Unit Outline
EDPR3007 EDP311 Cultural Contexts in Primary Education
OpenUnis SP 1, 2017

Unit study package code: EDPR3007
Mode of study: Area External
Credit Value: 25.0
Pre-requisite units: EDPR2011 (v.0) EDP226 Professional Studies in Managing Learning Environments or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Ms
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Location: Building: 501 - Room: I work off campus
Consultation times: via email

Teaching Staff:

Administrative contact:
Name: OUA General Enquiries
Phone: +61 8 9266 7590
Email: hum.educationOUA@curtin.edu.au
Location: Building: 501, Bentley Campus - Room: Room: Monday to Friday 8:30am – 4:30pm (WST)

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Syllabus
This unit examines social, cultural, linguistic, and economic forces which impact on classroom practices and student learning outcomes. The unit requires analysis of the characteristics of classrooms and schools that reduce the effects of inequalities through curriculum choices and pedagogical practices. This unit emphasises the Australian Professional Standards for Teachers associated with student diversity including consideration of Aboriginal and Torres Strait Islander children in primary school classrooms.

**Introduction**

What are the significant influences shaping the organisation of education, the practices of teaching and learning, and the educational experiences and outcomes of student learning? What does a sociological perspective bring to our understanding of these influences? This unit introduces you to concepts and perspectives that develop your understanding of the contextual dimension of schooling in Australian society. Education must be understood in relation to the factors beyond the educational setting that shape how education and learning is thought about, acted upon and enacted. An increasingly culturally and linguistically diverse population of students is requiring educators to think differently about their ideas and practices. Increasing intervention in education through government policy and programs, such as NAPLAN and increased school choice, are exerting a range of problematic effects on schools. These developments relate to a wider set of changes occurring to government and society, called neoliberalism. This unit encourages you, as a matter of urgency and professional responsibility, to engage with these issues and a range of other forces shaping how educators think and act, as well as the experiences of children and students. Through post-structuralist and critical theoretical lenses, you will be challenged to think about schooling, teaching and learning as practices inextricably situated in and shaped by social, economic and political relations. You should complete the unit with a toolkit of concepts and notions that enable you to critically and powerfully interpret and negotiate the phenomena of teaching and learning in contemporary Australia.

**Unit Learning Outcomes**

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Examine and evaluate current international and national education policy trends</td>
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<tr>
<td>2 Interpret and describe current cultural and social patterns in Australia</td>
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<tr>
<td>3 Develop a critical perspective of difference and diversity and their significance to education</td>
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<tr>
<td>4 Evaluate strategies that support inclusive student engagement and learning for children from diverse backgrounds, such as Aboriginal and Torres Strait Islander students</td>
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<tr>
<td>5 Formulate an informed perspective on an educational issue</td>
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**Curtin’s Graduate Attributes**

- **Apply discipline knowledge**
- **Thinking skills**
  - (use analytical skills to solve problems)
- **Information skills**
  - (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn**
  - (apply principles learnt to new situations)
  - (confidence to tackle unfamiliar problems)
Learning Activities
There are some expectations regarding studying this unit.

This unit is fully online. Make use of the available online materials to guide your learning in the unit and to optimise your achievement of the unit learning outcomes. All required information is on the Blackboard. You are required to work through each of the learning topics, complete readings and other activities and participate in online discussion as per the instructions each week. The online discussion board is an opportunity for you to share your ideas with other students.

It is recommended that you attend, or listen to the recordings of, each collaborate, which are accessible through Blackboard. These will be conducted on a regular basis. They are an opportunity to clarify, discuss, share and expand on the topic readings and ideas.

The weekly learning activities of this unit are designed to provide opportunities for you to develop your professional capacities. In this regard, the learning activities will engage you in a variety of learning experiences, including scholarly readings and research documents, examinations of videos, reflections upon your own learning experiences, development of your own knowledge in the cultural and social forces that shape the development and construction of curriculum, answering key questions and sharing your ideas.

Not engaging with the readings, collaborates and discussion board will make the completion of assessment items more challenging.

Learning Resources

Library Reading List
The Reading List for this unit can be accessed through Blackboard.

Other resources


Foley (Eds.), *Education, change and society* (pp. 79-98). South Melbourne: Oxford University Press.


Meadmore, D. & McWilliam, E. (2001). The corporate curriculum: schools as sites of new knowledge...


education, 13, 253-271.


