



EDUC388

Aboriginal Education Issues and Approaches

S2 Day 2019

Department of Educational 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

Lecturer/Convener

Amy Thunig

amy.thunig@mq.edu.au

Lecturer/Convener

Michelle Bishop

michelle.bishop@mq.edu.au

Tutor

Rhett Loban

rhett.loban@mq.edu.au

Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to BEd(Sec))

Corequisites

Co-badged status

Unit description

This unit is designed to develop students' knowledge and understanding of those issues impacting the delivery of Indigenous education in Australia. Invasion and colonisation, the effects of government policies, the stolen generations, and the developing relationship between Indigenous and non-Indigenous Australians are explored in the context of learning and teaching in the classroom. Approaches for teaching Indigenous students are explored, along with the requirement to include Aboriginal and Torres Strait Islander histories and cultures across the curriculum. Aboriginal people involved in education introduce many of these issues. The unit aims to create a learning environment where students can gain confidence in how they talk about Aboriginal and Torres Strait Islander peoples.

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:

Embed Aboriginal and Torres Strait Islander histories and cultures in primary and secondary classrooms

Implement strategies for teaching Aboriginal and Torres Strait Islander students

Explain the importance of Aboriginal and Torres Strait Islander epistemologies

Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern

Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

General Assessment Information

Additional Information about the Assessments

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au>.* This will ensure that consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see:

<https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible

mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed. For example: a task worth 50%, the 5% late penalty would therefore be a grade reduction of 2.5 marks per day. e.g. 5% of 50 = 2.5. 2 days late = 5 mark deduction.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a remark of an assessment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Academic honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas

of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: <http://www.mq.edu.au/policy/index.html>

Copyright Issues

Copyright rules apply to the use of materials taken from other sources. There are images you can use in the development of your presentation without needing to obtain copyright permission. It is essential that you obtain copyright permission for any images you obtain from other web sites or scan from books. The source of the image and an acknowledgement of permission granted must be indicated/provided in your presentation. You, and the University, are open to prosecution if you use images taken from other sources without permission. If you particularly need to use material from a website/book, most book publishers and sources of web pages will provide copyright permission if you contact them to ask for permission indicating the use is for educational purposes and not for profit.

University Policy on Grading

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG). For an explanation of the policy go to Policy Central: <http://www.mq.edu.au/policy/index.html>

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

| Grade | Descriptor |
|---------------------------------|--|
| HD (High Distinction) | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline. |
| D (Distinction) | Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience. |
| Cr (Credit) | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. |
| P (Pass) | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes. |
| F (Fail) | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline. |

NOTE: Except where specified, numerical marks will NOT be awarded for individual assessment tasks. They will only be awarded with your final grade.

Appeals against grades

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- A clerical error occurred in the determination of a final grade.
- The Unit Guide was not in accordance with the Unit Guide Policy.
- Due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration.
- The student had been disadvantaged in some way due to the conduct of an assessment

task.

- The student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide.
- The assessor's judgement was not objectively applied.

This applies to semester results and not to assessment tasks. Please follow the procedure in the previous section (Re-marks)

Further information regarding the relevant policy and procedures can be found on the University's Policy Central website:

<http://www.mq.edu.au/policy/index.html>

Student Support Services

Campus Wellbeing provides a range of support services. These include medical services, the disability service, counselling, welfare services and a chaplaincy. Access to information regarding the nature of the services can be found at:

students.mq.edu.au/campus_life/campus_wellbeing_support_services/

The **Disability Service** is one of the services provided by Campus Wellbeing. Staff from the Disability Service work with students who have a permanent or temporary disability and/or health condition to get the services they need so as to have an equal opportunity to flourish at Macquarie University.

Students can contact or register with the Disability Service at any time before or during their studies at Macquarie.

Please contact the Disability Service to learn more about the services that may be available to you to enable you to flourish in your studies.

