



INED801

History of Indigenous Education

S1 External 2017

Dept of Indigenous Studies

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General Information

Unit convenor and teaching staff

Lecturer

Danielle Montgomery

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W3A 409

By appointment please email to arrange

Bronwyn Carlson

bronwyn.carlson@mq.edu.au

Credit points

4

Prerequisites

Admission to MIndigenousEd or MSocEntre or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description

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

Important Academic Dates

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

Learning Outcomes

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

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

Penalties apply for work submitted after the due date, without an extension.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Weekly Online Activity</u>	30%	No	Regularly
<u>Teaching Resource</u>	30%	No	Week 7 25 April, 5pm
<u>Research Essay</u>	40%	No	10 June, 5 pm

Weekly Online Activity

Due: **Regularly**

Weighting: **30%**

Students are required to provide a response of approximately 250 words to the weekly online activity. There are 13 weeks in the semester and each week will be given a mark out of 10. The best 10 weeks will then be added together to give you a total mark out of 100. This will then be reduced to a percentage of 30% which will contribute to your final grade.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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%**

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.

On successful completion you will be able to:

- 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

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

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

Unit Schedule

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

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 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

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

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