EDUC388
Aboriginal Education Issues and Approaches
S2 Day 2017
Department of Educational Studies

Contents

General Information ........................................... 2
Learning Outcomes ............................................ 3
Assessment Tasks ............................................. 3
Delivery and Resources ...................................... 5
Unit Schedule ................................................... 21
Policies and Procedures ...................................... 22
Graduate Capabilities ......................................... 26
Changes since First Published .............................. 29

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
Unit Convenor
Neil Harrison
neil.harrison@mq.edu.au
Contact via neil.harrison@mq.edu.au

Lecturer
Natalie Taylor
natalie.taylor@mq.edu.au

Lecturer
Michelle Stathakis
michelle.stathakis@mq.edu.au

Lecturer
Chris Tobin
chris.tobin@mq.edu.au

Lecturer
Derek Kinchella
derek.kinchella@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://students.mq.edu.au/important-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 Islanders perspectives without concern.
- Demonstrate an understanding if the importance of working with local Aboriginal and Torres Strait Islander community

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>50%</td>
<td>No</td>
<td>29 September, 2017</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>50%</td>
<td>No</td>
<td>weeks 12 &amp; 13</td>
</tr>
</tbody>
</table>

Assessment 1
Due: 29 September, 2017
Weighting: 50%

Teaching about the Stolen Generations: critical reflection
Length: 2000 words
This task is twofold. Using the questions provided in the Unit Outline, 1) reflect on your experiences of the lecture (week 7) from Ivan Clarke on the Stolen Generations, and 2) use your reflections to identify strategies that you could use when teaching about the Stolen Generations to primary or secondary students. This task (2) should include an explanation of how you would monitor the impact of traumatic content in your lessons upon students, and how you would respond to what you observe.

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

Assessment 2
Due: weeks 12 & 13
Weighting: 50%

This assignment is designed to get you thinking about what ontologies (ways of thinking about the world) and epistemologies (ways of producing knowledge) underpin curriculum design (see Christie below). It is a theoretical task, evaluating how knowledge and learning are produced through school and university curriculums. Some people call this the ‘hidden curriculum’ where students unconsciously learn western beliefs, values, and ways of behaving and learning.

Aim

Encourage students to reflect critically on what and how they learn at university, and to apply that reflective analysis to their own teaching practice.

On successful completion you will be able to:

- Demonstrate the confidence to teach Aboriginal and Torres Strait Islanders perspectives without concern.
- Demonstrate an understanding if the importance of working with local Aboriginal and
1. 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. It offers students the opportunity to develop the necessary knowledge, skills and sensitivity to meet the needs of Aboriginal students.

Guest lecturers from Aboriginal organisations, representatives from the Department of Education and Community and other bodies will help to present the material. Aboriginal people involved in education will speak about their role in ensuring that Aboriginal people have access to the educational opportunities enjoyed by other Australians.

2. Teaching Staff

Neil Harrison
C3A room 907
neil.harrison@mq.edu.au

Natalie Taylor
natalie.arentz@det.nsw.edu.au

Clarence Bruinsma
clarence.bruinsma@mq.edu.au

Jo Anne Rey
jo.rey@mq.edu.au

Please note that all official correspondence will be conducted through the student’s mq account. Hotmail addresses are usually trashed before they arrive in my inbox.
3. Classes

Lectures: 1 hour, once weekly
Tutorials: 2 hours, once weekly

4. Unit Web Page

Access to the unit web page is through http://online.mq.edu.au. Please access Blackboard CE6 regularly throughout the semester as this is the main means of communication of information to students.

5. Required Text

Prescribed Text

6. Recommended Readings

Reports


Nichols, Christine (2009). Correspondence. In Quarterly Essay 36, pages 93-102. see library online Journals


References


Cahill, R. (1999). Solid English. Perth: Education Department of Western Australia. [see reserve collection]


Dare to Lead http://www.daretolead.edu.au/

Dare to Lead, research and professional readings. http://www.daretolead.edu.au/servlet/We b?s=169694&p=DTL08_ResRead_Main


Training, Aboriginal Education and Training Directorate.


https://unitguides.mq.edu.au/unit_offerings/72581/unit_guide/print 8


Langton, M. (1993). ‘Well, I heard it on the radio and I saw it on the television…’: An essay for the Australian Film Commission on the politics and aesthetics of filmmaking by and about Aboriginal people and things, Australian Film Commission, North Sydney. (see Reserve: P94.5.A32.A85)


National Museum of Australia and Rigby (2008). *First Australians: plenty stories*. Rigby/Pearson Education. (DU120.F476 A444. This includes: Aboriginal Sporting Greats; Keeping strong through art; Keeping language Alive, Kaisiana’s Journey to Torres Strait; Fighting for Rights etc.)