General contact details:

Phone: 02 9850 7497

email: equity@mq.edu.au

In person: Level 2, Lincoln Building (C8A), Macquarie University

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|----------------|
| Incorporating Resources | 50% | No | 20/09/2019 5pm |

| Name | Weighting | Hurdle | Due |
|------------------------------|-----------|--------|---------------|
| <u>Perspective and Place</u> | 50% | No | 8/11/2019 5pm |

Incorporating Resources

Due: **20/09/2019 5pm**

Weighting: **50%**

Word limit: 1200 words + 5 minute video

Purpose ...

- Consider the curricular and pedagogical implications when incorporating Indigenous resources
- Critically reflect on the importance of including Aboriginal and Torres Strait Islander epistemologies
- Develop confidence to embed Indigenous perspectives and address policy requirements for the benefit of all students

The task ...

1. Choose one of the following resources to use in your classroom:

- Marsden, J., & Tan, S. (2008). *The Rabbits*. Hachette Australia
- Dean, B. (2013). *The biggest estate: 9000 years ago to 1788*. Australia: Screen Australia
- Bahrendt, L. (2017). *After the Apology*. Australia: NITV.
- Pascoe, B. (2019). *Young Dark Emu: A Truer History*. Broome, Australia: Magabala Books
- Langton, M. (2018). *Welcome to Country*. South Yarra, Australia: Explore Australia
- Website: www.IndigenousX.com.au

2. Source recent academic literature (between 5-10 references) relevant to critical Indigenous studies in your teaching area e.g. primary, secondary science. Using the literature, focus on 'good practice' curricular and pedagogical approaches when incorporating Indigenous resources. E.g. what should be included/avoided, why and how?

3. Write a 1200 word essay that identifies the key issues and considerations (e.g. policy requirements, socio-political implications) when including this resource in the classroom. Please note that you do not have to use the entire resource, but may utilise sections, chapters etc. depending on your context.

4. Create a 5-minute video-blog on your chosen resource as though you are presenting at a staff

meeting. The purpose then, is to inform other teachers why and how they can (and should) use the resource in their own classrooms. Please note - this will not be a reading of your essay.

On successful completion you will be able to:

- Embed Aboriginal and Torres Strait Islander histories and cultures in primary and secondary classrooms
- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern

Perspective and Place

Due: **8/11/2019 5pm**

Weighting: **50%**

Word limit: 2000 words

Purpose ...

- Enhance your critical analysis and personal reflection skills in relation to formal education systems
- Identify your own positionality in relation to western knowledge systems
- Develop your understanding of ontologies, epistemologies, and the impact these have on education and knowledge creation

The task ...

1. Reflect on your experiences of the education systems, and the knowledge/information shared with you through lectures, workshops, and readings this semester
2. Consider what ontologies (ways of thinking about the world) and epistemologies (ways of producing knowledge) underpin curriculum design and knowledge creation. This is often referred to as 'the hidden curriculum'.
3. Draw on recent and relevant academic literature to support your understanding, giving consideration to strategies and approaches you would utilise in your own teaching or education practise.
4. **Write a critical reflection on the ways in which the hidden curriculum impacts formal education systems in Australia, and how you might address this within your own practise in order to support Indigenous students**

On successful completion you will be able to:

- Explain the importance of Aboriginal and Torres Strait Islander epistemologies
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Delivery and Resources

About this unit

This unit explores the educational policies and historical practices that have impacted 'Aboriginal education'. It provides a historical overview of government policies since European invasion and addresses contemporary perspectives of racism, prejudice, social injustice and reconciliation. The unit is designed to develop students' knowledge and understanding of systemic issues impacting the delivery of Indigenous education in Australia. Invasion and colonisation, the effects of government policies, the stolen generations, and the developing relationship between Indigenous and non-Indigenous Peoples are explored in the context of learning and teaching in the classroom. Approaches for teaching Indigenous students are explored, along with the requirement to include Aboriginal and Torres Strait Islander histories and cultures across the curriculum. The unit aims to create a learning environment where students can gain confidence in how they talk about Aboriginal and Torres Strait Islander peoples.

