

LIDLAW COLLEGE
Te Wananga Amorangi

BACHELOR OF TEACHING (PRIMARY) & WORLDVIEW STUDIES

860.615 Cultures in Education
Course Assessment and Delivery Outline

Campus: Auckland
Lecturer: Yael Klangwisan

Semester 2, 2014
NQF Level: 6, 15 credits

CONTENT OVERVIEW

- a. Introduction to critical pedagogy and culture
- b. Social justice and teaching
- c. Windows on worldview: critical analysis of image and media
- d. Cultural diversity and identity
- e. Culturally responsive teaching
- f. Critical multiculturalism
- g. Education as social justice (Paulo Freire)
- h. Education as the practice of freedom (Bruner, bell hooks)
- i. Educating the Other (Levinas, Derrida)
- j. Asian & Buddhist culture/worldview
- k. Muslim culture/worldview
- l. Pasifika & Maori culture/worldview

GRADUATING TEACHER STANDARDS

1a, 1b, 1d, 2c, 2d, 3a, 3b, 3c, 4c, 4f, 5a, 6a, 6b, 6c, 6d, 6e, 7a, 7d

ASSESSMENT TASKS AND DUE DATES

Film (media file)	40%
Learning Outcomes	a, b, c
Due Date:	2 nd November, midnight

Cultural Responsivity project	60%
Learning Outcomes	a-e
Due Date:	16 th November, midnight

ASSIGNMENT ONE - Personal Culture and Worldview analysis - film

Within the framework of class lectures and readings, students will critically reflect upon the following questions providing illustrations and examples from their lived experience of culture and cultural heritage through the medium of film. Students may collaborate in groups of no more than 3:

1. What is the relationship between my culture, cultural heritage and worldview?
2. How does culture shape who I am: i.e. identity?
3. Identify and reflect on what personally meaningful cultural artefact symbolizes.
4. What beliefs/philosophies/values shape my culture and cultural practices
5. How does culture shape my approach to education and educating?

Students will present their reflections in a 12-15 minute group film and present to groups during week 2. Via the medium of film, culture students may integrate other multimedia, images, sound, photography, dance, and music. Students are encouraged to choose to explore a particular theme in their exploration of personal culture in order to focus their work into the time limits.

- Students will devise a marking schedule and participate in a group marking process.
- The film must be submitted to the lecturer on the same day in media file format (i.e. avi, flv, mp4, wmv) or via an “unlisted” youtube link.

Assignment One Criteria

Students will demonstrate:

- critical reflection on the related concepts of worldview, culture and cultural heritage;
- ability to make credible links between cultural identity and beliefs/values (including teaching and learning)
- evidence of focused research, preparation and depth of thought;
- articulate communication
- creative and skillful use of recording technologies.

ASSIGNMENT TWO – Culturally Responsive Practices – e-portfolio

Over the course of several weeks, students will resource and evidence intentional growth in cultural responsiveness in a focus area. The project undertaken will include an achievable focus question, strategic and transformative reading, a targeted phase of action/encounter, consistent reflection-on-action presented in an e-portfolio framework. The project incorporates at least 3 intensive experiences of face to face engagement with another community or environment that is unfamiliar to the student.

Potential Areas of Focus:

- religions other than Christianity
- ethnic or multicultural Christian communities
- cultures represented in NZ schools
- Maori culture
- Deaf community
- English as an additional language;
- 3rd culture children
- refugee/asylum community;
- heritage education
- biculturalism

Assignment Two Criteria

Students will demonstrate:

- resourced and meaningful investigation of another culture
- comprehensive engagement of the notion of cultural responsiveness
- credible intentional growth supported by a robust collection of evidence
- integration of rich reflective practice
- effective and creative use of e-portfolio

EXPECTED ALLOCATION OF LEARNING HOURS

Class time	50 hours
Self-directed learning	100 hours
TOTAL	150 hours

RECOMMENDED TEXT

- Gibbs, Colin (2006). *To be a teacher: journeys towards authenticity*. Auckland: Pearson Education.
- Freire, Paulo (2005). *Teachers as cultural workers: letters to those who dare teach*. Boulder, CO: Westview Press

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Ministry of Education Publications and Documents

New Zealand Teachers Council. (April, 2007). *Graduating Teacher Standards*. Accessed 9 January 2009 at <http://www.teacherscouncil.govt.nz/education/gts/> (including all linked pages referring to 'Graduating Teacher Standards')

