



EDUC388

Aboriginal Education Issues and Approaches

S2 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

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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 Islanders perspectives without concern.

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

General Assessment Information

ATTENDANCE FOR UNDERGRADUATE UNITS

All tutorials begin in Week 3 of Session 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 convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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

GENERAL ASSESSMENT INFORMATION

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 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 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: 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.

Assessment Presentation & 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 onus 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,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

Criteria for awarding grades in the unit

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
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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.

PROCEDURES and POLICIES

Withdrawing from this UG Unit

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

Withdrawing from this PG Unit

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

Other important policies

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.
- Macquarie University operates under a 'Fit to Sit' model as specified in the University's [Special](#)

Consideration Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.

- If a Student is identified by the Unit Convenor as being 'At Risk', the **Department's 'At Risk' procedure** will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Other policies that relate to Learning and Teaching (see Policy central):

Academic Honesty Policy

Assessment Policy

Grade Appeal Policy

Complaint Management Procedure for Students and Members of the Public

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 student email address and will be made available in **eStudent**. For more information visit **ask.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 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	50%	No	21 September, 2018
Assessment 2	50%	No	weeks 12 & 13

Assessment 1

Due: **21 September, 2018**

Weighting: **50%**

Teaching about the Stolen Generations: critical reflection

Weighting: 50%

Task: Critical reflection

Length: 2000 words

Task: This task is twofold. Using the questions as a guide below, 1) reflect on your experiences of the lecture 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. 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. Draw on the questions and references below to develop your reflections. You can also use the questions below as sub-headings for your writing.

see iLearn for full details

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 of 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 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. 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.

Lectures: 1 hour, once weekly

Tutorials: 2 hours, once weekly

Prescribed Text

Harrison, N. & Sellwood J. (2016). *Teaching and learning in Aboriginal and Torres Strait Islander education* (3e). Melbourne: Oxford University Press.

Recommended Readings

Reports

Commonwealth of Australia (2018). *Closing the gap Prime Minister's Report 2018*. Retrieved 30 July, 2018 from: <https://closingthegap.pmc.gov.au/sites/default/files/ctg-report-2018.pdf>

New South Wales Department of Education and Training and New South Wales Aboriginal Education Consultative Group Incorporated (2004). *The Report of the Review of Aboriginal Education/ Yanigurra Muya: Ganggurrinyrna Yaarri Guurulaw Yirringin.gurray Freeing the Spirit: Dreaming as Equal Future*. Darlinghurst, NSW: New South Wales Department of Education and Training

References

Australian Institute for Teaching and School Leadership (2018). *Australian Professional Standards for Teachers*. Retrieved 16 July, 2018 from: <<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>>

Albert, T. (2008). *Aboriginal sporting greats*. Melbourne: Rigby/Pearson. (DU120.F476 A444)

Attenbrow, V. (2010). *Sydney's Aboriginal past: Investigating the archaeological and historical records*. Sydney: UNSW Press.

Attwood, B. (2000). The burden of the past in the present, in M. Grattan (ed), *Reconciliation: Essays on Australian reconciliation*, Black Inc, Melbourne, pp. 254-259.

Australian Broadcasting Commission (2018). *Indigenous languages map*. Retrieved July 17, 2018 from: <http://www.abc.net.au/indigenous/map/>

Beresford, Q., Partington, G. & Gower, G. (eds.), (2012). *Reform and resistance in Aboriginal education: The Australian experience* (2e). Perth: University of Western Australia Press.

Brook, J. & Kohen, J.L. (1991). *The Parramatta Native Institution and the Black Town*. Sydney: UNSW Press.

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

Cowlshaw, G. (2006). Cultures of complaint: An ethnography of rural racial rivalry. *Journal of Sociology*, 42, 429-445.

Eades, D. (2013). *Aboriginal ways of using English*. Canberra: AIATSIS.

Education Queensland. (2016). *Specific Teaching Emphasis for Aboriginal and Torres Strait Islander students with a conductive hearing loss*. Retrieved 15 July, 2018 from <http://education.qld.gov.au/curriculum/learning/students/disabilities/resources/information/hi/stea.html>

Garimara, D.P. (2006). *Home to mother*. Brisbane: University of Queensland Press.

Harrison, N. and Murray, B. (2012). Reflective teaching practice in a Darug classroom: How

teachers can build relationships with an Aboriginal community outside the school. *The Australian Journal of Indigenous Education*, 41(2), 139-145.

*Harrison, N. and Greenfield, M. (2011). Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies. *Critical Studies in Education*, 52, 65-76.

Hoskins, I. (2007). *Aboriginal North Sydney: An outline of Aboriginal history*. North Sydney Council.

Human Rights and Equal Opportunity Commission (1997). *Bringing them home: Report of the Australian Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*. Retrieved Wednesday 10 June 2017 from: http://www.hreoc.gov.au/social_justice/bth_report/report/appendices_9.html

Kohen, J. L. (2010). *Aboriginal families and clans of the Sydney region*. Sydney: Darug Tribal Aboriginal Corporation.

Kohen, J.L. (2009). *The Aborigines of Western Sydney*. Darug Tribal Aboriginal Corporation, Blacktown.

Kohen, J.L. (2009). *Daruganora: Darug country – the place and the people*. Revised Edition. Two volumes. Darug Tribal Aboriginal Corporation, Blacktown.

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)

New South Wales Department of Education and Training (2005). *Caring for place - Caring for country*. Darlinghurst, NSW: New South Wales Department of Education and Training, Aboriginal Education and Training Directorate.

Price, K. (2015). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession (2e)*. London: Cambridge.