Teaching and Learning Strategies

EDUC388 will be delivered as an internal daytime unit. Each week, classes will include 1 hour lectures to provide information about concepts, and 2 hour workshops to provide opportunities for students to work with concepts by collaborating in groups as well as working individually. It will be supported by online resources through iLearn.

Timetable of lectures and tutorials

Lecture times and locations

| | | |
|------------------|--------------------|---|
| Thursdays | 11:00-12:00 | 17 Wallys Walk – Collaborative Forum |
|------------------|--------------------|---|

Tutorial times and locations

| | | | |
|-------------|--------------------|-------------------|---|
| Thur | 12:00-14:00 | (Amy) | 29 Wallys Walk – 041 Faculty Tute Rm |
| Thur | 14:00-16:00 | (Michelle) | 12 Second Way - 310 Tute Rm |
| Thur | 16:00-18:00 | (Rhett) | 29 Wallys Walk – 045 Faculty Tute Rm |

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

Graduate capabilities

In addition to the Unit-specific outcomes listed above, students work towards a demonstration of the following (ü) Graduate Capabilities:

| | | |
|---|---|---|
| ► | GC1 Discipline-specific knowledge and skills | Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems. |
| ► | GC2 Critical, analytical and integrative thinking | We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity in the workplace, and in the world. We want them to have a level of scientific and information technology literacy. |
| ► | GC3 Problem-solving and research capability | Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations. |
| ► | GC4 Creative and innovative | Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking |
| ► | GC5 Effective communication | We want to develop in our students the ability to communicate and convey their views in forms that are effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate. |
| ► | GC6 Engaged ethical, local and global citizens | As local citizens our graduates will be aware of Indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society, and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society. |
| ► | GC7 Socially and environmentally active and responsible | We want our graduates to be aware of and have respect for self and others; to be able to work with others as both leader and team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability. |
| ► | GC8 Capable of professional and personal judgement and initiative | We want our graduates to have emotional intelligence and sound interpersonal skills, and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments. |

| | |
|--|--|
| GC9 Commitment to continuous learning | Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing – personally, professionally and socially. |
|--|--|

Classes

The unit comprises a one hour lecture and two hour tutorial. In the tutorials, students will discuss issues and questions arising from the lectures and prescribed readings. They will also engage in tasks that will enable them to demonstrate their developing skills in such areas as curriculum planning and resource selection. Attendance at all lectures and tutorials is expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through iLearn from the following website link: <http://www.mq.edu.au/iLearn>

EDUC388 is a 3 credit point unit. This means that, as well as 3 hours of face to face contact, or equivalent, in lectures and tutorials, students are expected to engage in 6 additional hours of study (reading, revision, assignment preparation, etc.) per week.

Unit Expectations

Students are expected to read weekly readings before completing tasks and attend/listen to weekly lectures tutorials before completing tasks and attending tutorials. In order to receive a passing grade in this unit, you need to meet the following criteria:

- **Have made a serious attempt at passing all pieces of work in order to pass the unit.**
- **In order to receive a grade of Pass, your total mark must be at least 50/100.**

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Attendance

Lectures and tutorials begin in Week 3 of Semester 2.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenors requesting a change.

Special Consideration

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment. The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

Unit Schedule

There are no lectures or tutorials in weeks 1 and 2.

