# INED801
## History of Indigenous Education

S1 External 2016

*Dept of Indigenous Studies - Warawara*

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## Disclaimer

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General Information

Unit convenor and teaching staff
Senior Lecturer
Alison Holland
alison.holland@mq.edu.au
Contact via 9850 8829
W6A 417
TBA

Danielle Montgomery
danielle.montgomery@mq.edu.au

Bronwyn Carlson
bronwyn.carlson@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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3.
Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**General Assessment Information**

**Submission**

The weekly activity will be submitted online.

The research essay will be submitted via turnitin (links provided in iLearn)

The teaching resource will be submitted either via email to convenor or mail (where applicable). It is best to contact convenor to work out the best way of submitting individual works, depending on formats used, etc.

**Extensions**

Extensions will be given in extenuating circumstances such as illness or death of family or friend. However, if you are having trouble submitting your work on time please contact the convenor to see if other arrangements might be made in difficult circumstances.

**Penalties**

There is a 2% per day (including weekends) penalty for work submitted after the due date, without an extension.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Activity</td>
<td>30%</td>
<td>Sunday of each week</td>
</tr>
<tr>
<td>Teaching Resource</td>
<td>30%</td>
<td>Week 7 25 April, 5pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>10 June, 5 pm</td>
</tr>
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</table>

**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

[http://unitguides.mq.edu.au/unit_offerings/59914/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/59914/unit_guide/print)
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.

This Assessment Task relates to the following Learning Outcomes:

- Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**Teaching Resource**

**Due:** **Week 7 25 April, 5pm**

**Weighting:** **30%**

This assessment requires students to develop a teaching resource for use in their school, organisation, workplace, or community, based on a theme covered in the unit.

This Assessment Task relates to the following Learning Outcomes:

- Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**Research Essay**

**Due:** **10 June, 5 pm**

**Weighting:** **40%**

http://unitguides.mq.edu.au/unit_offerings/59914/unit_guide/print
Students will be required to choose one from three set research essay questions and provide a 4,000 word written response in the form of an essay.

The questions, as well as further instructions and rubrics for this exercise are on the iLearn site for this unit.

This Assessment Task relates to the following Learning Outcomes:

- Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**Delivery and Resources**

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

Most weeks are supported by a lecture of between 20-50 minutes, retrievable via the Echo system in iLearn. Beyond this, students will be required to keep up with the required reading for each week.

The main site of interaction and information for this unit is via iLearn which contains the following:

- Weekly thematic tabs
- Echo Lectures
- Assessment Guide
- Assessment Instructions
- Assessment Rubrics
- Bibliographies
- Resources,
- Notices
- Online Forum

**Required Texts**

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>29th Feb</td>
<td>Introductory</td>
</tr>
<tr>
<td>Week 2</td>
<td>7 March</td>
<td>Origins</td>
</tr>
<tr>
<td>Week 3</td>
<td>14 March</td>
<td>Traditional Indigenous Education</td>
</tr>
<tr>
<td>Week 4</td>
<td>21 March</td>
<td>Indigenous Identity</td>
</tr>
<tr>
<td>Week 5</td>
<td>28 March</td>
<td>Early History of Indigenous Education</td>
</tr>
<tr>
<td>Week 6</td>
<td>4 April</td>
<td>Assimilation</td>
</tr>
<tr>
<td>Week 7</td>
<td>25 April</td>
<td>Deficit Discourse in Education</td>
</tr>
<tr>
<td>Week 8</td>
<td>2 May</td>
<td>Scientific and Institutional Racism</td>
</tr>
<tr>
<td>Week 9</td>
<td>9 May</td>
<td>Culture Shock</td>
</tr>
<tr>
<td>Week 10</td>
<td>16 May</td>
<td>Cultural Safety</td>
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<tr>
<td>Week 11</td>
<td>23 May</td>
<td>Two Way Education</td>
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<tr>
<td>Week 12</td>
<td>30 May</td>
<td>Remote Schooling</td>
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<td>Week 13</td>
<td>6 June</td>
<td>Unit Summary</td>
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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Complaint Management Procedure for Students and Members of the Public

Disruption to Studies Policy
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 Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.

**IT Help**

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.
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 outcome

• Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

Assessment tasks

• Weekly Online Activity
• Teaching Resource
• Research 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:

Assessment tasks

• Teaching Resource
• Research 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 outcome**

- Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**Assessment task**

- Research 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 outcome**

- Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous
Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**Assessment tasks**

- Weekly Online Activity
- Teaching Resource
- Research 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 outcome**

- Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

**Assessment tasks**

- Weekly Online Activity
- Teaching Resource

**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 outcome

• Students will: 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today’s society. 2. Analyse key government policies that have affected the lives of Indigenous Australians since 1788. 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past. 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians. 5. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians. 6. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism. 7. Critically engage with the perspectives of other students using the prescribed online technology.

Assessment task

• Teaching Resource