



# INED802

## Contemporary Issues in Indigenous Education

S2 External 2016

*Dept of Indigenous Studies - Warawara*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via Please email for contact  
email for consultation

Bronwyn Carlson

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Credit points

4

Prerequisites

Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or  
GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description

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

## Important Academic Dates

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

## Learning Outcomes

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

Explain key Indigenous education policies

Evaluate the Indigenous Studies syllabi taught in Australian secondary schools

Incorporate Indigenous perspectives across the K-12 curriculum.

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

Critically analyse the methods used to incorporate Indigenous Knowledges in a learning

environment

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

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

## Assessment Tasks

Name	Weighting	Due
<u>Community Engagement Plan</u>	30%	28/08/2016
<u>Teaching Resource Folio</u>	30%	25/09/2016
<u>Major Essay</u>	40%	06/11/2016

### Community Engagement Plan

Due: **28/08/2016**

Weighting: **30%**

Building relationships with communities is essential to Indigenous education. This task requires you to formulate a Community Engagement Plan for a school or learning facility of your choosing. A detailed rubric for the standards and criteria against which this task will be assessed are supplied in the Assessment section in iLearn

**Step One:** Decide on the specific learning centre you would like to form a Community Engagement Plan for.

**Step Two:** Outline the centre (for example, name of the school or centre, location, socioeconomic details about the area, the Aboriginal country it sits on, Indigenous population of the area etc)

**Step Three:** Outline your plan for Community Engagement with the Aboriginal and Torres Strait Islander people connected to your learning space or school. This includes the students, their families and communities, the local Indigenous community based on the location of the learning centre. Sometimes these are not the same.

You can use tables and text in this plan. This assessment task must:

- Times New Roman font only
- Size 12 font only
- Black font only
- Word count should not exceed 2500 words and should not be less than 2000 words
- Must be saved as a Microsoft Word document

On successful completion you will be able to:

- Critically analyse the methods used to incorporate Indigenous Knowledges in a learning environment
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## Teaching Resource Folio

Due: **25/09/2016**

Weighting: **30%**

**Task: You are to create a Teaching Resource Folio of 6 resources, focused on Aboriginal and Torres Strait Islander cultures, histories and peoples.** A detailed rubric for the standards and criteria against which this task will be assessed are supplied in the Assessment section in iLearn.

Step One: Decide on a focus unit of study (year level, topic of the unit)

Step Two: Look for six exceptional resources regarding Aboriginal and Torres Strait Islander cultures, histories and peoples that you would use within this unit of study

Step Three: Compile your Teaching Resource Folio including the resources and your reasoning behind this selection.

For each of the 6 resources you have selected, you must give:

- The details of the resource (title, author, year, format (DVD, Book etc)
- Why the resource is culturally appropriate
- The reasons you chose this particular resource
- How you know the resource is culturally relevant
- Details as to how the resource would be used with a class

You can include images and text in this assignment. The layout of the text/images must be of a professional standard, easy to read and include all relevant details outlined above.

Your folio must be:

- Saved as a Microsoft Word document
- Only have Times New Roman font - black font only
- The document must be prepared for printing (therefore no embedded videos will be accepted. If you choose a video as a resource, all details must appear in writing regarding the resource itself.)

On successful completion you will be able to:

- Explain key Indigenous education policies

- Evaluate the Indigenous Studies syllabi taught in Australian secondary schools
- Incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives
- Critically analyse the methods used to incorporate Indigenous Knowledges in a learning environment

## Major Essay

Due: **06/11/2016**

Weighting: **40%**

Pick **ONE** of the suggested topics and write a 4,000 word essay. A detailed rubric for the standards and criteria against which this task will be assessed are supplied in the Assessment section in iLearn. References are included in the Word Count. It is expected that the essay is will be structured with a clear introduction, body and conclusion.

It must have:

- 12 point Times New Roman font
- Double line spacing
- All pages numbered
- All pages include a footer with the your name and student number
- A minimum of 20 relevant references (please ensure these are quality and fairly recent)

### ESSAY TOPICS (Select **ONE** of the following):

- **TOPIC ONE:** What impact does the embedding of Indigenous perspectives have on student learning within Australian classrooms? Discuss drawing on relevant research.

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

- **TOPIC TWO:** Discuss the impact of teacher perceptions, expectations and knowledge on Indigenous learners and their outcomes, drawing on research.

*"A teacher, whose first move when they encounter challenging behaviour from a particular child, is to find a way to stick a special needs label on them, is colluding with low expectations... The teacher signals a high expectations relationship when they reflect on their own classroom practice and learning environment to consider what they might need to adjust, before going down*

*the route of special needs labels." - (Chris Sarra, chrissarra.wordpress.com)*

- **TOPIC THREE:** The Australian Professional Standards for Teachers requires all teachers of all levels in Australia to demonstrate proficiency in teaching Indigenous students, and delivering Indigenous content and culturally appropriate ways. Outline at least three ways teachers can ensure they are meeting the Cross Curriculum Priority of Aboriginal and Torres Strait Islander histories, cultures and peoples in safe, meaningful and relevant ways, drawing on research.