EDUC388 Schedule of Learning Activities

| Week | Lecture | Tutorial | Readings |
|----------------|------------|-------------|----------|
| 1 29/7 > | No lecture | No tutorial | |
| 2 5/8 > | No lecture | No tutorial | |

| | | | |
|----------------|---|---|--|
| 3 12/8 > | Lecture 1 Overview, set foundations e.g. past policies Lecturer: Amy Thunig | Tutorial 1 | <p>Even education has been used as a weapon of white supremacy (2019). Amy Thunig. The Guardian.</p> <p>https://www.theguardian.com/commentisfree/2019/jul/05/even-ed-ucation-has-been-used-as-a-weapon-of-white-supremacy-in-australia</p> <p>Bringing Them Home Report (1997). Chapter 3: New South Wales and the ACT. https://bth.humanrights.gov.au/the-report/part-2-tracing-the-history/chapter-3-new-south-wales-and-the-act</p> <p>(NSW) Aboriginal Education Policy https://education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy</p> |
| 4 19/8 > | Lecture 2 Unlearning / reimagining education Lecturer: Michelle Bishop | Tutorial 2 | <p>Lowe, K., Backhaus, V., Yunkaporta, T., Brown, L., & Loynes, S. (2014). Winanga-y Bagay Gay: Know the river's story. <i>Curriculum Perspectives</i>, 34(3), 59-91.</p> |
| 5 26/8 > | Lecture 3 Trauma / Stolen Generations Guest Lecturer: Ivan Clarke | Tutorial 3 To be facilitated by Ivan Clarke and Associate Professor Neil Harrison - all students will be required to attend the 12pm - 2pm tutorial this week. | <p>Australian Broadcasting Commission (2008). <i>BTN: Stolen Generations</i>. Retrieved May 25, 2019 from http://www.abc.net.au/btn/story/s2219619.htm</p> <p>Harrison, N. & Sellwood, J. (2016). <i>Learning and teaching in Aboriginal and Torres Strait Islander Education</i> (3e). Chapter 3, especially pp. 58-69</p> |
| 6 2/9 > | Lecture 4 Trauma / Stolen Generations Guest Lecturer: Ivan Clarke | Tutorial 4 To be facilitated by Ivan Clarke and Associate Professor Neil Harrison - all students will be required to attend the 12pm - 2pm tutorial this week. | <p><i>The Redfern Speech</i> (1993). Retrieved July 28, 2017 from <i>Learning & Teaching on Darug Country</i>: www.learnndarug.com/</p> |
| 7 9/9 > | Lecture 5 Embedding Indigenous 'perspectives' Lecturer: Michelle Bishop | Tutorial 5 | <p>Blair, N. (2015). Aboriginal education: More than adding different perspectives. In N. Weatherby-Fell (Ed.), <i>Learning to teach in the secondary school</i> (pp. 189-208). Port Melbourne, Australia: Cambridge University Press.</p> <p>Lowe, K., & Yunkaporta, T. (2013). The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum: A cultural, cognitive and socio-political evaluation. <i>Curriculum Perspectives</i>, 33(1), 1-14.</p> |

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|------------------|--|-------------------|--|
| 16/9 > | Mid Assessment 1 due Friday 20 September 5pm | Semester | Break |
| 23/9 > | Mid | Semester | Break |
| 8 30/9 > | Lecture 6 Identity & 'Aboriginalism' Guest Lecturers: Dakota Feirer / Lauren Tynan | Tutorial 6 | Moreton-Robinson, A. (2009). Imagining the good indigenous citizen: Race war and the pathology of patriarchal white sovereignty. <i>Cultural Studies Review</i> , 15(2), 61-79. |
| 9 7/10 > | Lecture 7 Experiences of positionality from a non-Indigenous perspective Guest Lecturer: Neil Harrison | Tutorial 7 | Aveling, N. (2006). 'Hacking at our very roots': rearticulating White racial identity within the context of teacher education. <i>Race Ethnicity and Education</i> , 9(3), 261-274. doi:10.1080/13613320600807576 Lampert, J. (2003). The alabaster academy: Being a non-Indigenous academic in Indigenous Studies. <i>Social Alternatives</i> , 22(3), 17-23. |
| 10 14/10 > | Lecture 8 Teaching Indigenous students Lecturer: Michelle Bishop | Tutorial 8 | Donovan, M. J. (2015). Aboriginal student stories, the missing voice to guide us towards change. <i>The Australian Educational Researcher</i> , 42(5), 613-625. doi:10.1007/s13384-015-0182-3 Fredericks, B. (2013). 'We don't leave our identities at the city limits': Aboriginal and Torres Strait Islander people living in urban localities. <i>Australian Aboriginal Studies</i> (1), 4-16. |