### Assessment

#### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>40 percent</td>
<td>Week: 5, Day: Sunday 2 April, Time: 23:59PM WST</td>
<td>1,2,5</td>
</tr>
<tr>
<td>Podcast</td>
<td>60 percent</td>
<td>Week: 11, Day: Saturday 13 May, Time: 23:59PM WST</td>
<td>3,4,5</td>
</tr>
</tbody>
</table>

#### Detailed information on assessment tasks

1. **Report 1500-2500 words**

   There are three options to choose from:

   **Option One**

   Many education systems are feeling the effects of neoliberal policies/programs. Your task is to use the unit readings (at least 7 readings topics 1-5) and other credible sources (if appropriate) to write a **1500-2500** word report on the topic of neoliberalism and education.

   You must demonstrate a critical awareness of neoliberalism and its effects in the field of education. Your report should include appropriate sub-headings.

   You may complete this task individually or in pairs with someone from your tutor group. Inform your tutor if you are working in a pair.

   **Option Two**

   Find a school website or school prospectus that advertises its school to prospective customers and conduct a detailed critical analysis of **1500-2500** words that draws upon the unit readings (at least 7 from topics 1-5) and other credible sources (if appropriate). Your analysis should answer the following question: How does this website or prospectus reflect the neo-liberalization of schooling in Australia?

   The following article might give you guidance


   You may complete this task individually or in pairs with someone from your tutor group. Inform your
Option Three

School choice, privatisation and marketisation have been a part of education policy for some time in Australia. While some people believe private schooling offers a better education others claim that the benefits to students are not so clear and that other factors shape learning outcomes (see: http://www.smh.com.au/national/education/private-schools-no-guarantee-of-higher-naplan-scores-study-finds-20131012-2vf63.html).

Conduct your own investigation into the link between private schools and educational performance using the My School website to compare schools.

Your research question is: Is there a clear link between private or selective schooling and high academic results, or are there other factors at play?

Write your investigation as a 1500-2500 word report that uses at least 7 readings from topics 1-5. Your report must include: an introduction; a presentation of your data (e.g. write paragraphs, tables and/or graphs); and a discussion of your findings.

You may include other sub-headings.

You may complete this task individually or in pairs with someone from your tutor group. Inform your tutor if you are working in a pair.

There is a sample assessment for you in the Assessment side bar tab for Assessment Two

The expectations of this assessment will also be covered at a collaborate.

2. Podcast 20MB

You have been asked by the producers of the radio network ABC to create a short podcast. It should be an investigative report for one of their programs on ‘education and society’ (approximately 5-7 minutes - you must ask your tutor for permission to submit a longer podcast). You can choose to have your podcast in 1 or 2 programs, which have different audiences:

1. Education and society, a program for an ordinary listener
2. Education professionals, a program for teachers who are quite well informed about education issues.

The listeners of the programs are generally well informed Australian citizens.

The producers have asked that you create a podcast that explores/examines a contemporary issue of educational relevance. You must interview one or more people, read, use and engage with at least 5 unit readings from Topics 6-11 (these are the texts listed in the Unit Outline), and search and use other other credible sources (as appropriate).

The producers have given you flexibility as to the topic of your report, but it must be critically informative and engaging for the listener.

Some possible topics:

- the need for teachers to be better informed about issues of diversity;
- recent incidents or sexism or discrimination in schools;
- continued under-achievement in rural and regional schools;
- effects of neoliberal reforms, like standardised testing or school choice, on different groups or locations, etc.
- explore someone’s school life and experiences (e.g. an older person; female students; queer students).

Your report must demonstrate clear links to the unit’s readings and ideas. Although giving you flexibility, the producers have stipulated that you must:

- include statistics in your report
• interview one or more people, and include bits of these interviews in your podcast (including snippets throughout your report to illustrate or develop your ideas)
• utilise recent and relevant research to inform your report (e.g. unit readings)
• your report is constructed with a listening audience in mind
• you can use audio snippets from other sources throughout your report (e.g. audio of youtube videos, etc.)
• must not be simply an interview between a narrator and a guest
• must not write an essay and then read it aloud - you must consider the needs of the listeners in your construction of your investigative report and the features of the podcast genre to engage your audience.

