INED801

History of Indigenous Education

S1 External 2018

Dept of Indigenous Studies

Contents

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General Information

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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:

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

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/

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used. Indigenous Studies use the Harvard referencing style.

Assessment Tasks

Name	Weighting	Hurdle	Due
Anti-Racism Strategy	30%	No	Friday 23/4/2018
Teaching and Learning Resource	30%	No	Friday 11/5/2018
Research Essay	40%	Yes	Friday 1/6/2018

Anti-Racism Strategy

Due: **Friday 23/4/2018**
Weighting: **30%**

SCENARIO: The primary school you work at in an area of rural NSW is experiencing racism on a wide scale; many Indigenous and non-Indigenous students have reported instances of racism by both other students and by teachers. This is a primary school that has a diverse cohort of Indigenous and non-Indigenous, white students

THE TASK: You are asked to prepare a proposal for an anti-racism strategy that will be submitted for consideration to the school principal and policy committee for the purpose of developing a school wide approach to addressing and combatting racism. In your proposal, you might consider the following:

- What is the history of Indigenous people in the area? (You can identify a particular area if you wish).
- What is the history of white settlement and how long have Indigenous children been at the school?
- How have complaints of racism been handled in the past?
- What is the relationship between the local Indigenous community and the school?
- You might think about some practical ideas for a day-today strategy that will help to address racism (e.g. how anti-racism can be built into the school's pedagogy / what community events the school can offer to combat/change attitudes).
- Are there visual / digital / applications that can be incorporated into your strategy?

The point of this exercise is to provoke you to think creatively – and politically – about institutional racism and what can be done on a practical level to combat its prevalence.

This task is marked according to the following criteria:

- Critical and creative thinking 15%

- Appropriate use of academic prose at MA level 15%

On successful completion you will be able to:
- 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.

Teaching and Learning Resource

Due: **Friday 11/5/2018**
Weighting: **30%**

Building on Task One, in this assessment you are asked to create a resource for your particular (fictitious) classroom. This can be at primary or high school level. The resource will be in the form of a class reader that students will study for one class each week. Be creative! The reader can have text, visuals, exercises/scenarios, some history etc.

This will be presented and submitted in Word format.

This task is marked according to the following criteria:

- Critical and creative thinking 15%

- Appropriate use of academic prose at Masters level 15%

On successful completion you will be able to:
- 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: **Friday 1/6/2018**

Weighting: **40%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The final task is a research essay that responds to one of the following questions. At this level, you are expected to incorporate independent research as well as content from the unit.

The essay will be marked as follows:

- Research 10%

- Response to the question 10%

- Academic prose / grammar/presentation etc 10%

- Referencing/Bibliography 10%

Essay Questions

Select one of the following:

1. What is "deficit discourse" and how has/does it affect Indigenous student outcomes in Australia? In your response, consider both the pros and cons of the term "deficit discourse".

2. What is "cultural safety". In your response, consider the history and application of this term and its usage in pedagogical settings and its implementation as policy. You can select schools or universities or both to demonstrate if/how "cultural safety" works.

3. What is "institutional racism" and how is it reproduced in schools and universities? In your response, you might consider the wider implications of racism in society to demonstrate a broader understanding of how racism affects all institutional sites.

On successful completion you will be able to:
- 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.
- 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.

Delivery and Resources

Online units can be accessed at: http://ilearn.mq.edu.au/.

Students are to engage with all content on the ilearn site.

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Required Texts

Craven, R.(ed). (2011). T*eaching 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	26th Feb	Introductory
Week 2	5 March	Origins
Week 3	12 March	Traditional Indigenous Education
Week 4	19 March	Indigenous Identity
Week 5	26 March	Early History of Indigenous Education
Week 6	2 April	Assimilation
Week 7	9 April	Deficit Discourse in Education
Week 8	30 April	Scientific and Institutional Racism
Week 9	7 May	Culture Shock
Week 10	14 May	Cultural Safety
Week 11	21 May	Two Way Education
Week 12	28 May	Remote Schooling
Week 13	4 June	Unit Summary

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

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

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Support for Indigenous Australian students

The University has an Indigenous Student Support Officer, who is able to provide social educational and personal support for all Indigenous students. For further information please contact (02) 9850 4209.

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 outcomes

- 1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society.
- 3. Evaluate the restrictions that prohibited Indigenous Australians from entering the public school system in the past.
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- 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

- Anti-Racism Strategy
- Teaching and Learning Resource
- Research 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

- 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.
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- 7. Critically engage with the perspectives of other students using the prescribed online technology.

Assessment tasks

- Anti-Racism Strategy
- Teaching and Learning 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:

Learning outcomes

- 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.
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Assessment tasks

- Anti-Racism Strategy
- Teaching and Learning 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 outcomes

- 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.

Assessment tasks

- Anti-Racism Strategy
- 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 outcomes

- 4. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians.
- 7. Critically engage with the perspectives of other students using the prescribed online technology.

Assessment tasks

- Anti-Racism Strategy
- Teaching and Learning 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 outcomes

- 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.
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Assessment tasks

- Anti-Racism Strategy
- Teaching and Learning Resource

Terminology Protocols for Indigenous Studies

Protocols for Indigenous Studies

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people.

When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres Strait Islander peoples.

While Aboriginal and Torres Strait Islander are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities.

Aboriginal and Torres Strait Islander people generally prefer to be known by the language/ cultural groups or communities, to which they belong, that is, own names rather than terms such as 'the Aboriginals' or 'the Islanders'. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region.

The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as 'aborigine' 'native', 'savage' and 'primitive'. Similarly, do not use the terms 'half-caste', 'part-Aborigine/Aboriginal' or any reference to skin colour or physical features, as they do not signify that a person is Aboriginal and/or Torres Strait Islander and may cause

offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racists language, use (sic) directly after the inappropriate term of phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.