Unit guide EDUC388 Aboriginal Education Issues and Approaches

Training


Pearson, N. (2009). Radical Hope: Education and equality in Australia. In Quarterly Essay. [also read Christine Nichols critique of this article]


Walker, Dot et al. (2004). *Aboriginal early readers* [kit] /Publisher:Brisbane, Qld.: Queensland. Dept. of Education

7. Useful websites

ABC Education for Schools

http://www.abc.net.au/schoolstv/

Aboriginal Australia

http://www.aboriginalaustralia.com/


Act Now


Apology Speech made by Kevin Rudd


Australian Bureau of Statistics

http://www.abs.gov.au

Australian Aboriginal Health InfoNet

http://www.healthinfonet.ecu.edu.au/

Australian Government Culture and Recreation Portal, Reconciliation


Brining them Home Teacher Resource


Council for Aboriginal Reconciliation


Dust echoes http://www.abc.net.au/dustechoes/dustEchoesFlash.htm

First Australians SBS Series


Australian Human Rights Commission

Interactive Time Line (EXCELENT RESOURCE)

http://www.programs.sbs.com.au/firstaustralians/content/


Reconciliation Australia

http://www.reconciliationaustralia.org/i-cms.isp

Reconcile


YouTube Video: The Australian Way (Part 5) Here’s your fricken apology

http://au.youtube.com/watch?v=TacKpI2OWHI

YouTube Video: Sea of Hands

http://au.youtube.com/watch?v=6kANmVKNsHs

YouTube Video: Kevin Rudd Sorry Speech

http://au.youtube.com/watch?v=B1jeWeDpc68

YouTube: Australia Says Sorry to Stolen Generation

http://au.youtube.com/watch?v=C9mJpL67QUw&feature=related

Yunkaporta, Tyson, 8 Aboriginal ways of learning http://8ways.wikispaces.com/

Journals/ Newspapers

Australian Journal of Aboriginal Education (formerly Aboriginal Child at School)

National Indigenous Times (Newspaper)

8. Graduate Capabilities

1. Discipline specific knowledge and skills

2. Critical, analytical and integrative thinking

3. Problem solving and research capability

4. Creative and innovative
5. Effective communication

6. Socially and environmentally active and responsible

8. Capable of professional and personal judgement and initiative

10. Course Requirements

All assignments must be submitted by the due date. Penalties will be incurred for late submissions (see below). Assignments are expected to be of a professional standard, text components should be word processed.

In cases of sickness or misadventure, students are to apply in writing for an extension to the course convenor at least three days before the due date of the assignment.

Attendance

EDUC388 is a lecture and tutorial-based unit of study. Students are therefore required to satisfy the tutorial attendance requirements specified by the Department of Education. The relevant rule states that students must attend at least 80 per cent of the scheduled class time. Where the student fails to meet this requirement they may be asked to show cause why they should not be excluded from, or fail the unit. Where a student thinks his/her attendance may fall below the 80 per cent requirement he/she should be prepared to substantiate the reasons by supplying the relevant documentation (for example, doctor’s certificate). Students should also consider lodging a ‘special consideration application through the University’s ‘Student Services’. See: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Enquiries:

All enquiries regarding attendance should be directed to Neil Harrison by email. It is not necessary to phone the unit convenors or the TEP or Department of Education Office if you are unable to attend through sickness or misadventure. Documentary evidence explaining any absences from class must be forwarded to Neil Harrison either prior to, or as soon as possible following the absence from class.

Attendance Register:

An attendance register is necessary as a record of the student’s completion of professional requirements.

