



INED801

History of Indigenous Education

S1 External 2015

Dept of Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff Warawara staff member Shane Smithers shane.smithers@mq.edu.au
Credit points 4
Prerequisites Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd
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, 26th April 2015
<u>Essay</u>	40%	Sunday, 7th June 2015

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.

On successful completion 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.

Teaching Resource

Due: **Sunday, 26th April 2015**

Weighting: **30%**

This assessment requires students to develop a teaching resource for use in their school, organisation, workplace, or community.

On successful completion you will be able to:

- Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society.
- 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.
- Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism.

Essay

Due: **Sunday, 7th June 2015**

Weighting: **40%**

The final assessment requires students to **pick one** 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:

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 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.

On successful completion you will be able to:

- 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.

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.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

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) 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 - 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

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.
- 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.
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- 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 - 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.
- 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.
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- 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.
- 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.
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