# EDST3170

## Indigenous Education

Session 1, Infrequent attendance, North Ryde 2021

*Macquarie School of Education*

# Contents

**Disclaimer**

**Notice**

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

# General Information

Unit convenor and teaching staff
Academic Director Indigenous Education
Michael Donovan
michael.j.donovan@mq.edu.au
Contact via 9580 8616
29 Wallys Walk, room 207.
Wednesday 0900-1000hrs

Credit points
10

Prerequisites
Admission to BABEd(Prim) or BEd(Prim)BPsych or BABEd(Sec) or BScBEd(Sec) or
BComBEd(Sec) or BTeach(ECE) and 80cp at 1000 level or above

Corequisites

Co-badged status

Unit description
This unit will allow students to develop understanding and knowledge of issues impacting the
delivery of Aboriginal and Torres Strait Islander education in Australia. Lectures and tutorials
focus on developing students' knowledge and understanding of Aboriginal and Torres Strait
Islander perspectives and issues in education. Students will learn about relevant resources,
approaches and polices in Indigenous education as well as an understanding of engaging the
Indigenous community.

## 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:** Demonstrate understanding of Indigenous histories and cultures and how this
> might be taught and applied in an educational setting
>
> **ULO2:** Explain the strategies to teach Indigenous education and engage Indigenous
> students in the classroom
>
> **ULO3:** Understand the different resources, approaches and contacts to engage the

Indigenous community as well as a general awareness of polces and general practices in Indigenous education

**ULO4:** Apply knowledge and understanding of Indigenous knowledge and culture in the classroom and in teachings

# General Assessment Information

**Assessment Presentation and Submission Guidelines**

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 responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are NOT required.

**Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

**Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see:  https://students.mq.edu.au/study/my-

study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions: 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. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- 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 re-assessment of an assignment**

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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.

- The outcome of a re-mark may be a higher/lower or unchanged grade.

- Grades are standards referenced and effort is NOT a criterion.

**University policy on grading**

*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.

*Descriptive Criteria for awarding grades in the unit*

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

| 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: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of  the placement.

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

## 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.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
| --- | --- | --- | --- |
| Video Presentation or short essay | 50% | No | Week 5, 26th March 2021, 2359hrs |
| Indigenous Teaching Plan | 50% | No | Week 10, Friday 14th May 2021, 2359hrs |

## Video Presentation or short essay

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 25 hours
Due: **Week 5, 26th March 2021, 2359hrs**
Weighting: **50%**

Create a video or write a short essay on the histories, cultural knowledge and people of the local Indigenous community. You may want to visit historic sites, cultural centres or other places of Indigenous significance to create your video or write your essay (2000 words).

On successful completion you will be able to:

- Demonstrate understanding of Indigenous histories and cultures and how this might be taught and applied in an educational setting

## Indigenous Teaching Plan

Assessment Type [1]: Plan
Indicative Time on Task [2]: 25 hours
Due: **Week 10, Friday 14th May 2021, 2359hrs**
Weighting: **50%**

Create a document outlining the actions, strategies and plans you would put in place to engage Indigenous students and the wider Indigenous community with respect to education. The plan must also include references to relevant Indigenous education policies as well as how you might leverage different resources and engage different support organisations (1500 words).

On successful completion you will be able to:

- Demonstrate understanding of Indigenous histories and cultures and how this might be taught and applied in an educational setting

- Explain the strategies to teach Indigenous education and engage Indigenous students in the classroom
- Understand the different resources, approaches and contacts to engage the Indigenous community as well as a general awareness of polices and general practices in Indigenous education
- Apply knowledge and understanding of Indigenous knowledge and culture in the classroom and in teachings

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

# Delivery and Resources

## UNIT STRUCTURE

**This unit comprises (i) weekly one-hour lectures and (ii) weekly two-hours tutorials**. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Weekly lectures are available in iLearn in advance of the week. You must listen to all lectures. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

**Attendance for undergraduate units**

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 convenor requesting a change.

**Prescribed Texts**

Weekly readings can be found in iLearn relating to weekly topics. These are required readings and expected to have been read in preparation for weekly tasks presented within tutorials.

Weekly assigned readings will be accessible online via Leganto and on iLearn. Students are expected to keep up with weekly readings. Library texts and resources are online and in reserve through MQU Library

**iLearn**

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

**Access and technical assistance**

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

**ICT skills**

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

- Uploading of assessment tasks to iLearn.