| | | | |
|------------------|--|--------------------|---|
| 11 21/10 > | Lecture 9 Working with Aboriginal communities Guest Lecturer: Kevin Lowe | Tutorial 9 | <p>Lowe et al. (2019). Factors affecting the development of school and Indigenous community engagement: A systematic literature review. <i>Australian Educational Researcher</i>, 46(2).</p> <p>Working with Aboriginal Communities, Guide. https://ab-ed.nsw.edu.au/files/working-with-aboriginal-communities.pdf</p> |
| 12 28/10 > | Lecture 10 Critical reflection and responsibilities Lecturer: Amy Thunig | Tutorial 10 | <p>Bodkin-Andrews, G & Carlson, B. (2016). The Legacy of Racism and Indigenous Australian Identity within Education. <i>Race, Ethnicity and Education</i>, Vol.19(4), p.784-807</p> <p>Donovan, M. (2007) 'Do Aboriginal Knowledge and Western Education Mix?: To Get Aboriginal Cultural Knowledge in Schools to Make all the Kids Smile' <i>The International Journal of the Humanities: Annual Review</i>, Vol.5(5), pp.99-104</p> |
| 13 04/11 > | Lecture 11 Guest Panel Assessment 2 due Friday 8 November 5pm | Tutorial 11 | Check iLearn for required readings |

Assessment schedule and tasks

There are two assessment tasks. Please note due dates below for all assessments.

| Task | Weight | Due | Linked Unit Outcomes | Linked Graduate Capabilities | Linked AITSL Standards |
|------|--------|-----|----------------------|------------------------------|------------------------|
| | | | | | |

| | | | | | |
|--|-----|-------------|-----|--|-----------------------|
| 1. Incorporating resources to embed Aboriginal and Torres Strait Islander histories, cultures and perspectives | 50% | 20/9 5pm | All | GC2 GC4 GC5 GC6 GC8 | 2.4, 3.7, 7.2, 7.3 |
| 2. Critical reflection: Perspective and Place | 50% | 8/11 5pm | All | GC1 GC2 GC3 GC5 GC6 GC7 | 1.2, 1.4, 3.3, 3.4 |

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](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>).

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be

imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Embed Aboriginal and Torres Strait Islander histories and cultures in primary and secondary classrooms
- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Embed Aboriginal and Torres Strait Islander histories and cultures in primary and secondary classrooms
- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Explain the importance of Aboriginal and Torres Strait Islander epistemologies
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Embed Aboriginal and Torres Strait Islander histories and cultures in primary and secondary classrooms
- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Explain the importance of Aboriginal and Torres Strait Islander epistemologies
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern

Assessment tasks

- Incorporating Resources
- Perspective and Place

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Explain the importance of Aboriginal and Torres Strait Islander epistemologies
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Explain the importance of Aboriginal and Torres Strait Islander epistemologies
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Embed Aboriginal and Torres Strait Islander histories and cultures in primary and secondary classrooms
- Implement strategies for teaching Aboriginal and Torres Strait Islander students
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islander perspectives without concern
- Demonstrate an understanding of the importance of working with local Aboriginal and Torres Strait Islander community

Assessment tasks

- Incorporating Resources
- Perspective and Place

Changes since First Published

| Date | Description |
|------------|--|
| 24/07/2019 | Updated tutorial rooms |
| 12/07/2019 | Addition of one reading. |
| 12/07/2019 | Updated readings and assessment task details |