition that explains key research findings.

**Course 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.

### Values:

- V1.** Explore issues of social justice and disadvantage with open, inquiring and sympathetic minds.
- V2.** Respect and learn about Aboriginal and Torres Strait Islander histories, cultures and languages.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K2; K3; K4; K5; K6; S1; S2; S3; A2; A3	A	AT2; AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K5; K6; K7; S6; A3	A	AT3	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1; K2; K3; K4; K5; K6; S1; S2; S3; A1; A2; A3	A	AT1; AT2; AT3	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K5; K6; K7; S4; S5; A2; A3	A	AT2; AT3	A

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3; K4; K5; K6; K7; S3; S6, A1; A3	A	AT1; AT3	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K7 S1, S2, S4, S5 A1 APST: 1.3	Engage in a Socratic seminar where education focused questions related to inclusivity, disadvantage, social justice and democracy are posed and teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds are discussed in a fish bowl arrangement.	Socratic Seminar	20-40%
K4, K6 S2, S3, S4, S5 A2 APST: 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	20-40%
K5, S2, S4, S6 A3 APST: 1.4	Conduct research into the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and respond by producing a creative piece and an accompanying exposition that explains key research findings.	Creative response and exposition based on research	40-60%

### Adopted Reference Style:

APA