



INED801

History of Indigenous Education

S1 Online 2019

Dept of Indigenous Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Bronwyn Carlson

bronwyn.carlson@mq.edu.au

Colleen McGloin

colleen.mcgloin@mq.edu.au

Credit points

4

Prerequisites

Admission to MIndigenousEd or MSocEntre or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description

Aboriginal and Torres Strait Islander populations have been sharing knowledge for over 65,000 years. This unit explores many of these older ways of teaching and learning and inter-generational knowledge transmission. This unit also examines how Western education practices and policies have impacted Aboriginal and Torres Strait Islander people since colonisation. Racism and the exclusion of Aboriginal and Torres Strait Islander people from various public-school systems is investigated.

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
Quiz	30%	No	20 March 2019
Anti-Racism Strategy	30%	No	5 April 2019
Final Research Task	40%	No	24 May 2019

Quiz

Due: **20 March 2019**

Weighting: **30%**

Weighting 30%

INED801 Quiz: This quiz asks students to select the MOST APPROPRIATE responses based on lectures, readings and other resources on the course to date. "Most appropriate" refers to the answer that is based on your learning to date from course materials and may include other knowledge relevant to Indigenous educations. The Quiz will open at 6am 20th March and close at 11pm on 20 March. Please ensure you are able to complete the quiz in this period of time as there are NO opportunities to complete the quiz at an alternative time. The quiz will be available on the iLearn site.

This assessment relates to the following Learning Outcomes:

1. Develop an understanding of the implications of Indigenous education policies in Australia
2. Familiarity with the works of some key Indigenous theorists.
3. Demonstrate an understanding of, and familiarity with, some audio-visual sources provided in the unit
4. Begin to consider the long term implications of colonial policy as this has, and continues to affect the lives and educational outcomes of Indigenous people in Australia
5. Synthesise new knowledge in order to successfully undertake a test

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.
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- 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.

Anti-Racism Strategy

Due: **5 April 2019**

Weighting: **30%**

Due: Friday 5 APRIL

Weighting: 30%

Your proposal should be no less than 2,000 words, no more than 2300 words. Plan this task!

SCENARIO: The primary school you work at 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 students from various cultural backgrounds.

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 purposes of developing a school-wide approach to addressing and combating racism. In your proposal, you might consider the following:

- The history of Indigenous people in the area (you can identify a particular region broadly if you wish)
- The history of white settlement and how long Indigenous children have been at the school?
- What form does the racism take?
- How / have complaints of racism been handled in the past?
- The relationship between the local Indigenous community and the school?
- You might think about some practical ideas for a day to day 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 about institutional racism and what can be done on a practical level to combat its prevalence. Also, the task asks you to think about what YOU can do to contribute to addressing the problem of institutional racism. Try to think creatively and critically about this task.

This task is marked according to the following criteria:

- Critical and creative thinking /15

- Appropriate use of academic prose at MA level /15

The assessment task relates to the following Learning Outcomes:

2. Analyse key government policies that have affected the lives of Indigenous Australians
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.

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.
- 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.

Final Research Task

Due: **24 May 2019**

Weighting: **40%**

Due: Friday 24/5/2019

Weighting: 40%

2500 words

The final task is a research essay that responds to one of the following essay questions OR an annotated bibliography of academic reading material that addresses the issue of Indigenous Education in Australia. You may select one of the essay questions below. *If you elect to complete the annotated bibliography, please follow these guidelines:*

1. Ensure you conduct independent research (beyond sources listed on the course) and include as much contemporary material as possible, i.e. research carried out in the last 10 years or so by

Indigenous scholars in the education field.

2. Give a thorough annotation of each source (you should have in the range of 10-15 sources) citing a precis of the work and its usefulness as a resource to Indigenous education. Provide a bibliography of sources selected.

3. Adhere to the word limit and follow guidelines below for written work at this level.

At this stage of your learning, all work submitted must incorporate independent research (not just content from the unit). You are expected to write clearly and grammatically and to use academic prose. Ensure you adhere to the word count and observe the marking criteria below.

The research task will be marked as follows:

- Demonstrated research 10%
- Response to the question/topic/task 10%
- Academic prose / grammar/presentation etc 10%
- Referencing/Bibliography 10%

Essay Questions

Select one of the following:

1. 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.
2. 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”.
3. 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.

This assessment relates to the following Learning Outcomes:

1. Investigate the characteristics of traditional Indigenous Australian education and critically reflect on their relevance to today's society
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3. Demonstrate a critical awareness of historical education strategies targeted specifically towards Indigenous Australians
4. Examine how various forms of racism have impacted the education outcomes of Indigenous Australians
5. Develop a strong theoretical basis to understand the historical injustices Indigenous Australians faced as a legacy of colonialism

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

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.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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.
- 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

- Anti-Racism Strategy
- Final Research Task

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

Assessment tasks

- Quiz
- Anti-Racism Strategy
- Final Research Task

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.
- 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

- Quiz
- Anti-Racism Strategy
- Final Research Task

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

- Quiz
- Anti-Racism Strategy
- Final Research Task

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

- Quiz
- Anti-Racism Strategy
- Final Research Task

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.
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Assessment task

- Anti-Racism Strategy

Changes from Previous Offering

Learning and Teaching resource has been replaced with an online quiz

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 '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 racist language, use (sic) directly after the inappropriate term or 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.

Changes since First Published

Date	Description
26/02/2019	removed required resource purchases