



EDUC388

Aboriginal Education Issues and Approaches

S2 Day 2016

Dept of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Neil Harrison

neil.harrison@mq.edu.au

Contact via neil.harrison@mq.edu.au

lecturer

Natalie Taylor

natalie.taylor@mq.edu.au

Lecturer

Michelle Stathakis

michelle.stathakis@mq.edu.au

Lecturer

Michelle Finneran

Credit points

3

Prerequisites

39cp or admission to BEd(Sec))

Corequisites

Co-badged status

Unit description

This unit is designed to develop students' knowledge and understanding of those issues impacting the delivery of Indigenous education in Australia. Invasion and colonisation, the effects of government policies, the stolen generations, and the developing relationship between Indigenous and non-Indigenous Australians are explored in the context of learning and teaching in the classroom. Approaches for teaching Indigenous students are explored, along with the requirement to include Aboriginal and Torres Strait Islander histories and cultures across the curriculum. Aboriginal people involved in education introduce many of these issues. The unit aims to create a learning environment where students can gain confidence in how they talk about Aboriginal and Torres Strait Islander peoples.

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:

- Strategies required to teach Aboriginal and Torres Strait Islander students
- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to teach them
- Capability to teach Learning from Country activities
- The confidence to teach Aboriginal and Torres Strait Islander histories and cultures
- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Assessment Tasks

Name	Weighting	Due
Assessment 1	40%	Weekly & 22 September
Assessment 2	20%	weeks 12 & 13
Assessment 3	40%	TBA

Assessment 1

Due: **Weekly & 22 September**

Weighting: **40%**

Online reflection and evaluation

Word Length: 300 words per blog and interactive blog & a 1000 word evaluation statement

Due:

Task 1: Weekly on Wednesdays at 11:59pm

Task 2: 11:59pm on Thursday 22 September

Purpose:

1. To develop a community of learners thinking about reciprocal relationships (task 1)
2. Reflect on teaching theory and practice (tasks 1 and 2)
3. Reflect on how *difficult histories* can be taught in Australian schools (task 2)

Procedure:

Task 1: 10%

1. Students are to establish their own Blog posts via iLearn by no later than Wednesday at 11:59pm in the week following the lecture and tutorial.
2. The task is to reflect on the weekly lecture and tutorial to discuss: What did you learn, and how could this be embedded in your teaching practice? What questions were raised for you? (300 words)
3. Successful completion of Task 1 will be awarded the full 10% of the assessment weighting allocation.
4. Note that this is an open 'community' post – you need to think of your audience as you blog.

Task 2: 30%

1. Following week 7, students are required to complete a 1000-word evaluation of the lecture from Ivan Clarke on the Stolen Generations: see the questions below,
2. Use some of the readings listed below to help you discuss the issues around 'trauma informed education',
3. This is an online – closed - blog post, and is available in week 7 on *iLearn*,
4. Task 2 will be graded on the conventional university marking rubric scale (See Marking Criteria for details).

On successful completion you will be able to:

- Strategies required to teach Aboriginal and Torres Strait Islander students
- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to teach them
- Capability to teach Learning from Country activities
- The confidence to teach Aboriginal and Torres Strait Islander histories and cultures
- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Assessment 2

Due: **weeks 12 & 13**

Weighting: **20%**

This assignment is designed to get you thinking about what *ontologies* (ways of thinking about the world) and *epistemologies* (ways of producing knowledge) underpin curriculum design (see

Christie below). It is a theoretical task, evaluating how knowledge and learning are produced through school and university curriculums. Some people call this the 'hidden curriculum' where students unconsciously learn western beliefs, values, and ways of behaving and learning.

Aim

Encourage students to reflect critically on what and how they learn at university, and to apply that reflective analysis to their own teaching practice.

On successful completion you will be able to:

- The confidence to teach Aboriginal and Torres Strait Islander histories and cultures
- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Assessment 3

Due: **TBA**

Weighting: **40%**

*Research and present an essay on a selected topic. **OR** Participate in an excursion **OR** Interview an Aboriginal person*

Option 1: Excursion Plan

Note: you cannot do this assignment if you do not attend the excursion.

Details:

- Excursion plan length 1500-2000 words (excluding references).
- The information provided must be based on our excursions, and your research.

Option 2: Personal Interview

Interview an Aboriginal person about his or her life.

Once you have collected your information, you will need to decide how you will present it in writing. It will need to be more than just a description of someone's life. **It will also need to include some reflection and analysis.** This means that you will need some explanation from your interviewee. Don't be pushy, but you will need to ask some why questions like, why is that important to you? Why did you go down that road?

Details:

- 1500-2000 words (excluding references)
- The information provided should be based on your interview and the analysis of data

- Research should include links to the literature on educational theory and practice and may in addition include research collected from various groups, organisations or individuals.
- Please use APA Referencing Procedures

Option 3: **Research Essay**

Select one of the following essay questions. Research the topic and prepare an analytical essay on the question.