12 Assessment Tasks

There are two types of assessment used in EDUC388:

A. Satisfactory/unsatisfactory component: Workshop attendance
B. Graded course components:

Assignment 1: Seminar Presentation
Due: over the semester
Weight: 30%

Task details
• The presentation should be of 40 minutes duration and done in a group of no more than two students,
• YOU MUST INTERACT WITH THE CLASS - keep the upfront talking to a minimum,
• The presentation should be based on the prescribed readings, lectures and further research,
• **Encourage the students in the class to discuss and examine key issues,
• Avoid the inclination to cover ‘everything’. Focus on interactions with students and work on how to teach the content. You must decide what you will cover for that topic, and HOW.
• Don’t feel that you must know everything,
• Presentations should be enhanced by the use of the Interactive whiteboard, and computers,
• The presentation must demonstrate how the topic would be taught (in a lesson) to school-aged students. See the questions for each week,
• Include a contact and resource sheet on the topic for students to take with them. This can list links to the internet, books, reports, people contacts etc. Students can then keep these resource sheets in their folder of teaching resources.

Assignment 1: Order of seminar presentations
**The presentation must demonstrate how the topic would be taught to school-aged students. You must also ensure that students engage intellectually with the issues ie ideal is to have everyone in the seminar talking. See the marking rubric for assignment 1. When there are two groups presenting on the day, divide the questions between yourselves (don’t double–up on content).

Assignment 2: In-class Analysis of the social and academic context of Aboriginal education.
Due: Week 8 beginning 30 September
Weight: 30%
This task is designed to introduce you to the major points of view on Aboriginal education in Australia. We want you to compare two very different positions, one from Noel Pearson and the other from Christine Nicholls. What do they offer? What is overlooked? You will be given the opportunity to discuss the papers before week 6.

Task:

• Read and analyse the article from Noel Pearson, and the reply from Christine Nicholls
• What are the arguments from Pearson? (300 words)
• How do Pearson and Nicholls differ in their approaches to teaching and learning (to read)? (300 words).
• In your opinion, who holds the more convincing position? Why? (300 words).

Instructions:

• Read the papers from Noel Pearson and Christine Nicholls BEFORE you come to class.
• The two positions will be discussed, in groups, in class, before week 6
• You will then be asked, individually to write an analysis of about 900 words in length.
• You may bring in any other readings that you think might help you to analyse and write. (It's like an open book exam, but more collaborative). Read before you arrive at the workshop so that you don’t ‘freeload’ on other students.
• * Find out about the backgrounds and lives of Pearson and Nicholls
• In the workshop, 30 minutes will be devoted to group discussion and analysis of the above texts. The remainder of the time will be allocated to individual writing.

References (bring your references on the day, but you CANNOT use notes)


Also:


Assignment 3: Research Essay or Excursion Plan or Interview

For assignment 3, you may choose one of three options: 1/ Research essay OR 2/ Excursion plan OR 3/ Personal interview
Due Date: Friday 8 November 2013
Weight: 40% (each option has the same weight)

Option 1: Research Essay

Select one of the following essay questions. Research the topic and prepare an analytical essay on the question.

Task Details:
• Essay length 1500-2000 words (excluding references)
• Research should include links to the literature on educational theory and practice and may, in addition, include research collected from various groups, organisations or individuals
• Please use APA referencing procedures.

Essay Questions: Choose only one of the following:

For references: consult reference list at front of unit guide

1. Chris Sarra argues that ‘high expectations’ is one of the keys to improving Aboriginal student outcomes. Why does he take this position? Is there any evidence to support it, or to suggest that his approach is working?

Starting references:

2. A number of ‘high-end’ private schools are now offering specific programs for Aboriginal students? What is the philosophy driving these programs? Are they working? Examine some of the criticisms made of these programs. Are such criticisms justified?

Starting references:

3. A positive self identity has been identified as one of the factors necessary for individual educational success. Discuss.

Starting references:


4. The relationship between Patyegarang and Lieutenant William Dawes was the first great story of reconciliation in Australia. Discuss.

Starting references:


Option 2: Excursion Plan: *Bring pen and paper & a coat and umbrella

Excursion to Royal Botanic Gardens
Task: Following your guided tour, prepare a detailed plan and worksheet for an excursion to the Botanic Gardens. Ask the guides as many questions as you can to help you design your excursion plan.

Note: you cannot do this assignment if you do not attend the excursion.

Details:

- Excursion plan length 1500-2000 words (excluding references).
- The information provided must be based on the visit to the Botanic Gardens, and your research.
- Please use APA Referencing
- Specify the age and abilities of the intended excursion group. Clearly set out the specific and wider aims and objectives of the excursion. Consider knowledge, skills and attitudes.