*"Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia" (ACARA, 2015).*

On successful completion you will be able to:

- Explain key Indigenous education policies
- Evaluate the Indigenous Studies syllabi taught in Australian secondary schools
- Incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives
- Critically analyse the methods used to incorporate Indigenous Knowledges in a learning environment
- Acquire an advanced understanding of the existing inequalities in Indigenous education today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').

## Delivery and Resources

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

### Required Texts

1. Price, K. (2015). (Ed.) Knowledge of Life: Aboriginal and Torres Strait Islander Australia. Sydney: Cambridge University Press.

*Knowledge of Life is the first textbook to provide students with a comprehensive guide to Aboriginal and Torres Strait Islander Australia. The result of extensive research and experience, it offers fresh insights into a range of topics and, most importantly, is written by Aboriginal and Torres Strait Islander academics. It addresses topics ranging from history and reconciliation, to*

*literature and politics, to art, sport and health. It presents social, cultural and political perspectives on these areas in a manner that is accessible to students from a range of backgrounds and academic disciplines. Each chapter opens with a précis of the author's journey to engage students and offer them an insight into the author's experiences. These authentic voices encourage students to think about the wider issues surrounding each chapter and their real-life implications. This timely publication emphasises the importance of relationships between non-Indigenous and Aboriginal and Torres Strait Islander cultures.*

2. Phillips, J. & Lampert, J. (Eds.) (2012). *Introductory Indigenous Studies in Education: Reflection and the importance of knowing*. Frenchs Forest: Pearson Australia

*This book is written specifically for university students in critical Indigenous studies programs. This 2nd edition takes into account relevant recent developments. This book intends to add to conversations about the place of Indigenous peoples in Australian society as a means of exploring Australian society itself. The issues considered about the representations of Indigenous peoples, our knowledge and the multi-dimensionality of our intersected history are relevant to a much broader societal context. The text does more than provide 'information'. Rather, it seeks to explore the conflict, compromise and negotiation that can emerge when previously disconnected ways of knowing ourselves are re-fashioned within a space where the 'stories' of Indigenous peoples are given authority where previously they were absent. As such, this book encourages readers to develop their own ideas of what Indigenous studies means to their work, and to consider their role as teachers in this context.*

## **Unit Requirements**

During the unit students will be required to access the Learning Management System to:

- Submit the required assessment tasks in a timely manner.
- Complete all the required readings for the unit.
- Contribute to online discussions and activities.
- Access all course materials

## **Online Participation Guidelines**

A significant part of your online learning experience involves learning *with* and *from* other students and the teacher in the online discussions and activities. Active participation means sharing information and resources, posting your own ideas, and critiquing or expanding on the ideas of others in a respectful and collegial fashion. You are expected to follow accepted standards of English spelling, grammar and punctuation, when you are participating in web discussions or sending emails. These discussions are for you to exchange your reflections with your classmates and teacher about what you are learning. The discussions will be organised into forums around the particular themes you are studying.

As an online student, you will be taking a proactive approach to your learning. As the Unit Convenor's role is that of a learning guide, your role is that of the leader in your own learning. You will be managing your own time so that you can complete the readings, activities and assignments for the unit.

## **Submission of Assignment**



All work is to be submitted via the Turnitin function inside the ilearn site.

### **Return of marked work**

Marked work will be returned to students electronically via ilearn.

### **Electronic Submissions**

Information about how to submit work online can be accessed through the ilearn unit.

### **Examinations**

Important: There are no examinations in this unit.

### **Completion of Assessment Tasks**

Please email the unit convenor if you find yourself unable to meet the submission dates for assessments.

### **Technology**

Online units can be accessed at: <https://ilearn.mq.edu.au/login/MQ/>

1. For technical support with passwords or to check if the Learning Management System (LMS) is down, go [to http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/)

**2. This unit is taught fully on line and access to the internet and a computer are essential (mobile technology such as an iphone or ipad are not sufficient for this course).**

3. For Learning & Teaching issues e.g. how to access your online materials such as readings, i-lecture, please contact the Unit Convenor.

4. For basic training in how to use the LMS, please go to [http://mq.edu.au/iLearn/student\\_info/index.htm](http://mq.edu.au/iLearn/student_info/index.htm)

## **Unit Schedule**

### **Unit Description**

Indigenous Education is an exciting field of education in Australia that spans cultural content in curriculum, to working with diverse Indigenous students from remote, rural, regional and urban communities across the nation. This unit examines the necessary skills educators require in creating productive learning environments and relationships with Indigenous students, while also examining how Indigenous perspectives can enhance all areas of the Australian Curriculum. With a focus on positive pedagogy and practice, rejects the deficit discourse around Indigenous learners, and places emphasis on culturally safe curriculum, educators and learning environments where Indigenous and non-Indigenous students are given the chance to thrive.