Essay Questions: Choose only one of the following:

1. Chris Sarra argues that 'high expectations' is one of the keys to improving Aboriginal student outcomes. Why does he take this position? Is there any evidence to support it, or to suggest that his approach is working?
2. A number of 'high-end' private schools are now offering specific programs for Aboriginal students? What is the philosophy driving these programs? Are they working? Examine some of the criticisms made of these programs. Are such criticisms justified?
3. "A positive self identity has been identified as one of the factors necessary for individual educational success (Mellor & Corrigan, 2004)". Discuss.

On successful completion you will be able to:

- Strategies required to teach Aboriginal and Torres Strait Islander students
- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to teach them
- Capability to teach Learning from Country activities
- The confidence to teach Aboriginal and Torres Strait Islander histories and cultures
- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Delivery and Resources

1. About this Unit

This unit explores the educational policies and historical practices that have impacted Aboriginal

education. It provides a historical overview of government policies since European invasion and addresses contemporary perspectives of racism, prejudice, social injustice and reconciliation. It offers students the opportunity to develop the necessary knowledge, skills and sensitivity to meet the needs of Aboriginal students.

Guest lecturers from Aboriginal organisations, representatives from the Department of Education and Community and other bodies will help to present the material. Aboriginal people involved in education will speak about their role in ensuring that Aboriginal people have access to the educational opportunities enjoyed by other Australians.

2. Teaching Staff

Neil Harrison

C3A room 907

neil.harrison@mq.edu.au

Natalie Taylor

natalie.arentz@det.nsw.edu.au

Clarence Bruinsma

clarence.bruinsma@mq.edu.au

Jo Anne Rey

jo.rey@mq.edu.au

Please note that all official correspondence will be conducted through the student's mq account. Hotmail addresses are usually trashed before they arrive in my inbox.

3. Classes

Lectures: 1 hour, once weekly

Tutorials: 2 hours, once weekly

4. Unit Web Page

Access to the unit web page is through <http://online.mq.edu.au>. Please access *Blackboard CE6* regularly throughout the semester as this is the main means of communication of information to students.

5. Required Text

Prescribed Text

Harrison, N. (2011). *Teaching and learning in Aboriginal education (2e)*. Melbourne: Oxford University Press.

6. Recommended Readings

Reports

Commonwealth of Australia (2011). *Closing the gap Prime Minister's Report 2011*. Retrieved May 16, 2011 from: http://www.fahcsia.gov.au/sa/indigenous/pubs/closing_the_gap/2011_ctg_pm_report/part_c/Pages/schooling.aspx

Commonwealth of Australia (2009). *Closing the gap on Aboriginal disadvantage: The challenge for Australia*. Retrieved June 7, 2011 from <http://fahcsia.gov.au/about/news/2009/Pages/Closingthe-gap.aspx>

New South Wales Department of Education and Training and New South Wales Aboriginal Education Consultative Group Incorporated (2004). *The Report of the Review of Aboriginal Education/ Yanigurra Muya: Ganggurrinyrna Yaari Guurulaw Yirringin.gurray Freeing the Spirit: Dreaming as Equal Future*. Darlinghurst, NSW: New South Wales Department of Education and Training

Pearson, N. (2009). Radical Hope: Education and equality in Australia. In *Quarterly Essay*, 35, pages 1-105). see library online Journals

Nichols, Christine (2009). Correspondence. In *Quarterly Essay* 36, pages 93-102. see library online Journals

SCRGSP (Steering Committee for the Review of Government Service Provision) (2009). *Overcoming Aboriginal Disadvantage: Key Indicators*, Productivity Commission, Canberra. Retrieved June 7, 2011 from <http://www.pc.gov.au/gsp/reports/Aboriginal/keyindicators2009>

UNICEF (2009). State of the world's minorities and Aboriginal peoples 2009. Retrieved June 13, 2011 from http://www.minorityrights.org/7948/state-of-the-worlds-minorities/state-of-the-worlds-minorities-and-Aboriginal-peoples-2009.html#links_and_downloads

References

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A444)

Australian Education Systems Officials Committee (AESOC) Senior Officials Working Party on Aboriginal Education (2005). *Australian directions in Aboriginal education 2005-2008*. Report for MCEETYA. Retrieved June 13 2009 from: http://www.acer.edu.au/Aboriginal_education/policies.html

Beresford, Q. and Gray J. (2006). Models of policy development in Aboriginal education: Issues and discourse. *Australian Journal of Education*. 50 (3), 265-280. [see Journal finder at library home]

Beresford, Q. (2003). Directions and best practice. In Q. Beresford and G. Partington (Eds.), *Reform and resistance in Aboriginal education: The Australian experience* (pp. 238-278). Perth: University of Western Australia Press.

Bourke, C., Rigby, K. & Burden, J. (2000). *Better practice in school attendance: Improving the school attendance of Aboriginal students*. Canberra: Department of Education, Training and Youth Affairs.

Brook, J. & Kohen, J.L. (1991). *The Parramatta Native Institution and the Black Town*. Sydney: UNSW Press.

Cahill, R. (1999). *Solid English*. Perth: Education Department of Western Australia. [see reserve collection]

Collins, D. (1971). An account of the English colony in New South Wales Facsimile edition, originally published 1798. Adelaide: South Australia Libraries Board.

