



# INED802

## Contemporary Issues in Indigenous Education

S2 External 2014

*Indigenous Studies - Warawara*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Michelle Trudgett

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Room 320 in W3A

By appointment

Credit points

4

Prerequisites

Admission to MIndigenousEd or PGDiplIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

The proportion of Indigenous Australians completing all levels of education is significantly lower than that of non-Indigenous Australians. This unit examines the current climate of Indigenous education in Australia whilst analysing strategies to improve the evident disparity.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Develop cognitive skills to demonstrate advanced knowledge pertaining to key Indigenous education policies.

Develop a strong theoretical understanding of the Indigenous Studies syllabi taught in Australian secondary schools.

Demonstrate proficient knowledge and ability to incorporate Indigenous perspectives across the K-12 curriculum.

Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.

Demonstrate a clear understanding and critical awareness of methods to incorporate Indigenous Knowledges in a learning environment.

Acquire an advanced understanding of the existing inequalities in Indigenous education today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').

Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## Assessment Tasks

Name	Weighting	Due
<a href="#">Weekly Online Activity</a>	30%	Sunday of each week
<a href="#">Teaching Resource</a>	30%	Sunday, 28th September 2014
<a href="#">Essay</a>	40%	Sunday, 9th November 2014

### Weekly Online Activity

Due: **Sunday of each week**

Weighting: **30%**

Students are required to provide a response of approximately 250 words to the weekly online activity. There are 13 weeks in the semester and each week will be given a mark out of 10. The best 10 weeks will then be added together to give you a total mark out of 100. This will then be reduced to a percentage of 30% which will contribute to your final grade.

Things to consider:

**Please note that late submissions will incur a one mark per day penalty.**

- It is imperative that the response be provided by to the Sunday of each week.
- Referencing in this activity is appropriate. When you reference in text, make sure you have a reference list at the bottom. The reference list will not be included in your word count for this activity.
- Restrict your responses to around 250 words. (Applying a 10% flexibility rule this means that they must be 225-275 words). Anything outside that will be deducted marks.
- You will receive a grade each week but will not receive feedback on a weekly basis unless you attempt a weekly question and do not achieve a pass grade.
- You will be able to see what the other students post for their responses only after you have posted your own response. This is to enhance student engagement and learning

while ensuring a fair process for all.

On successful completion you will be able to:

- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## Teaching Resource

Due: **Sunday, 28th September 2014**

Weighting: **30%**

Refer to the following steps required to undertake this assessment:

1. Choose one of the following topics or negotiate an alternative with the unit convenor:

- Methods to engage Indigenous Australians as learners.
- Strategies to support Indigenous Australian educational success.
- Strategies to embed Indigenous perspectives in primary schools.
- Necessary pedagogical considerations for teaching Indigenous studies in secondary schools.
- Necessary pedagogical considerations for teaching Indigenous Studies in universities.

2. Think about the scope of the topic and how you could best use this in your professional practice or community. Also concentrate on the topic and be careful you don't expand significantly beyond it. For example, if you chose the first option – methods to engage Indigenous Australians as learners – you may want to narrow this down to a certain level of education i.e. university students. The resource needs to be applicable, practical and informed.

3. Choose the medium in which you intend to present your resource. You may like to consider one of the following options:

- A book
- Short film (10-20 minutes in length)
- PowerPoint presentation (audio and visual) (10-20 minutes and 10-20 slides in length)
- Website

4. Include a 500 word written description outlining how this resource will be utilised. You need to consider the audience, context, aims and objectives. Ensure that you use references in this section.

This task is designed in a way that enables students to create new resources by drawing on the content covered in Modules 1 and 2. I encourage you to all have fun creating wonderful resources that you can draw upon for years to come. Most importantly, make sure you **create something you will put to use!**

On successful completion you will be able to:

- Develop cognitive skills to demonstrate advanced knowledge pertaining to key Indigenous education policies.
- Develop a strong theoretical understanding of the Indigenous Studies syllabi taught in Australian secondary schools.
- Demonstrate proficient knowledge and ability to incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.