**Structure**

Information about the teaching schedule can be found on the unit's iLearn page along with the materials for each class.

There are also online learning activities which you will complete in preparation for, and following, each Zoom workshop. Details of these activities an be found on iLearn.

Attendance at all tutorial classes is expected.

Students are required to participate in small group activities, whole class discussion, to read the

weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

# Unit Schedule

Please see the iLearn page for details of the schedule.

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

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

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

**School of Education Procedures**

In addition, the following policies and procedures of the School of Education are applicable in this unit.

**Attendance for undergraduate units**

Classes begin in Week 1 of Session.

Activities completed during workshops and the online learning activities 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. Attendance at all workshops is expected and the roll will be taken.

**Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending workshops

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.

**Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address

- The Dialogue function on iLearn

- Other iLearn communication functions

# 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.

ICT Resources

This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component.

Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff. This unit requires students to use several ICT and software skills:

Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks. • Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments. • Uploading of assessment tasks to iLearn.

Electronic Communication It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via: • Official MQ Student Email Address • The Dialogue function on iLearn • Other iLearn communication functions

# Weekly readings

| Week | Module | Topic | Reading | Assessment |
|------|--------|-------|---------|------------|
| 1 | 1 | Introduction and why understanding Aboriginal society is important to teaching | Rogers, J. (2020). Teaching the Teachers: Re-educating Australian Teachers in Indigenous Education. Promising Practices in Indigenous Teacher Education. P. Whitinui, M. del Carmen Rodríguez de France and O. McIvor. Gateway East, Singapore, Springer. | |
| 2 | | Co-existence histories between Aboriginal and non-Aboriginal societies | Parbury, N. (2011). A history of Aboriginal education. Teaching Aboriginal studies; a practical resource for primary and secondary teaching. R. Craven. Crows Nest, NSW, Allen & Unwin: 132-152. | |
| 3 | 2 | Aboriginal pedagogical practices | Burgess, C., et al. (2019). "A systematic review of pedagogies that support, engage and improve the educational outcomes of Aboriginal students." the Australian Educational Researcher **46**(2): 297–318. | |
| 4 | | What does pedagogical theory look like in a classroom | Donovan, M. J. (2015). "Aboriginal student stories, the missing voice to guide us towards change." Australian Educational Researcher **42**(5): 613-625. | |
| 5 | 3 | Engaging the Aboriginal community and Aboriginal education workers | NSW Board of Studies (2008). Working with Aboriginal Communities: A Guide to Community Consultation and Protocols. Sydney, NSW, NSW Board of Studies. <br><br> Lowe K, 2017, 'Walanbaa warramildanha: The impact of authentic Aboriginal community and school engagement on teachers' professional knowledge', *The Australian Educational Researcher*, vol. 44, pp. 35 - 54, http://dx.doi.org/10.1007/s13384-017-0229-8 | Video presentation or short essay |
| 6 | | Understanding the NSW DET Aboriginal Education Policy | NSW Department of Education & Training (2008). Aboriginal Education and Training Policy: An introductory guide. NSW Department of Education & Training. Sydney, NSW, NSW Department of Education & Training, https://policies.education.nsw.gov.au/policy-library/associated-documents/aetp_turning.pdf <br><br> Hogarth, M. (2017). "The Power of Words: Bias and Assumptions in the Aboriginal and Torres Strait Islander Education Action Plan." the Australian Journal of Indigenous Education **46**(1): 44-53. | |
| 7 | 4 | Examining cultural biases in our classrooms | Brown, L. (2018). Indigenous young people, disadvantage and the violence of settler colonial education policy and curriculum. *Journal of Sociology*. 1-18. DOI: 10.1177/1440783318794295. | |
| 8 | | Embedding Aboriginal understandings within your curriculum | Riley, L. and M. Genner (2011). Bemel-Gardoo: Embedding Aboriginal cultural content in the science and technology syllabus. Two way teaching and learning : toward culturally reflective and relevant education N. Purdie, G. Milgate and H. Rachel Bell. Camberwell, VIC, ACER Press: 118-153. | |

| 9 | | Examining racism and the importance of a culturally safe classroom | Shay, M. and J. Wilkes (2017). "Aboriginal identity in education settings: privileging our stories as a way of deconstructing the past and re-imagining the future." the Australian Educational Researcher **44**(2): 107-122. | Indigenous Teaching Plan |

# Changes since First Published

| Date | Description |
|------|-------------|
| 06/02/2021 | Some materials needed to be changed to allow for infrequent student access and some policy |