Cowlshaw, Gillian (2009). *The City's Outback*. Sydney: UNSW Press. DU123.N4 C69 2009

Cowlshaw, G. (2006). Cultures of complaint: An ethnography of rural racial rivalry. *Journal of Sociology*, 42(4), 429-445. [see Journal finder at library home]

Dare to Lead <http://www.daretolead.edu.au/>

Dare to Lead, research and professional readings. http://www.daretolead.edu.au/servlet/Welcome?s=169694&p=DTL08_ResRead_Main

Department of Education and Children's Services. (2007). *Map of Aboriginal Australia*. Retrieved February 8, 2007 from <http://www.decs.sa.gov.au/corporate/pages/default/aboriginalaustralia/>

Department of Education and Training, Aboriginal Education and Training Directorate, (2005). *Caring for Place – Caring for Country*. (kit). Darlinghurst, NSW.: NSW Dept. of Education and Training, Aboriginal Education and Training Directorate.

Education Queensland. (2002). *Specific Teaching Emphasis for Aboriginal and Torres Strait Islander students with a conductive hearing loss*. Retrieved July 25, 2007 from <http://education.qld.gov.au/curriculum/learning/students/disabilities/resources/information/hi/stea.html>

Garimara, D.P. (2006). *Home to mother*. Brisbane: University of Queensland Press.

Harris, S. & Malin, M. (Ed). (1997). *Aboriginal Education: Historical, Moral and Practical Tales*. Northern Territory University Press.

Harrison, N. (2011). *Teaching and Learning in Aboriginal Education (2e)*. Melbourne: Oxford University Press. **MUST READ!!!**

Harrison, N. (2005). The learning is in-between: The search for a metalanguage in Aboriginal education, *Educational Philosophy and Theory*, 37 (6), 867-880. [see Journal finder at library home].

Harrison, N. (2005). Incorporating Aboriginal English in the classroom. The University of New England. Retrieved from: www.une.edu.au/education/resources/pdfs/research_series/Research_Series_1.pdf

Harrison, N. (2004). Self-Recognition and Well-Being: Speaking Aboriginal English in Healthy Classrooms. *Australian Journal of Indigenous Education*, 33, 7-13. [see Journal finder at library home].

Harrison, N. (2004). The reproduction of historical relations in the crosscultural classroom at university, *Australian Journal of Education*, 48 (3), 282-294. [see Journal finder at library home]

Heiss, A. (Ed.), (2002). *Life in Gadigal country*. Strawberry Hills, NSW: Gadigal Information Service.

Hinkson, M. & Harris, A. (2001). *Aboriginal Sydney: A guide to the important places past and present*. Aboriginal Studies Press.

Hoskins, I. (2007). *Aboriginal North Sydney: An outline of Aboriginal history*. North Sydney Council.

Hughes, P., More, A.J., & Williams, M. (2004). *Aboriginal Ways of Learning*. Adelaide, P. Hughes.

Human Rights and Equal Opportunity Commission (1997). *Bringing them home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*. Retrieved Wednesday 10 June 2009 from: http://www.hreoc.gov.au/social_justice/bth_report/report/appendices_9.html

Hunter, B, H. & Schwab, R.G. (2003). Practical Reconciliation and recent trends in Aboriginal Education. *Centre for Aboriginal Economic Policy Research*.

Kanyini (DVD). Reverb Films. Narrated by Bob Randall.

Kohen, J.L. (1983). *The Aborigines of the Blacktown District*. Blacktown: Blacktown & District Historical Society.

Kohen, J.L. (1993). *The Darug and their neighbours*. Blacktown: Darug Link & Blacktown Historical Society.

Kohen, J.L. (2009). *The Aborigines of Western Sydney*. Darug Tribal Aboriginal Corporation, Blacktown.

Kohen, J.L. (2009). *Daruganora: Darug country – the place and the people*. Revised Edition. Two volumes. Darug Tribal Aboriginal Corporation, Blacktown.

Langton, M. (1993). 'Well, I heard it on the radio and I saw it on the television...': An essay for

the Australian Film Commission on the politics and aesthetics of filmmaking by and about Aboriginal people and things, Australian Film Commission, North Sydney. (see Reserve: P94.5.A32 .A85)

Malin, M. & Harris, S. (1994). *Aboriginal Kids in Urban Classrooms*. Social Science Press.

Malin, M. (1990). Why is life so hard for Aboriginal students in urban classrooms. *The Aboriginal Child at School*, 18 (1), 9-29. (see e-reserve) **MUST READ!!**

Malin, M. (1990). The visibility and invisibility of Aboriginal students in an urban classroom. In *Australian Journal of Education*. 34(3), 312-329. (see e-reserve)

Malin, M. (2003). *Is schooling good for Aboriginal children's health?: Discussion paper*. Darwin: CRCATH.

McConaghy, C. (2000). *Rethinking Aboriginal Education*. Brisbane: Post Pressed.

