



INED801

History of Indigenous Education

S1 External 2014

Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff

Unit Convenor

Michelle Trudgett

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Contact via michelle.trudgett@mq.edu.au

Room 320 in W3A

By appointment

Credit points

4

Prerequisites

Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

This unit begins by providing students with an historical context of education methods practiced by Indigenous Australians prior to European occupancy. It also examines how Western education practices and policies have influenced the lives of Indigenous Australians since colonisation. The exclusion of Indigenous Australians from various public schools systems is explored in depth.

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:

Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society.

Analyse key government policies that have affected the lives of Indigenous Australians since 1788.

Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past.

Demonstrate a critical awareness of historical education strategies targeted specifically

towards Indigenous Australians.

Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.

Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism.

Critically engage with the perspectives of other students using the prescribed online technology.

Assessment Tasks

Name	Weighting	Due
<u>Weekly Online Activity</u>	30%	Sunday of each week
<u>Teaching Resource</u>	30%	Sunday, 27th April 2014
<u>Essay</u>	40%	Sunday, 8th June 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:

- 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.
- Feedback will be provided at the end of semester along with a final grade for this assessment piece. 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.

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

On successful completion you will be able to:

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Teaching Resource

Due: **Sunday, 27th April 2014**

Weighting: **30%**

The second assessment requires students to develop a teaching resource for use in your school, organisation, workplace, or community. 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:

- Origins of Aboriginal people
- Traditional Indigenous Education
- Indigenous Identity
- Early History of Indigenous Education

2. Think about the scope of the topic. For example, you might live in Dubbo and be interested in looking at the early experiences Wiradjuri people had with Western Education. Alternatively, you may be interested in how Indigenous Identity may be viewed differently by people residing in urban and remote areas of the Northern Territory. It is important that you narrow your topic to a certain area of interest and relevance.

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 (minimum of 15 minutes but no more than 30 minutes)
- PowerPoint presentation (audio and visual) (minimum of 15 minutes and/or 15 slides)
- 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.

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!

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

On successful completion you will be able to:

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Essay

Due: **Sunday, 8th June 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. It is expected that the essay is structured with a clear introduction, body and conclusion. It is to be presented in the following format:

Ø12 point arial, calibri or times new roman font.

ØDouble line spacing.

ØAll pages must be numbered.

ØAll pages must include a 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 – Pioneers of Indigenous Education

There have been many pioneers of Indigenous Education over the centuries, from Maria Lock (refer to week 5) through to more recent pioneers such as Dr Chris Sarra (refer to week 6). This essay requires students to choose 2-3 people who you consider to be pioneers of Indigenous Education.

- Provide a detailed justification as to why they should be deemed ‘pioneers of Indigenous Education.’
- Demonstrate a solid understanding of the role they played at the time, how their achievements might affect Indigenous Education at present, and also how it may influence the future of Indigenous Education.
- Identify how you might use knowledge about these pioneers in your workplace or community environment.
- Research widely about these people and also the area in Indigenous Education they have contributed to.
- Critically analyse how the 2-3 pioneers you have chosen differ to one another.

Essay Question 2 – Formal Education

Provide a detailed critical analysis of the following statement made by Betty Watts in 1982:

‘Formal education for Aborigines, as for any group, must serve the cultural group and provide positive support for its attempts to accommodate and change circumstances while maintaining its own integrity. There is thus a need to understand the values and lifestyles of the Aboriginal groups in their diverse socio-cultural settings before one can try to access the specific roles and goals of schools and their associated programs’ (Watts 1982:5).

Provide a comprehensive argument outlining whether you agree or disagree with this statement. In doing so, consider the relevance of when that statement was made and comment on its application in the current education climate.

Reference: Watts, B. 1982, *Aboriginal Futures: A Review of Research and Developments and Related Policies in the Education of Aborigines*, Australian Government Publishing Service, Canberra.

Essay Question 3 –Cultural Safety

Critically analyse the three principles of cultural safety as identified by the Nursing Council of New Zealand (2005) – *reflection, recognition* and *respect*. Although the concept of cultural safety emerged from research relating to Maori health professionals in New Zealand, the principles can be applied to the field of Indigenous Education. Provide a detailed analysis of how this may be undertaken. Demonstrate an understanding of how cultural safety is implemented on the international stage.

Reference: Nursing Council of New Zealand. 2005, *Guidelines for Cultural Safety, the Treaty of Waitangi and Maori Health in Nursing Education and Practice*, Nursing Council of New Zealand, Wellington.

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

On successful completion you will be able to:

- Analyse key government policies that have affected the lives of Indigenous Australians since 1788.
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- Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians.
- Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.
- Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism.

Delivery and Resources

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

Required Texts:

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

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

Unit Schedule

MODULE 1 – HISTORY OF INDIGENOUS AUSTRALIA		
Week 1	Monday 3 rd March- Sunday 9 th March	Introduction
Week 2	Monday 10 th March - Sunday 16 th March	Origins
Week 3	Monday 17 th March - Sunday 23 rd March	Traditional Indigenous Education
Week 4	Monday 24 th March - Sunday 30 th March	Indigenous Identity
MODULE 2 – EARLY INDIGENOUS EXPERIENCES OF WESTERN EDUCATION		
Week 5	Monday 31 st March - Sunday 6 th April	Early History of Indigenous Education
Week 6	Monday 7 th April – Sunday 13 th April	Case Studies
MID SEMESTER BREAK – 14th April – 27th April		
MODULE 3 – SIGNIFICANT CHALLENGES		
Week 7	Monday 28 th April - Sunday 4 th May	Deficit Discourse in Education
Week 8	Monday 5 th May - Sunday 11 th May	Scientific and Institutional Racism
Week 9	Monday 12 th May - Sunday 18 th May	Culture Shock

Week 10	Monday 19 th May - Sunday 25 th May	Cultural Safety
MODULE 4 – TWO WAY EDUCATION AND REMOTE SCHOOLING		
Week 11	Monday 26 th May - Sunday 1 st June	Two Way Education
Week 12	Monday 2 nd June- Sunday 8 th June	Remote Schooling
Week 13	Monday 9 th June - Sunday 15 th June	Summary and review

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

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

Disruption to Studies Policy 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/

Student Support

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

[dents.mq.edu.au/support/](https://unitguides.mq.edu.au/support/)

Learning Skills

Learning Skills (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

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

- Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society.

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- Critically engage with the perspectives of other students using the prescribed online technology.

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

- Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society.
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technology.

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

- Analyse key government policies that have affected the lives of Indigenous Australians since 1788.
- Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.
- Critically engage with the perspectives of other students using the prescribed online technology.

Assessment tasks

- Weekly Online Activity
- 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

- Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians.
- Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism.
- Critically engage with the perspectives of other students using the prescribed online

technology.

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

- Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society.
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- Critically engage with the perspectives of other students using the prescribed online technology.

Assessment tasks

- Weekly Online Activity
- 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

- Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism.
- Critically engage with the perspectives of other students using the prescribed online technology.

Assessment tasks

- Weekly Online Activity
- Teaching Resource
- Essay