## Essay

Due: **Sunday, 9th November 2014**

Weighting: **40%**

The final assessment requires students to **pick one** of the following essay questions and provide a 4,000 words written response in the form of an essay. The reference list is to be included in the word count.

It is expected that the essay is structured with a clear introduction, body and conclusion. It is to be presented in the following format:

Ø 12 point arial, calibri or times new roman font.

Ø Double line spacing.

Ø All pages must be numbered.

Ø All pages must include footer with the students name and student number.

A minimum of 20 references is required. Ensure they are relevant and inclusive of some recent literature.

### **Essay Question 1 – Key learning objectives**

Choose 1 of the key learning objectives covered in this unit – literacy, mathematics or science. Research widely and locate one relevant quote that you would like to be the basis for the essay. Make sure this quote is directly linked to your chosen objective and is relevant. Provide a written analysis of the quote and explain its relevance.

Provide a detailed analysis of how the objective (literacy, mathematics or science) relates to Indigenous education. In doing so, discuss:

1. Historical relationships between objective and Indigenous Australians.
2. Indigenous ways of practicing relevant objective.
3. Strategies to incorporate more Indigenous practices in relation to teaching the objective in classroom.
4. Provide 2 examples of how Indigenous Australians practice the chosen objective. E.g. Yolngu mathematics.

### **Essay Question 2 – Working with Indigenous communities**

Working with Indigenous communities is a key to successful outcomes in Indigenous education. Critically analyse the following statement by Harrison:

*'Building strong relationships with Aboriginal parents is as much about working with your own preconceptions as it is about working with the parents'* (Harrison 2011:167).

In doing so, you are to:

- a) Demonstrate an understanding of what your own preconceptions entail and how people's preconceptions may differ from one person to the next.
- b) Identify essential factors that are required to work effectively with Indigenous communities.
- c) Discuss barriers that may prevent someone from working effectively with Indigenous communities.
- d) Explain how communities may differ from one to the next.

Drawing on available literature, you are also required to provide two case studies of community engagement initiatives. Provide one positive case where a community has been engaged in a process and the overall outcome has been positive. Alternately, provide one example which has resulted in a negative outcome. Remember – the case studies need to be linked to relevant literature.

### **Essay Question 3 –Closing the Gap(s)**

The following statement provided by Professor Lester-Irabinna Rigney covers many important areas that relate to contemporary Indigenous education – curriculum, working with community, and the future.

*'Successful schools and governments work closely together in curriculum consultations as with Indigenous peoples. What has been shown to work in schools is Indigenous content in the*

*curriculum, both vertically as 'Indigenous studies' and horizontally across the entire curriculum as 'Indigenous perspectives'. This is done best when community involvement in program design and decision-making takes a bottom-up rather than top-down approach. Indigenous children look for affirmation of their identities in their schooling. Building tomorrow's classroom will fail miserably if it relies on a subject core that educates Indigenous children out of an Indigenous education' (Rigney 2011:39).*

You are required to critically analyse this statement. In particular, it is extremely important that you explain what is meant by:

- a) 'Vertically as Indigenous studies and horizontally across the entire curriculum as Indigenous perspectives'.
- b) What is meant by a bottom-up approach as opposed to a top-down approach.
- c) What it means to educate Indigenous children out of an Indigenous education.
- d) Provide a detailed explanation as to how this relates to the quest to close the gaps in Indigenous education.

On successful completion you will be able to:

- Develop cognitive skills to demonstrate advanced knowledge pertaining to key Indigenous education policies.
- Develop a strong theoretical understanding of the Indigenous Studies syllabi taught in Australian secondary schools.
- Demonstrate proficient knowledge and ability to incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.
- Demonstrate a clear understanding and critical awareness of methods to incorporate Indigenous Knowledges in a learning environment.
- Acquire an advanced understanding of the existing inequalities in Indigenous education



today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').

## Delivery and Resources

This unit is delivered externally. There are no on-campus sessions.

**REQUIRED TEXTS** (all other materials are available on e-reserve)

Craven, R. (ed). (2011). *Teaching Aboriginal Studies: A Practical resource for primary and secondary teaching* (2nd edition). Allen and Unwin, Crows Nest.