Mellor, S. & Corrigan, M. (2004). *The Case for Change: A Review of Contemporary Research on Aboriginal Education Outcomes*. Camberwell, Victoria: Australian Council for Educational Research. Retrieved June 13 2011 from: www.acer.edu.au/documents/AER_47-TheCaseforChange.pdf

Munns, G. (2007). A sense of wonder: Pedagogies to engage students who live in poverty. In *International Journal of Inclusive Education*. 11(3), 301-315. [see Journal finder on library home]

National Museum of Australia and Rigby (2008). *First Australians: plenty stories*. Rigby/Pearson Education. (DU120.F476 A444. This includes: Aboriginal Sporting Greats; Keeping strong through art; Keeping language Alive, Kaisiana's Journey to Torres Strait; Fighting for Rights etc.)

National Museum of Australia and Rigby (2008). *First Australians: Plenty Stories*. Australia : Rigby/Pearson Education.

Ninnes, P. (2004). Discourses of cultural diversity in the science curriculum: Connections, contradictions and colonialisms. In *Discourse: studies in the cultural politics of education*. 25(2), 261-277. [see Journal finder at library home]

NSW Department of Education and Training (2002). *Talking identity: teacher's booklet*. <http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources/stage2resources.htm>

New South Wales Department of Education and Training and New South Wales Aboriginal Education Consultative Group Incorporated (2004). *The Report of the Review of Aboriginal Education/ Yanigurra Muya: Ganggurrinyrna Yaarri Guurulaw Yirringin.gurray Freeing the Spirit: Dreaming as Equal Future*. Darlinghurst, NSW: New South Wales Department of Education and Training

New South Wales Department of Education and Training (2005). *Caring for place - Caring for country*. Darlinghurst, NSW: New South Wales Department of Education and Training, Aboriginal Education and Training Directorate.

NSW Board of Studies (2008). *Working with Aboriginal communities: a guide to community consultation and protocols*. <http://ab-ed.boardofstudies.nsw.edu.au/go/aboriginal-community-consultation-and-protocols>

NSW Department of Community Services (2009). Working with Aboriginal people and communities: A practice resource. Retrieved 22 April from: http://www.lcsa.org.au/index.php?option=com_content&task=view&id=1621&Itemid=221

Partington, G (Ed). (1998). *Perspectives on Aboriginal and Torres Strait Islander Education*. Thomson Social Science Press.

Pearson, N. (2009). Radical Hope: Education and equality in Australia. In *Quarterly Essay*. [also read Christine Nichols critique of this article]

Purdie, N., Frigo, T., Ozolins, C., Nobblet, G., Thieberger, N., and Sharp, J. (2008). *Aboriginal languages programmes in Australian schools*. Canberra: DEEWR.

Purdie, N. (2000). Positive self-identity for Aboriginal students and its relationship to school outcomes. Canberra: Department of Education, Training and Youth Affairs. See reserve.

Reynolds, H. & Dennett B (2002). *The Aborigines*. Oxford: University Press.

Reynolds, H. (2000). *Why weren't we told: A personal search for truth about our history*. Ringwood, Vic.: Penguin.

Reid, J.A. and Santoro, N. (2006). Cinders in Snow? Aboriginal teacher identities in formation. In *Asia Pacific Journal of Teacher Education*. 34(2), 143-160. [see Journal finder at library home]

Russell, L. (2001). *Savage Imaginings: Historical and contemporary constructions of Australian Aboriginalities*. Melbourne: Australian Scholarly Publishing.

Sarra, C. (2007). Young and black and deadly: strategies from improving outcomes for Indigenous students, in M. Keefe and S. Carrington (Eds.), *Schools and Diversity* (pp. 74-89). Frenchs Forest (NSW): Pearson Education. **A must! On Reserve**

*Shaw, Paula (2009). *Seven Seasons in Aurukun*. DU123.Q6 S56 2009

Smith. K (2001). *Bennelong: the coming in of the Eora : Sydney Cove 1788-1792*. East Roseville, N.S.W.: Kangaroo Press.

Smith. K (2005). Wallumedegal: an Aboriginal history of Ryde. Retrieved from www.ryde.nsw.gov.au/WEB/SITE/RESOURCES/DOCUMENTS/Information/wallumedegal.pdf

Smith. K (2006). *Eora: mapping Aboriginal Sydney 1770-1850*.

Tucker, A. (1994). *Too many Captain Cooks*. Norwood (SA): Omnibus books.

Tucker, A. (1998). *Side by side*. Norwood (SA): Omnibus books

Willmot, E. (1987). *Pemulwuy: The Rainbow Warrior*. McMahons Point (N.S.W): Weldons.

Williams, ET. & Wingfield E.W. (2000). *Down the hole, up the tree, across the sandhills running from the state and Daisy Bates*. Alice Springs: Jukurpa Books.

