INED8001

History of Indigenous Education

Session 1, Fully online/virtual 2020

Department of Indigenous Studies

Contents

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
Admission to MIndigenousEd

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:

ULO1: Understand the longevity of Indigenous practices of teaching and learning.

ULO2: Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.

ULO3: Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.

ULO4: Develop a strong theoretical basis to understand the injustices Indigenous Australians face as a legacy of colonialism.

ULO5: Confidently use online communication forums and engage in informed interactive learning.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult iLearn for revised unit information.

Find out more about the Coronavirus (COVID-19) and potential impacts on staff and students

General Assessment Information

Tutorial Activities – 30%

Each week you will be expected to contribute to the online learning of the cohort. This contribution will help in building your own understanding of the content as well as bringing new and creative approaches to weekly topics from which all students will benefit. Marks will be aggregated each week (results to be available at the end of session) will be awarded on the following three criteria:

1) At least one contribution to the weekly forum (a response the weekly questions, an interesting and related link to a website, video, audio recording, or other relevant material, or posing a question of your own);

2) A response to another student's post. (i.e. answering a question; providing links to relevant material that makes a contribution to the post / discussion; or posing a question in response);

3) The quality of your contribution. Posts and comments should demonstrate a critical engagement with and understanding of the relevant readings and lecture materials.

Assessment Task Quiz – 30%

The quiz is multiple choice. The content will be based on all the material delivered via iLearn during the first five weeks of semester. You will have one week (30th March – 5th April) in which to access and complete the quiz. The quiz will not be available outside of these dates.

Major Essay – 40%

You will complete a 2500-word essay which responds to a choice of questions. The aim of the major essay is to demonstrate your knowledge and understanding of the content of the history of Indigenous education in Australia. You will be required to produce an essay that demonstrates critical thinking and high-level written communication skills. Potential questions will be made available on iLearn.

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

Accurate Harvard Referencing is required in your **major essay**. A guide to Harvard referencing is available at: https://libguides.mq.edu.au/referencing/Harvard

Referencing in online **tutorial discussions** is required however, given the conversational character of the forum, this may take the form of simply posting relevant (hyper-)links or providing the author's name and title of publication. No reference list is required.

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.

Academic Integrity

All assessment tasks must adhere to Macquarie University's policy on academic integrity.

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Readings

Behrendt, L., 1995, 'Aboriginal urban identity: Preserving the spirit, protecting the tradition in non-traditional settings', *The Australian Feminist Law Journal*, pp. 55-62.

Bell, H.R., 2011, 'Chapter 13 – Personal perspectives from the cultural littoral', in N. Purdie, G. Milgate & H.R. Bell (Eds), *Two Way Teaching and Learning*, Australian Council for Educational Research, Victoria.

Beresford, Q., 2012, 'Chapter 3 - Separate and equal: an outline of Aboriginal education 1900-1996', in Q. Beresford, G. Partington & G. Gower, *Reform and Resistance in Aboriginal Education*, University of Western Australia Publishing, Western Australia.

Berndt, R. M. & Berndt, C.H., 1996, 'Chapter 1 – The Aborigines in Time and Space' in *The World of the First Australians*, Aboriginal Studies Press, Canberra, pp 1-24.

Bishop, R., Berryman, M., Cavanagh, T. & Teddy, L., 2009, 'Te Kotahitanga: Addressing educational disparities facing Maori students in New Zealand', *Teaching and Teacher Education*, vol. 25, pp. 734-742.

Christie, M., 1994, 'Educating bungelene: A case of educational colonialism', *History of Education Review*, vol. 23, no. 2, pp. 46-54.

Clark, Y., 2000, 'The construction of aboriginal identity in people separated from their families, community, and culture: Pieces of a jigsaw', *Australian Psychologist*, vol. 35, no. 2, pp. 150-157.

Coopes, R., 2009, 'Chapter 5: Aboriginal Education' in Australian Aboriginal Marginalisation in Policy Making and Education: an aftermath of colonialism, LAP Lambert Academic Publishing, Germany.

Coopes, R., 2009, 'Chapter 13 - Can universities offer a place of cultural safety for Indigenous Students?' in J. Frawley., M. Nolan. & N. White (Eds), *Indigenous Issues in Australian Universities: Research, Teaching, Support*, Charles Darwin University Press, Darwin, pp. 106-113.

Coopes, R., 2009, 'Chapter 7: Cultural Safety in Education', *Australian Aboriginal Marginalisations in Policy Making and Education: an aftermath of colonialism*, LAP Lambert Academic Publishing, Germany.