Harrison, N. (2011). *Teaching and learning in Aboriginal Education*. Oxford University Press, South Melbourne.

Purdie, N., Milgate, G. & Bell, H.R. (Eds). (2011). *Two Way Teaching and Learning*, Australian Council for Educational Research, Victoria.

## Unit Schedule

MODULE 1 – INDIGENOUS AUSTRALIAN LEARNERS		
Week 1	4 <sup>th</sup> – 10 <sup>th</sup> August	Introduction
Week 2	11 <sup>th</sup> – 17 <sup>th</sup> August	Indigenous Learners
Week 3	18 <sup>th</sup> – 24 <sup>th</sup> August	Engagement and Success
Week 4	25 <sup>th</sup> – 31 <sup>st</sup> August	Retention
MODULE 2 – INDIGENOUS STUDIES CURRICULUM		
Week 5	1 <sup>st</sup> – 7 <sup>th</sup> September	Embedding Indigenous Perspectives in Primary Schools
Week 6	8 <sup>th</sup> – 14 <sup>th</sup> September	Indigenous Studies in Secondary Schools
Week 7	15 <sup>th</sup> – 21 <sup>st</sup> September	Indigenous Studies in Universities
MID SEMESTER BREAK – 22nd September – 6 <sup>th</sup> October		
MODULE 3 – KEY LEARNING OBJECTIVES		
Week 8	7 <sup>th</sup> – 12 <sup>th</sup> October	Literacy

Week 9	13 <sup>th</sup> – 19 <sup>th</sup> October	Mathematics
Week 10	20 <sup>th</sup> – 26 <sup>th</sup> October	Science
<b>MODULE 4 – MOVING FORWARD - CLOSING THE GAP</b>		
Week 11	27 <sup>th</sup> October – 2 <sup>nd</sup> November	Working with Indigenous Communities
Week 12	3 <sup>rd</sup> – 9 <sup>th</sup> November	Closing the Gap
Week 13	10 <sup>th</sup> – 16 <sup>th</sup> November	Unit Summary

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Support for Indigenous Australian students –

Warawara – Department of Indigenous Studies has an Indigenous Student Support Officer, who is able to provide social educational and personal support for all Indigenous students. For further information please contact them on (02)9850 4209.

The Indigenous Student Support Officer is located at Warawara Department of Indigenous Studies, room 307, building W3A.

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Develop cognitive skills to demonstrate advanced knowledge pertaining to key Indigenous education policies.
- Develop a strong theoretical understanding of the Indigenous Studies syllabi taught in Australian secondary schools.
- Demonstrate proficient knowledge and ability to incorporate Indigenous perspectives

across the K-12 curriculum.

- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.
- Demonstrate a clear understanding and critical awareness of methods to incorporate Indigenous Knowledges in a learning environment.
- Acquire an advanced understanding of the existing inequalities in Indigenous education today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## **Assessment tasks**

- Weekly Online Activity
- Teaching Resource
- Essay

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Develop cognitive skills to demonstrate advanced knowledge pertaining to key Indigenous education policies.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.
- Demonstrate a clear understanding and critical awareness of methods to incorporate Indigenous Knowledges in a learning environment.
- Acquire an advanced understanding of the existing inequalities in Indigenous education today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## Assessment tasks

- Weekly Online Activity
- Teaching Resource
- Essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Acquire an advanced understanding of the existing inequalities in Indigenous education today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

### Assessment task

- Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

### Assessment tasks

- Weekly Online Activity
- Teaching Resource
- Essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Develop a strong theoretical understanding of the Indigenous Studies syllabi taught in Australian secondary schools.
- Demonstrate proficient knowledge and ability to incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.
- Demonstrate a clear understanding and critical awareness of methods to incorporate Indigenous Knowledges in a learning environment.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

### Assessment tasks

- Teaching Resource
- Essay

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives.
- Demonstrate a clear understanding and critical awareness of methods to incorporate Indigenous Knowledges in a learning environment.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## Assessment tasks

- Weekly Online Activity
- Teaching Resource
- Essay