Walker, Dot et al. (2004). *Aboriginal early readers [kit]* /Publisher:Brisbane, Qld. : Queensland. Dept. of Education

7. Useful websites

ABC Education for Schools

<http://www.abc.net.au/schoolstv/>

Aboriginal Australia

<http://www.aboriginalaustralia.com/>

Accelerated Literacy, <http://www.nalp.edu.au/>

Act Now

http://www.actnow.com.au/Issues/What_is_Reconciliation.aspx

Apology Speech made by Kevin Rudd

http://www.reconciliation.org.au/downloads/156/PMs_apology.pdf

Australian Bureau of Statistics

<http://www.abs.gov.au>

Australian Aboriginal Health InfoNet

<http://www.healthinfonet.ecu.edu.au/>

Australian Government Culture and Recreation Portal, Reconciliation

<http://www.cultureandrecreation.gov.au/articles/Aboriginal/reconciliation/>

Brining them Home Teacher Resource

http://www.humanrights.gov.au/education/bth/download/bth_final.pdf

Council for Aboriginal Reconciliation

<http://www.austlii.edu.au/au/orgs/car/>

Dust echoes <http://www.abc.net.au/dustechoes/dustEchoesFlash.htm>

First Australians SBS Series

<http://www.sbs.com.au/firstaustralians/>

Australian Human Rights Commission

<http://www.hreoc.gov.au/>

Interactive Time Line (EXCELENT RESOURCE)

<http://www.programs.sbs.com.au/firstaustralians/content/>

National Aboriginal & Torres Strait Islander Educational Website <http://www.natsiew.edu.au/resourceseducation.aspx?xcid=134>

Reconciliation Australia

<http://www.reconciliationaustralia.org/i-cms.isp>

Reconcile

<http://www.reconcile.org.au/>

TaLe, Teaching and Learning Exchange. Retrieved 10 June 2010 from: <http://www.tale.edu.au/tale/live/global/announcements/aborginal.jsp?moid=000000&taleUserId=-445990256&userType=u&username=>

Us Mob. <http://www.usmob.com.au/>

White Australia has a Black History Sources for Aboriginal Studies in the National Library <http://www.nla.gov.au/nla/staffpaper/thomp.html>

YouTube Video: The Australian Way (Part 5) Here's your fricken apology

<http://au.youtube.com/watch?v=TacKpl2OWHI>

YouTube Video: Sea of Hands

<http://au.youtube.com/watch?v=6kANmVKNsHs>

YouTube Video: Kevin Rudd Sorry Speech

<http://au.youtube.com/watch?v=B1jeWeDpc68>

YouTube: Australia Says Sorry to Stolen Generation

<http://au.youtube.com/watch?v=C9mJpL67QUw&feature=related>

Yunkaporta, Tyson, 8 Aboriginal ways of learning <http://8ways.wikispaces.com/>

Journals/ Newspapers

Australian Journal of Aboriginal Education (formerly Aboriginal Child at School)

National Indigenous Times (Newspaper)

8. Graduate Capabilities

1. Discipline specific knowledge and skills
2. Critical, analytical and integrative thinking
3. Problem solving and research capability
4. Creative and innovative
5. Effective communication
6. Socially and environmentally active and responsible
8. Capable of professional and personal judgement and initiative

10. Course Requirements

All assignments **must be** submitted by the due date. Penalties will be incurred for late submissions (see below). Assignments are expected to be of a professional standard, text components should be word processed.

In cases of sickness or misadventure, students are to **apply in writing** for an extension to the course convenor at least three days before the due date of the assignment.

Attendance

EDUC388 is a lecture and tutorial-based unit of study. Students are therefore required to satisfy the tutorial attendance requirements specified by the Department of Education. The relevant rule states that students must attend at least 80 per cent of the scheduled class time. Where the student fails to meet this requirement they may be asked to show cause why they should not be excluded from, or fail the unit. Where a student thinks his/her attendance may fall below the 80 per cent requirement he/she should be prepared to substantiate the reasons by supplying the relevant documentation (for example, doctor's certificate). Students should also consider lodging a 'special consideration application through the University's 'Student Services'. See: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Enquiries:

All enquiries regarding attendance should be directed to Neil Harrison by email. It is not necessary to phone the unit convenors or the TEP or Department of Education Office if you are unable to attend through sickness or misadventure. Documentary evidence explaining any absences from class must be forwarded to Neil Harrison either prior to, or as soon as possible following the absence from class.

Attendance Register:

An attendance register is necessary as a record of the student's completion of professional requirements.

12 Assessment Tasks

There are two types of assessment used in EDUC388:

- A. Satisfactory/unsatisfactory component: Workshop attendance
- B. Graded course components:

Assignment 1: Seminar Presentation

Due: over the semester

Weight: 30%

Task details

- The presentation should be of 40 minutes duration and done in a group of no more than two students,
- YOU MUST INTERACT WITH THE CLASS - keep the upfront talking to a minimum,
- The presentation should be based on the prescribed readings, lectures and further research,
- **Encourage the students in the class to discuss and examine key issues,
- Avoid the inclination to cover 'everything'. Focus on interactions with students and work on how to teach the content. You must decide what you will cover for that topic, and HOW.
- Don't feel that you must know everything,
- Presentations should be enhanced by the use of the Interactive whiteboard, and computers,
- The presentation must demonstrate how the topic would be taught (in a lesson) to school-aged students. See the questions for each week,
- Include a contact and resource sheet on the topic for students to take with them. This can list links to the internet, books, reports, people contacts etc. Students can then keep these resource sheets in their folder of teaching resources.

Assignment 1: Order of seminar presentations

**The presentation must demonstrate how the topic would be taught to school-aged students. You must also ensure that students engage intellectually with the issues ie ideal is to have everyone in the seminar talking. See the marking rubric for assignment 1. When there are two groups presenting on the day, divide the questions between yourselves (don't double-up on content).