You will need to include:

- the aims and outcomes of the excursion
- Information about the place – where, what is it?
- Significance of the place to Aboriginal people
- Rationale: Why would you take students to the Botanic Gardens? Why would you include Aboriginal perspectives?
- What would be the duration?
- What resources would you provide for the students? (maps, illustrations, notes, other). Provide concrete examples.
- What resources are available there? How would you use them?
- Include activities (not worksheets). This should be interesting, NOT just a boring list of questions. An activity could be a game like survivor, a ‘search and find’, ‘plans for doco’ etc
Setting out - What to include

1. Overview (1-2 paragraphs)
2. Rationale (2-3 paras)
3. 1 page about the Gardens
4. Aims and objectives of the excursion
5. Logistics (what to wear, getting there)
6. Excursion Plan
7. Tasks for students

Option 3: Personal Interview

Task: Interview an Aboriginal person about his or her life.
Length: 1500-2000 words (excluding references).

Task Details:
• The information provided should be based on your interview and the analysis of data
• Research should include links to the literature on educational theory and practice and may in addition include research collected from various groups, organisations or individuals.
• Please use APA Referencing Procedures

Possible areas to cover:
• Background: place of birth, where did he or she grow up? family etc.
• Working life: what is important here?
• Relationships
• Opinions and values – What does she or he believe in? What is important in his or her life? What drives this person in his or her life?
• Try to identify some key issues during the interview and follow-up on these at the time.
• Conclusion: What did you learn from the interviews about the person, and about yourself?

Once you have collected your information, you will need to decide how you will present it in writing. It will need to be more than just a description of someone’s life. It will also need to include some reflection and analysis. This means that you will need some explanation from your
interviewee. Don’t be pushy, but you will need to ask some why questions like, why is that important to you? Why did you go down that road?

Note: Please include a contact number or address for the person interviewed.

References:

Read other Aboriginal biographies in order to link your interviewee’s story to the lives of other Aboriginal people. This will help you to draw conclusions about their life.

These two books present the interview data as a whole:


The following author weaves the interview data into her own text:

Maddison S (2009). Black Politics: Inside the complexity of Aboriginal culture

The following texts explain interviewing techniques. It shows you how to conduct an interview.


References: Read other Aboriginal biographies in order to link your interviewee’s story to the lives of other Aboriginal people. This will help you to draw conclusions about their life.

These two books present the interview data as a whole:


The following author weaves the interview data into her own text:
Maddison S (2009). Black Politics: Inside the complexity of Aboriginal culture


**Marking Criteria**

The paper will be marked on the following criteria (Excellent, Good, Satisfactory or Unsatisfactory):
- Asks probing but sensitive questions (include these in your write-up as an appendix or throughout)
- Identifies key areas of the interview data (eg, family) and develops these with the help of the literature
- Draws conclusions about the interviewee’s life (what is important? Is there any ‘meaning’ here?)
- Writing reflects an understanding of ‘interviewing methodology’
- Reflects carefully on what has been learnt

**Unit Schedule**

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>LECTURES</th>
<th>WORKSHOP</th>
<th>ASSESSMENTS / EXTERNALS / NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Darug: the traditional owners of the Sydney region</td>
<td>Administration and organisation of seminar presentations for the semester. Unit outlines, assessment requirements, essential readings, aims of the course.</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>The historical context</td>
<td>The Darug community (see lecture from week 1)</td>
<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Stolen Generations</td>
<td>Recognising our history</td>
<td></td>
</tr>
<tr>
<td>WEEK 4</td>
<td>An overview of Aboriginal education</td>
<td>Stolen Generations</td>
<td></td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Teaching Aboriginal perspectives</td>
<td>social and academic context of Aboriginal education</td>
<td></td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Teaching ESL to Aboriginal students</td>
<td>Teaching Aboriginal perspectives</td>
<td></td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Aboriginal education history</td>
<td>Strategies for teaching Aboriginal students</td>
<td></td>
</tr>
</tbody>
</table>

https://unitguides.mq.edu.au/unit_offerings/72581/unit_guide/print
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html


In addition, a number of other policies can be found in the Learning and Teaching Category of 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/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your Unit guide EDUC388 Aboriginal Education Issues and Approaches

<table>
<thead>
<tr>
<th>MID SEMESTER BREAK</th>
<th>WEEK 8</th>
<th>WEEK 9</th>
<th>WEEK 10</th>
<th>WEEK 11</th>
<th>WEEK 12</th>
<th>WEEK 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Holiday</td>
<td>Excursion to Berry Island (Wollstonecraft)</td>
<td>Yarramundi Kids</td>
<td>Working with parents and the community</td>
<td>Excursion to Royal Botanic Gardens</td>
<td>Aboriginal people and the media</td>
</tr>
</tbody>
</table>

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
12. 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).