#### **BLOCK 1**

Understand your own identity and the perspectives you bring to looking at Aboriginal and Torres Strait Islander peoples, cultures and students. Examine how your own worldview was created, examine your own cultural ways of viewing the world, and learn how worldview impacts teaching and learning, for Indigenous and non-Indigenous teachers and students of all levels in schools and universities. This block is focused on setting the essential groundwork for anyone aiming to look at Indigenous studies or education in understanding the lenses through which they see the world.



<b>Module 1</b>	Introduction to INED802
<b>Module 2</b>	Worldview and the Knowledge of Knowledge
<b>Module 3</b>	Understanding Indigenous Ontology through Connectedness
<b>Module 4</b>	Laying the Groundwork: Safe Schools and Classrooms
<b>BLOCK 2</b>  This block is focused on assisting productive engagement with Indigenous students. There is little research that special or specific pedagogical approaches to teaching Aboriginal and Torres Strait Islander students have any impact. What has been shown is that positive, culturally safe relationships can improve education for Indigenous students. In this block we will examine pedagogical practices that have been shown to produce positive results with students, including Aboriginal and Torres Strait Islander students. This block is focused on ways of coming to know some of the cultural contexts Aboriginal and Torres Strait Islander students come from, and ways educators can form essential connections with Indigenous parents, guardians, families and communities.	
<b>Module 5</b>	Relationships: How to build the connections with Indigenous students and their families
<b>Module 6</b>	Reconciliation Action Plans and coordinated approaches to Indigenous education within schools
<b>Module 7</b>	Indigenous Leadership: From Principals to Parents
<b>MID SEMESTER BREAK</b>	
<b>BLOCK 3</b>  In this block, ways in which Aboriginal and Torres Strait Islander histories, peoples and cultures can be woven through curriculum. Students are encouraged to work with their local communities to find real life examples and in learning the appropriate protocols toward respectful collaborations, consultations, and inclusion of Aboriginal and Torres Strait Islander peoples' knowledge in curriculum. Looking at the Australian Curriculum CCP and AITSL Professional Teaching Standards 1.4 and 2.4, this block focuses on the practical aspects of Indigenous education that teachers and educators can implement, and the ways in which they can go about embedding Indigenous perspectives in meaningful ways.	
<b>Module 8</b>	Cross-Curriculum Priority: Embedding Indigenous Perspectives
<b>Module 9</b>	Understanding culturally safe teaching practices
<b>Module 10</b>	Professional Teaching Standards in Practice
<b>BLOCK 4</b>  Block 4 is focused on preparing Indigenous students for success. Whether early childhood or tertiary teaching, this block is an examination of the important transition that Indigenous students face when they leave school for further work, activity or study. In this block, strategies for students in their last stages of schooling, and for Indigenous higher education students will be discussed with an emphasis on student empowerment, cultural support and access to information.	
<b>Module 11</b>	Transitions from High School to University for Indigenous learners
<b>Module 12</b>	Indigenous Students in Higher Education

Module 13

Heart Business: Reflections on personal pedagogy and practice

## Policies and Procedures

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

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

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

## Student Code of Conduct

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

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

- [Workshops](#)

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

## Student Services and Support

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

## Student Enquiries

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

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

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

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

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Community Engagement Plan
- Teaching Resource Folio
- Major 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

- Explain key Indigenous education policies
- Evaluate the Indigenous Studies syllabi taught in Australian secondary schools
- Incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives
- Critically analyse the methods used to incorporate Indigenous Knowledges in a learning environment
- Acquire an advanced understanding of the existing inequalities in Indigenous education today, and be able to synthesise complex information to suggest strategies for improvement (to 'close the gap').
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

### Assessment tasks

- Community Engagement Plan
- Teaching Resource Folio
- Major 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

- Explain key Indigenous education policies
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives
- Critically analyse the methods used to incorporate Indigenous Knowledges in a learning

environment

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

## **Assessment tasks**

- Community Engagement Plan
- Teaching Resource Folio
- Major Essay

## **PG - Research and Problem Solving Capability**

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

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Community Engagement Plan
- Major Essay

## **PG - Effective Communication**

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

This graduate capability is supported by:

## **Learning outcomes**

- Acquire the necessary skills to teach Indigenous Australian children in a manner that is

culturally sensitive and relevant to their lives

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

## **Assessment tasks**

- Community Engagement Plan
- Teaching Resource Folio
- Major 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**

- Evaluate the Indigenous Studies syllabi taught in Australian secondary schools
- Incorporate Indigenous perspectives across the K-12 curriculum.
- Acquire the necessary skills to teach Indigenous Australian children in a manner that is culturally sensitive and relevant to their lives
- Critically analyse the methods used to incorporate Indigenous Knowledges in a learning environment
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle.)

## **Assessment tasks**

- Community Engagement Plan
- Teaching Resource Folio
- Major Essay