Assignment 2: In-class Analysis of the social and academic context of Aboriginal education.

Due: Week 8 beginning 30 September

Weight: 30%

This task is designed to introduce you to the major points of view on Aboriginal education in Australia. We want you to compare two very different positions, one from Noel Pearson and the other from Christine Nicholls. What do they offer? What is overlooked? You will be given the opportunity to discuss the papers before week 6.

Task:

- Read and analyse the article from Noel Pearson, and the reply from Christine Nicholls
- What are the arguments from Pearson? (300 words)

- How do Pearson and Nicholls differ in their approaches to teaching and learning (to read)? (300 words).
- In your opinion, who holds the more convincing position? Why? (300 words).

Instructions:

- Read the papers from Noel Pearson and Christine Nicholls BEFORE you come to class.
- The two positions will be discussed, in groups, in class, before week 6
- You will then be asked, individually to write an analysis of about 900 words in length.
- You may bring in any other readings that you think might help you to analyse and write. (It's like an open book exam, but more collaborative). Read before you arrive at the workshop so that you don't 'freeload' on other students.
- * Find out about the backgrounds and lives of Pearson and Nicholls
- In the workshop, 30 minutes will be devoted to group discussion and analysis of the above texts. The remainder of the time will be allocated to individual writing.

References (bring your references on the day, but you CANNOT use notes)

Pearson, N. (2009). Radical Hope: Education and equality in Australia. In Quarterly Essay, 35, pages 1-105. see library online Journals

Nicholls, C. (2009). Correspondence. In Quarterly Essay 36, pages 93-102.

McCollow, J. (2012). A Controversial Reform in Indigenous Education: The Cape York Aboriginal Australian Academy. The Australian Journal of Indigenous Education, 41: 2, 97 109.

Also:

Harrison (2011). Teaching and Learning in Aboriginal Education (2e). Chapter 4.

Assignment 3: Research Essay or Excursion Plan or Interview

For assignment 3, you may choose one of three options: 1/ Research essay OR 2/ Excursion plan OR 3/ Personal interview

Due Date: Friday 8 November 2013

Weight: 40% (each option has the same weight)

Option 1: Research Essay

Select one of the following essay questions. Research the topic and prepare an analytical essay on the question.

Task Details:

- Essay length 1500-2000 words (excluding references)
- Research should include links to the literature on educational theory and practice and may, in addition, include research collected from various groups, organisations or individuals
- Please use APA referencing procedures.

Essay Questions: Choose only one of the following:

For references: consult reference list at front of unit guide

1. Chris Sarra argues that 'high expectations' is one of the keys to improving Aboriginal student outcomes. Why does he take this position? Is there any evidence to support it, or to suggest that his approach is working?

Starting references:

Sarra, C. (2007). Young and black and deadly: strategies from improving outcomes for Indigenous students. In M. Keefe and S. Carrington (Eds.), *Schools and Diversity* (pp. 74-89). Frenchs Forest (NSW): Pearson Education.

Sarra, C. (2012). *Good morning, Mr Sarra: My life working for a stronger smarter future for our children*. St Lucia, QLD: University of Queensland Press.

Sarra, C. (2013). Stronger Smarter Institute. Retrieved July 19 2013 from http://strongersmarter.com.au/tag/chris_sarra/

2. A number of 'high-end' private schools are now offering specific programs for Aboriginal students? What is the philosophy driving these programs? Are they working? Examine some of the criticisms made of these programs. Are such criticisms justified?

Starting references:

Barr, J. (2012). Indigenous education initiatives in AASN schools: Building relationships. Final report to the Australian Anglican schools Network. Retrieved July 19 2013 from <http://www.aasn.edu.au/LinkClick.aspx?fileticket=hWVHA4erZ%2Fw%3D&tabid=79>

3. A positive self identity has been identified as one of the factors necessary for individual educational success. Discuss.

Starting references:

Purdie, N., Milgate, G., & Bell, H.R. (2011). Two way teaching and learning: Towards culturally reflective and relevant education. Melbourne: ACER Press.

Purdie, N. (2000). Positive self-identity for Aboriginal students and its relationship to school outcomes. Canberra: Department of Education, Training and Youth Affairs.

Sarra, C. (2007). Young and black and deadly: strategies from improving outcomes for Indigenous students. In M. Keefe and S. Carrington (Eds.), Schools and Diversity (pp. 74-89). Frenchs Forest (NSW): Pearson Education.

4. The relationship between Patyegarang and Lieutenant William Dawes was the first great story of reconciliation in Australia. Discuss.