A pdf of the University’s Academic Honesty Policy can be found at:
[www.mq.edu.au/policy/docs/academic_honesty/policy.pdf]

Students should also familiarise themselves with the University’s practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.
13. University Policy on Grading

See the following link to Macquarie University Grading Policy: http://www.mq.edu.au/policy/docs/grading/policy.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 Calendar. The following descriptive criteria are included for your information.

**HD (High Distinction):** Your assignment meets all the assignment outcomes in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.

**D (Distinction):** Your assignment clearly deserves a very high level of recognition as an excellent achievement in the unit.

**Cr (Credit):** Your assignment is substantially better than would normally be expected of competent students in the unit.

**P (Pass):** Your assignment satisfies the assignment outcomes.

**F (Fail):** Your assignment does not meet the stated assignment objectives and outcomes.

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

14. 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:

· The unit coordinator did not provide the outline as required;

· Assessment requirements as specified in the unit outline were varied in an unreasonable way;

· A clerical error has occurred in the computation of the grade;

· Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date;

· The student was disadvantaged in some way due to the conduct of the final examination; and

· The examiner's judgement was not objectively applied because of prejudice against the individual.

Appeals must be lodged on the appropriate university form. This can be accessed at: http://www.registrar.mq.edu.au/academic-index.htm
The Macquarie Gateway to Academic Literacy is an interactive online course designed to help students improve their literacy and skills in writing. It can be accessed at: http://writinggateway.mq.edu.au

Part 1: Getting started: Writing at university

What makes writing ‘academic’, what tutors expect from assignments, dealing with time management and writing anxiety, and handy tips from students on assignment writing.

Part 2: Writing tutorials

Step by step tutorials in writing your paper from analysing the question to editing and proofreading. The tutorials include activity tasks for practice in each area, and a useful print out summary of the main points of each tutorial.

Part 3: Sample essays and report in different disciplines

Sample essays and reports with marker feedback and tutor comments on what tutors expect in assignment writing in your division, and how this can be achieved.

In addition to Macquarie Gateway, the University provides online and on-campus courses and counselling to help students improve their literacy skills details of which are available on the gateway site.

Macquarie Library information skills

InfoSkills gateway or to a specific module http://infoskills.mq.edu.au/

16. Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au.

Advice for students with disabilities/health conditions

The Equity Support Unit (ESU) provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student’s needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

To register with ESU, download an Advice of Disability/Health Condition form from www.registrar.mq.edu.au/academic-index.htm. This form must be completed annually, irrespective of whether a disability/health condition is temporary, long-term or permanent. Students wishing to request support services from the ESU should make an appointment to see a Disability Advisor immediately after enrolling at Macquarie University.
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 Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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

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**
- Implement strategies for teaching Aboriginal and Torres Strait Islander students.

**Assessment task**
- Assessment 1

**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**
- 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 Islanders perspectives without concern.

**Assessment tasks**
- Assessment 1
- Assessment 2

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

Assessment task

- Assessment 1

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

Assessment tasks

- Assessment 1
- Assessment 2

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

- Implement strategies for teaching Aboriginal and Torres Strait Islander students.
- Demonstrate the confidence to teach Aboriginal and Torres Strait Islanders perspectives without concern.
Assessment tasks

• Assessment 1
• Assessment 2

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:

Assessment task

• Assessment 2

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 outcome

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

Assessment tasks

• Assessment 1
• Assessment 2

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08/2017</td>
<td>1. An additional staff member was added to staffing 2. The submission date for assignment 1 was changed from 22 September to 29 September due to staffing availability 3. Wording of task 1 in the Unit Guide and Unit Outline has been aligned.</td>
</tr>
</tbody>
</table>