Education counts (2009). *Assessment*. (Ministry of Education funded research on assessment in Aotearoa New Zealand). Accessed on 12 January 2009 from <http://www.educationcounts.govt.nz/publications/assessment>

Education counts (2009). *Māori*. (Ministry of Education funded research on Māori education in Aotearoa New Zealand). Accessed on 12 January 2009 from http://www.educationcounts.govt.nz/publications/maori_education

Education counts (2009). *Pasifika*. (Ministry of Education funded research on Pasifika education in Aotearoa New Zealand etc). Accessed on 12 January 2009 from http://www.educationcounts.govt.nz/publications/pasifika_education

Education counts (2009). *Pasifika Education plan: Monitoring report 2007*. Accessed from <http://www.educationcounts.govt.nz/publications/series/22967/30841/30843> on 12 January, 2009.

Education counts (2009). *Schooling*. (Ministry of Education funded research on schooling in Aotearoa New Zealand: Numeracy project, Te Reo, Immigration, Boys' achievement, Transitioning from primary to secondary, bilingual education etc). Accessed on 12 January 2009 from <http://www.educationcounts.govt.nz/publications/schooling>

Education counts (2009). *Special education*. (Ministry of Education funded research on Pasifika education in Aotearoa New Zealand etc). Accessed on 12 January 2009 from http://www.educationcounts.govt.nz/publications/special_education

Culture and Pedagogy

Bishop, R. & Glynn, T. (1999) *Culture counts: changing power relations in education*. Palmerston North: Dunmore.

Freire, Paulo. (1998). *Pedagogy of Freedom: ethics, democracy and civic courage*. Oxford: Rowman & Littlefield.

Freire, Paulo. (2006). *Pedagogy of hope*. New York: Continuum.

Freire, Paulo. (2007). *Pedagogy of the oppressed*. New York: Continuum.

Gibbs, Colin (2006). The culturally responsive teacher. (chapter 10). *To be a teacher: journeys towards authenticity*. Auckland: Pearson Education.

Skutnabb-Kangas, Tove & Cummins, J. (1988). *Minority Education: From shame to struggle*. Cleveland, England: Multilingual Matters (40).

Aotearoa New Zealand and Culture

Bishop, Russell & Glynn, Ted. (1999) *Culture counts: changing power relations in education*. Palmerston North: Dunmore.

Durie, M. (1998). *Te Mana Te Kawanatanga: The politics of Māori self-determination*. Auckland: Oxford University Press.

Durie, Mason (2003). *Nga Kahui Pou*. Wellington: Huia Publishers.

Hemara, Wharehuia (2001) *Maori Pedagogies: a view from the literature*. Wellington: New Zealand Council for Educational Research

King, Michael. (2003). *The Penguin history of New Zealand*. Auckland: Penguin Books.

May, Helen. (2003). *School beginnings: a history of early years schooling (case study one: Missionary Infant Schools for maori children, 1830-40s)*. Wellington: Victoria University of Wellington.

Metge, Joan (1990). *Te Kohao o te Ngira : education for a multicultural society*. Wellington NZ: Learning Media Ministry of Education

Wepa, Dianne (2004). *Cultural safety in Aotearoa New Zealand*. Auckland: Pearson Education.

Other available titles in Culture and Education

- Banks, James A. (2010). *The Routledge international companion to multicultural education*
- Chartock, Roselle Kline. (2010). *Strategies and lessons for culturally responsive teaching : a primer for K-12 teachers*
- Lake, R. (2012). *Vgotsky on education primer*
- Richards, Chris. (2011). *Young people, popular culture, and education*
- Scherff, Lisa, & Spector, Karen. (2011). *Culturally relevant pedagogy: clashes and confrontations*
- Scherff, Lisa, & Spector, Karen. (2011). *Culture, relevance, and schooling : exploring uncommon ground*
- Senechal, Diana. (2012). *Republic of noise: the loss of solitude in schools and culture*
- Settlage, J. & Southerland, S. (2007) *Teaching Science to every child: using culture as a starting point*. New York: Routledge.
- Thaman, Konai Helu. (2009). *Educational ideas from Oceania : selected readings*
- Hefner, Robert W. & Zaman, Muhammad Qasim (2007). *Schooling Islam: the culture and politics of modern Muslim education*