Starting references:

The Notebooks of William Dawes on the Aboriginal language of Sydney: Retrieved July 11 2013 from <http://www.williamdawes.org/>

Australian Children's Television Foundation and Education Services Australia (2013). My Place for teachers. Retrieved July 19, 2013 from http://www.myplace.edu.au/decades_timeline/1780/decade_landing_22.html?tabRank=4

Grenville, K. (2010). The Lieutenant. Sydney: Text Publishing. Also see her website: http://kategrenville.com/The_Lieutenant

Option 2: Excursion Plan: *Bring pen and paper & a coat and umbrella

Excursion to Royal Botanic Gardens

Mrs Macquaries Road

Sydney NSW 2000

(02) 9231 8111

Education Officer: Clarence Slockee

Aim: How to include local Aboriginal botany and bush tucker in classroom teaching

Fee: about \$7.00 per person

Meeting time: Monday 28 October 3pm

Meeting Place: Woolloomooloo Gates (above Andrew (Boy) Charlton Pool)

Task: Following your guided tour, prepare a detailed plan and worksheet for an excursion to the Botanic Gardens. Ask the guides as many questions as you can to help you design your excursion plan.

Note: you cannot do this assignment if you do not attend the excursion.

Details:

- o Excursion plan length 1500-2000 words (excluding references).
- o The information provided must be based on the visit to the Botanic Gardens, and your research.
- o Please use APA Referencing
- o Specify the age and abilities of the intended excursion group. Clearly set out the specific and wider aims and objectives of the excursion. Consider knowledge, skills and attitudes.

You will need to include:

- the aims and outcomes of the excursion
- Information about the place – where, what is it?
- Significance of the place to Aboriginal people
- Rationale: Why would you take students to the Botanic Gardens? Why would you include Aboriginal perspectives?
- What would be the duration?
- What resources would you provide for the students? (maps, illustrations, notes, other).

Provide concrete examples.

- What resources are available there? How would you use them?
- Include activities (not worksheets). This should be interesting, NOT just a boring list of questions. An activity could be a game like survivor, a 'search and find', 'plans for doco' etc

Setting out - What to include

1. Overview (1-2 paragraphs)
2. Rationale (2-3 paras)
3. 1 page about the Gardens
4. Aims and objectives of the excursion

5. Logistics (what to wear, getting there)
6. Excursion Plan
7. Tasks for students

Option 3: Personal Interview

Task: Interview an Aboriginal person about his or her life.

Length: 1500-2000 words (excluding references).

Task Details:

- The information provided should be based on your interview and the analysis of data
- Research should include links to the literature on educational theory and practice and may in addition include research collected from various groups, organisations or individuals.
- Please use APA Referencing Procedures

Possible areas to cover:

- Background: place of birth, where did he or she grow up? family etc.
- Working life: what is important here?
- Relationships
- Opinions and values – What does she or he believe in? What is important in his or her life? What drives this person in his or her life?
- Try to identify some key issues during the interview and follow-up on these at the time.
- Conclusion: What did you learn from the interviews about the person, and about yourself?

Once you have collected your information, you will need to decide how you will present it in writing. It will need to be more than just a description of someone's life. It will also need to include some reflection and analysis. This means that you will need some explanation from your interviewee. Don't be pushy, but you will need to ask some why questions like, why is that important to you? Why did you go down that road?

Note: Please include a contact number or address for the person interviewed.

References:

Read other Aboriginal biographies in order to link your interviewee's story to the lives of other

Aboriginal people. This will help you to draw conclusions about their life.

These two books present the interview data as a whole:

Bill Bunbury, (1989). *Becoming Aboriginal: comments observations and stories from Aboriginal Australians*. Sydney: ABC Enterprises.

Kevin Gilbert (1977). *Living Black*. London: Penguin Press.

The following author weaves the interview data into her own text:

Maddison S (2009). *Black Politics: Inside the complexity of Aboriginal culture*

The following texts explain interviewing techniques. It shows you how to conduct an interview.

Freebody, P. (2005). *Qualitative research in education*. London: Sage publications. Chap 7.

Victor Minichiello ... [et al.] (1995) *In-depth interviewing : principles, techniques, analysis / 2nd ed* Melbourne : Longman Australia.

References: Read other Aboriginal biographies in order to link your interviewee's story to the lives of other Aboriginal people. This will help you to draw conclusions about their life.

These two books present the interview data as a whole:

Bill Bunbury, (1989). *Becoming Aboriginal: comments observations and stories from Aboriginal Australians*. Sydney: ABC Enterprises.

Kevin Gilbert (1977). *Living Black*. London: Penguin Press.

The following author weaves the interview data into her own text:

Maddison S (2009). *Black Politics: Inside the complexity of Aboriginal culture*

The following text is about interviewing methodology. It shows you how to conduct an interview.

Freebody, P. (2005). *Qualitative research in education*. London: Sage publications. Chapter 7.

Marking Criteria

The paper will be marked on the following criteria (Excellent, Good, Satisfactory or Unsatisfactory):

- Asks probing but sensitive questions (include these in your write-up as an appendix or throughout)
- Identifies key areas of the interview data (eg, family) and develops these with the help of the literature
- Draws conclusions about the interviewee's life (what is important? Is there any 'meaning' here?)
- Writing reflects an understanding of 'interviewing methodology'
- Reflects carefully on what has been learnt