You are to submit a written transcript of your podcast (with in-text and end of text references). Your podcast should be no larger than 20MB (you must seek permission from your tutor for a larger file size). It can be a .wav, .mp3 or .mp4 file type. Please request if you would like to upload another file type.

You should not read aloud the references in your podcast.

Your podcast will be judged according to its critical engagement with the unit readings, the appropriateness of its research, and the quality of the final product.

You must include page numbers for all paraphrasing and direct quoting to assist the reader locate the information you provide - this is encouraged in the APA 6th Edition guide.

There will be a collaborate on this assessment and there are samples provided for you to refer to.

Pass requirements
In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student's responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible mark for an assessment that was handed in on time, will be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. The resubmitted work must be received by the due date.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

* Student injury, illness or medical condition of such significance that completion of the assessment task was not possible;
* Family issues (e.g. family injury or illness, bereavement etc) of such significance that completion of the assessment task was not possible;
* Commitments to participate in elite sport or other activities that warrant favourable consideration;
* Commitments to assist with emergency service activities (e.g. bushfire protection);
* Unavoidable and unexpected work commitments (e.g. relocation, changes to fly-in-fly-out schedules).

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application.

For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay.

If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 26/06/2017 and 09/07/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required
from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information
Corrupted or Unreadable Files

Assessments are not considered as submitted if the electronic file is not readable. It is a student’s responsibility to
ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer encounters a problem with a submitted file the student will be notified and must provide a readable file within 48 hours of this notification, after which it is considered as a late submission.

Students should check their Curtin student email daily during the assessment marking period.

Assessment Appeals

Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

* Step 1 – Initial Request for Review by marker or unit co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.

* Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

Student Support

OUA students will find that most information they need can be found on our dedicated student support website:
http://humanities.curtin.edu.au/schools/edu/oua/oua-professional-experience/

Some specific services offered to Curtin OUA students are below:

Smarthinking through OUA

This service is designed to supplement students’ learning experiences while studying at Open Universities Australia. Students are linked to a service administered outside the Blackboard environment and independent of Curtin University and OUA. Smarthinking enables students to connect to a tutor 24 hours a day, 7 days a week. More information is available on Blackboard. Note that Smarthinking tutors do not have any details relating to assessment tasks and so the help they offer may not align with actual assessment requirements.

To access Smarthinking:

2. From My courses & units select the Current units tab
3. Click on the Smarthinking link, next to the list of units

For problems logging in, please contact the OUA Student Advisors by email advisors@open.edu.au or by telephone +61 03 8628 2555.

Curtin Learning Centre

- Comprehensive support for many aspects of students’ learning is offered through face to face and online resources via the Learning Centre

Curtin Uni English

- This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests.

Curtin Counselling
All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). [http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm](http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm)

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: [students.curtin.edu.au/rights](http://students.curtin.edu.au/rights).

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to [http://eesj.curtin.edu.au/student_equity/index.cfm](http://eesj.curtin.edu.au/student_equity/index.cfm) for more information.


It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: [http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm](http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm)

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to [evaluate.curtin.edu.au/info/](http://evaluate.curtin.edu.au/info/).

To view previous student feedback about this unit, search for the Unit Summary Report at [https://evaluate.curtin.edu.au/student/unit_search.cfm](https://evaluate.curtin.edu.au/student/unit_search.cfm). See [https://evaluate.curtin.edu.au/info/dates.cfm](https://evaluate.curtin.edu.au/info/dates.cfm) to find out when you can eVALUate this unit.

Recent changes to this unit include:

The unit topics and readings were updated in 2016. The purpose of these changes was to give students a better understanding of the wider policy changes that are impacting on education, and to provide students with a stronger theoretical lens through which to view educational change.

The assessments have been changed in response to the change in topics.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Topics</th>
<th>Activities/resources</th>
<th>Assessments Due</th>
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<tr>
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</table>
| 6. | 03 April | Power and governing through schools | Tait, G. (2000). From the panopticon to the playground: Disciplinary practices. In D. Meadmore, B. Burnett & G. Tait (Eds.), Practising education (pp. 7-17). Sydney: Prentice Hall.  
Assessment 2 Due: 13/05/2017 23:59PM WST |
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<tbody>
<tr>
<td>12.</td>
<td>15 May</td>
<td>Unit Review</td>
</tr>
<tr>
<td>13.</td>
<td>22 May</td>
<td>eValuate</td>
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