Craven, R. & Price, K., 2011, 'Chapter 3 – Misconceptions, stereotypes and racism: Let's face the facts' in R. Craven (ed), *Teaching Aboriginal Studies: A Practical resource for primary and secondary teaching* (2nd ed). Allen and Unwin, Crows Nest, pp. 42-67.

Devlin, B., 2011, 'Chapter 4 - A bilingual education policy issue: Biliteracy versus English-only literacy', in N. Purdie, G. Milgate & H.R. Bell (Eds), *Two Way Teaching and Learning*, Australian Council for Educational Research, Victoria.

Dodson,M., 1994, 'The Wentworth Lecture: The end in the beginning: re(de)finding Aboriginality', *Australian Aboriginal Studies,* vol. 1, pp 2 – 12.

Down, B.F., 1992, 'A different, more practical education: constituting the native child.' Collected papers of the twenty-first annual conference, *ANZHES*, Adelaide, vol. 1, pp. 153-173.

Eckermann, A-K., 1999, 'Aboriginal education in rural Australia: A case study in frustration and hope', *Australian Journal of Education*, vol. 43, no. 1, pp. 5-23.

Eckermann, A-K., Dowd, T., Chong, E., Nixon, L., Gray, R. & Johnson, S., 2010, 'Chapter 4:

Cultural vitality' in *Binan Goonj: Bridging Cultures in Aboriginal Health* (3rd ed). Elsevier, Chatswood, pp. 98-120.

Eckermann, A-K., Dowd, T., Chong, E., Nixon, L., Gray, R. & Johnson, S., 2010, 'Chapter 5: Culture Shock' in *Binan Goonj: Bridging Cultures in Aboriginal Health* (3rd ed), Elsevier, Chatswood. pp. 121-160.

Elliott, A., 2009, 'Empowering Indigenous learners in remote Australian communities', Prato CIRN Community Informatics Conference.

Furnham, A., 2010, 'Culture Shock: Literature review, personal statement and relevance for the South Pacific', *Journal of Pacific Rim Psychology*. Vol. 4, no. 2, pp. 97-94.

Harrison, N., 2011, 'Chapter 2 – Recognising Our History: Dealing with Australia's Past in the Contemporary Classroom', *Teaching and learning in Aboriginal Education*, Oxford University Press, South Melbourne.

Herbert, J., 2012, 'Ceaselessly circling the centre: Historical contextualization of Indigenous education within Australia', *History of Education Review*, vol. 41, no. 2, pp. 91-103.

Hewitson, R., 2007, 'Climbing the Educational Mountain: a Metaphor for real culture change for Indigenous students in Remote Schools, *The Australian Journal of Indigenous Education,* pp.6 - 20.

Jay, J., Moss, L. & Cherednichenko, B., 2009, 'The Aboriginal practical experience and its impact on pre-service teachers' decisions about living and working in remote Indigenous communities in Australia', *Education in Rural Australia,* vol. 19, no. 3, pp. 37-45.

Jorgensen, R., Grootenboer, P. & Sullivan, P., 2010, 'Good learning = A Good Life: Mathematics Transformation in Remote Indigenous Communities', in *Australian Journal of Social Issues,* vol. 45, no. 1, pp. 131-143.

Kerwin, D.W., 2011, 'When we become people with a history', *International Journal of Inclusive Education,* vol. 15, no. 2, pp. 249-261.

Kickett-Tucker, C.S., 2009, 'Moorn [Black]? Djardak [White]? How come I don't fit in Mum? Exploring the racial identity of Australian Aboriginal children and youth', *Health Sociology Review* vol. 18, no. 1, pp. 119-136.

Luke, A., 1997, 'The Material Effects of the Word: apologies, 'Stolen Children' and public discourse', *Discourse: Studies in the Cultural Politics of Education*, vol. 18, no. 3, pp. 343-368.

Maddison, S., 2013, 'Indigenous identity, 'authenticity' and the structural violence of settler colonialism'*, Identities: Global Studies in Culture and Power*, vol. 20, no. 3, pp.288-303.

Malin, M. & Maidment, D., 2003, 'Education, Indigenous survival and well-being: Emerging ideas and programs', *The Australian Journal of Indigenous Education*, vol. 32, pp. 85-100*.*

McCarthy, H., 2012, 'Chapter 1 - Beginnings...living and learning in remote Aboriginal schools' in Q. Beresford, G. Partington & G. Gower. *Reform and Resistance in Aboriginal Education*, University of Western Australia Publishing, Western Australia.

Mellor, D., 2003, 'Contemporary Racism in Australia: The Experiences of Aborigines', *Personality*

and Social Psychology Bulletin, vol. 29, pp. 474.

Morgan, G., 2006, 'Memory and marginalisation: Aboriginality and education in the assimilation era', *Australian Journal of Education*, vol. 50, no. 1, pp. 40-49.