Unit Schedule

	LECTURES	WORKSHOP	ASSESSMENTS / EXTERNALS / NOTES
WEEK 1	Darug: the traditional owners of the Sydney region	Administration and organisation of seminar presentations for the semester. Unit outlines, assessment requirements, essential readings, aims of the course.	
WEEK 2	The historical context	The Darug community (see lecture from week 1)	
WEEK 3	Stolen Generations	Recognising our history	
WEEK 4	An overview of Aboriginal education	Stolen Generations	
WEEK 5	Teaching Aboriginal perspectives	social and academic context of Aboriginal education	
WEEK 6	Teaching ESL to Aboriginal students	Teaching Aboriginal perspectives	
WEEK 7	Aboriginal education history	Strategies for teaching Aboriginal students	
MID SEMESTER BREAK			
WEEK 8	Public Holiday	Public Holiday	
WEEK 9	Excursion to Berry Island (Wollstonecraft)	Excursion to Berry Island (Wollstonecraft)	
WEEK 10	Yarramundi Kids	Aboriginal education history	

WEEK 11	Working with parents and the community	Teaching Aboriginal languages	
WEEK 12	Excursion to Royal Botanic Gardens	Excursion to Royal Botanic Gardens	
WEEK 13		Aboriginal people and the media	

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

12. Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

A pdf of the University's Academic Honesty Policy can be found at:

[www.mq.edu.au/policy/docs/academic_honesty/policy.pdf]

Students should also familiarise themselves with the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

13. University Policy on Grading

See the following link to Macquarie University Grading Policy: <http://www.mq.edu.au/policy/docs/grading/policy.html> CRITERIA FOR AWARDED GRADES FOR ASSESSMENT TASKS
Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University Calendar. The following descriptive criteria are included for your information.

HD (High Distinction): Your assignment meets all the assignment outcomes in such an exceptional way and with such marked excellence that it deserves the highest level of recognition

D (Distinction): Your assignment clearly deserves a very high level of recognition as an excellent achievement in the unit.

Cr (Credit): Your assignment is substantially better than would normally be expected of competent students in the unit.

P (Pass): Your assignment satisfies the assignment outcomes

F (Fail): Your assignment does not meet the stated assignment objectives and outcomes.

NOTE: Except where specified numerical marks will NOT be awarded for specific assessment. They will only be awarded with your final grade.

14. Appeals Against Grades

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- The unit coordinator did not provide the outline as required;
- Assessment requirements as specified in the unit outline were varied in an unreasonable way;
- A clerical error has occurred in the computation of the grade;
- Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date;
- The student was disadvantaged in some way due to the conduct of the final examination; and
- The examiner's judgement was not objectively applied because of prejudice against the individual.

Appeals must be lodged on the appropriate university form. This can be accessed at:

<http://www.registrar.mq.edu.au/academic-index.htm>

15. The Macquarie Gateway To Academic Literacy

The Macquarie Gateway to Academic Literacy is an interactive online course designed to help students improve their literacy and skills in writing. It can be accessed at: <http://writinggateway.m>

q.edu.au

Part 1: Getting started: Writing at university

What makes writing 'academic', what tutors expect from assignments, dealing with time management and writing anxiety, and handy tips from students on assignment writing.

Part 2: Writing tutorials

Step by step tutorials in writing your paper from analysing the question to editing and proofreading. The tutorials include activity tasks for practice in each area, and a useful print out summary of the main points of each tutorial.

Part 3: Sample essays and report in different disciplines

Sample essays and reports with marker feedback and tutor comments on what tutors expect in assignment writing in your division, and how this can be achieved.

In addition to Macquarie Gateway, the University provides online and on-campus courses and counselling to help students improve their literacy skills details of which are available on the gateway site.

Macquarie Library information skills

InfoSkills gateway or to a specific module <http://infoskills.mq.edu.au/>

16. Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

Advice for students with disabilities/health conditions

The Equity Support Unit (ESU) provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student's needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

To register with ESU, download an Advice of Disability/Health Condition form from www.registrar.mq.edu.au/academic-index.htm. This form must be completed annually, irrespective of whether a disability/health condition is temporary, long-term or permanent. Students wishing to request support services from the ESU should make an appointment to see a Disability Advisor immediately after enrolling at Macquarie University.

Contact persons:

Louella Freeman, Academic Disability Liaison Officer, School of Education,

Ph: 9850 8619

Sondra Wibberley, Disability Services Co-ordinator, Counselling & Health Services students

with Disabilities. Student Services Building, Ph: 9850 7490

General contact details:

Tel: 02 9850 6494/7497 fax: 02 9850 6063 TTY: 02 9850 6493 email: equity@mq.edu.au

In person: Level 2, Lincoln Building (C8A), Macquarie University

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 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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to

teach them

- The confidence to teach Aboriginal and Torres Strait Islander histories and cultures

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Strategies required to teach Aboriginal and Torres Strait Islander students
- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to teach them
- Capability to teach Learning from Country activities

- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Assessment tasks

- Assessment 1
- Assessment 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Strategies required to teach Aboriginal and Torres Strait Islander students
- Understanding the importance of working with a local Aboriginal and Torres Strait Islander community

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to teach them

Assessment tasks

- Assessment 1
- Assessment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Strategies required to teach Aboriginal and Torres Strait Islander students
- Understanding of Aboriginal and Torres Strait Islander concepts of Country, and how to teach them
- The confidence to teach Aboriginal and Torres Strait Islander histories and cultures

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Assessment 2