Nakata, M., 2012, 'Chapter 6 - Better: A Torres Strait Islander's story of the struggle for a better education', in K. Price (ed), *Aboriginal and Torres Strait Islander Education - An introduction for the teaching profession*, Cambridge University Press, Melbourne, pp. 81-93.

Ober, R., 2009, 'Both-ways: Learning from yesterday, celebrating today, strengthening tomorrow', *The Australian Journal of Indigenous Education*, vol.38, pp. 34-39.

Oberg, K., 1960, 'Culture shock: Adjustment to new cultural environments', *Practical Anthropology,* pp. 177 – 183.

Parbury, N., 2011, 'Chapter 7 – A history of Aboriginal education', in R. Craven (ed), *Teaching Aboriginal Studies: A Practical resource for primary and secondary teaching* (2nd edition), Allen and Unwin, Crows Nest, pp. 132-152.

Parry, S. & Wells, J., 1997, 'Schooling for assimilation: Aboriginal children in the Northern Territory, 1939- 1955', *History of Education Review*, vol. 26, no. 2, pp. 49-62.

Pascoe, B., 2011, 'Chapter 1 History: The real gap between black and white' in N. Purdie, G. Milgate & H.R. Bell (Eds). *Two Way Teaching and Learning*, Australian Council for Educational Research, Victoria.

Pearson, N., 2009, 'Radical Hope: Education and Equality in Australia', *Quarterly Essay,* 35, pp.1-109 [esp: pp. 27-54]

Reading INED8001

Rigney, W., Duffy, E., Manners, J., Latham, H., Lyons, L., Crawford, L. & Eldridge, R., 2011, 'Closing the gap: Cultural safety in Indigenous health education', *Contemporary Nurse*, vol. 37, no. 1, pp. 21-30.

Sarra, C., 2007, 'True colours: strong and smart', *Independent Education*, vol. 37, no. 3, pp. 8-10.

Sarra, G., 2008, 'Cherbourg State School in Historical Context', *The Australian Journal of Indigenous Education* vol. 37, pp. 108-118.

Sharplin, E., O'Neill, M. & Chapman, A., 2011, 'Coping strategies for adaption to new teacher appointments: Intervention for retention', *Teaching and Teacher Education,* vol. 27, pp. 136-146.

Sutton, P., 2010, 'Aboriginal spirituality in a new age', *The Australian Journal of Anthropology*, vol. 21, pp. 71-89.

Tripcony, P., 2000, 'The most disadvantaged? Indigenous Education needs.' Chair, Indigenous Education Consultative Body, Queensland, to the National Education and Employment Forum [NEEF] 2000-2001 'Bridging the Gap', Parliamentary Annex, Brisbane, 7 October.

Trudgett, M. & Franklin, C., 2011, 'Not in my backyard: The impact of culture shock on Indigenous Australians in higher education', *The 1st International Australasian Conference on*

Enabling Access to Higher Education Adelaide, South Australia, 5th – 7th December.

Twine, F.D., 1996, 'Brown Skinned White Girls: class, culture and the construction of white identity in suburban communities', *Gender, Place & Culture*, vol. 3, no. 2, pp. 205- 224.

Weiner, L., 2006, 'Challenging Deficit Thinking', *Educational Leadership*, vol. 64, no. 1, pp. 42-45.

Welch, A.R., 1988, 'Aboriginal Education as Internal Colonialism: The Schooling of an Indigenous Minority in Australia', *Comparative Education,* vol. 24, no. 2, pp 203-215.

Williams, R., 1999, 'Cultural Safety – what does it mean for our work practice?', *Australian and New Zealand Journal of Public Health,* vol. 23, no.2, pp. 213 – 214.

Yamanouchi, Y., 2010, 'Kinship, Organisations and 'wannabes': Aboriginal Identity Negotiation in South-western Sydney', *Oceania*, vol. 80, no. 2, pp. 216-228.

Youth Affairs Network QLD, 2006, *No place for racism*. A discussion paper by the Youth Affairs Network QLD.

 Yunkaporta, T. & Kirby, M., 2011, 'Chapter 12 – Yarning up Indigenous pedagogies: A dialogue about eight Aboriginal ways of learning', in N. Purdie, G. Milgate & H.R. Bell (Eds). *Two Way Teaching and Learning*, Australian Council for Educational Research, Victoria.

Ziersch, A. M., Gallaher, G., Baum, F. & Bentley, M., 2011, 'Responding to racism: Insights on how racism can damage health from an urban study of Australian Aboriginal people', *Social Science & Medicine*, pp. 1045-1053.

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.)*

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 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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.

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 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.