Principals Australia Institute (2016). Aboriginal and Torres Strait Islander Education. Retrieved July 15, 2018, from http://www.daretolead.edu.au/servlet/Web?s=169694&p=DTL08_ResRead_Main

Randall, B. (2005). *Kanyini* (DVD). Reverb Films. Narrated by Bob Randall.

Reynolds, H. (2000). *Why weren't we told: A personal search for truth about our history*. Ringwood (Vic.): Penguin.

Reid, J.A. and Santoro, N. (2006). Cinders in Snow? Aboriginal teacher identities in formation. In *Asia Pacific Journal of Teacher Education*, 34(2), 143-160.

Russell, L. (2001). *Savage Imaginings: Historical and contemporary constructions of Australian Aboriginalities*. Melbourne: Australian Scholarly Publishing.

Sarra, C. (2012). *Good morning, Mr Sarra: My life working for a stronger smarter future for our children*. . St Lucia, QLD: University of Queensland Press.

Sarra, C. (2007). Young and black and deadly: strategies from improving outcomes for Indigenous students. In M. Keefe and S. Carrington (Eds.), *Schools and Diversity* (2e), (pp. 74-89). Frenchs Forest (NSW): Pearson Education.

*Shaw, Paula (2009). *Seven Seasons in Aurukun*. DU123.Q6 S56 2009

Williams, ET. & Wingfield E.W. (2000). *Down the hole, up the tree, across the sandhills running from the state and Daisy Bates*. Alice Springs: Jukurrpa Books.

Journals/ Newspapers

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

Australian Indigenous Times (Newspaper)

Key Australian website references:

Indigenous X. Retrieved July 30, 2018 from: <https://indigenoux.com.au/>

Aboriginal Australia.com. Retrieved July 18, 2018 from: <http://www.aboriginalaustralia.com/>

Apology Speech made by Kevin Rudd. Retrieved July 15, 2018 from http://www.reconciliation.org.au/downloads/156/PMs_apology.pdf

Australian Broadcasting Commission (2018). *Dust echoes*. Retrieved July 15, 2018: from <http://www.abc.net.au/dustechoes/dustEchoesFlash.htm>

Australian Broadcasting Commission (2018). *Indigenous languages map*. Retrieved July 17, 2018 from: <http://www.abc.net.au/indigenous/map/>

Australian Broadcasting Commission (2018). *BTN: Stolen Generations*. Retrieved July 16, 2018 from: <http://www.abc.net.au/btn/story/s2219619.htm>

Australian Bureau of Statistics (2018). Retrieved July 30, 2018 from: <http://www.abs.gov.au>

Australian Aboriginal Health InfoNet (2018). Retrieved July 15, 2018 from: <http://www.healthinfor.net.ecu.edu.au/>

Australian Human Rights Commission (2018). *Education*. Retrieved July 15, 2018 from: <http://www.humanrights.gov.au/human-rights-education-and-community-engagement>

Australian Human Rights Commission (2018). *Bringing them Home Teacher Resource*. Retrieved July 19, 2018 from: http://www.humanrights.gov.au/education/bth/download/bth_final.pdf

Flinders University. *General Information Folio 5: Appropriate Terminology, Indigenous Australian Peoples*. Retrieved July 15, 2018 from: http://www.ipswich.qld.gov.au/__data/assets/pdf_file/0008/10043/appropriate_indigenous_terminology.pdf

*Learning and Teaching on Darug Country (2018). Retrieved July 27, 2018 from: www.learnarug.com/

NSW Reconciliation Council (2018). Retrieved July 18, 2017 from: <http://www.nswreconciliation.org.au/>

Paul Keating's Redfern Park Speech (1993). Retrieved July 16, 2018 from:
<http://www.youtube.com/watch?v=mKhmTLN3Ddo>

Read, P. (2015). *A history of Aboriginal Sydney*. Retrieved July 30, 2018 from: <http://www.historyofaboriginalsydney.edu.au/about>

Yunkaporta, T. (2018). *8 Aboriginal ways of learning*. Retrieved July 15, 2018 from: <http://8ways.wikispaces.com/>

Unit Schedule

LECTURES	WORKSHOP
<p>Week 3</p> <p>Darug: Learning from Country The lecture will provide an introduction to Darug country, and the people who live here.</p> <p>Lecturer: Chris Tobin</p> <p>Also see the blog: http://learndarug.com/category/video-2/</p>	<p>Workshop activities</p> <ul style="list-style-type: none">• Aims of this unit will be outlined (see below),• Welcome to Country on MQ homepage will be highlighted.• The importance of appropriate language will be examined,• Students will be asked to design their own Acknowledgement of Country, using key terms such as 'custodians', Country, and 'Elders'. The goal is to give it personal meaning, rather than just learning by rote.• The danger of stereotypes will be demonstrated: see Creative Spirits (2014). Aboriginal alcohol consumption. http://www.creativespirits.info/aboriginalculture/health/aboriginal-alcohol-consumption#toc2• Indigenous languages map (see below) will be identified as a valuable resource <p>References:</p> <ul style="list-style-type: none">• Australian Broadcasting Commission (2018). Indigenous languages map. Retrieved July 25, 2018 from: http://www.abc.net.au/indigenous/map/• Flinders University. General Information Folio 5: Appropriate Terminology, Indigenous Australian Peoples. Retrieved July 25, 2018 from: http://www.ipswich.qld.gov.au/__data/assets/pdf_file/0008/10043/appropriate_indigenous_terminology.pdf• Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e). 'Using appropriate language' pp. 12-16.• Learning & Teaching on Darug Country (2015). Retrieved July 25, 2018 from: https://learndarug.com/ <p>As a minimum, we expect that students will exit EDUC388 with the following knowledge and skills:</p> <ol style="list-style-type: none">1. A bank of Learning from Country activities for use with students (you will also need a clear definition of Country)2. Confidence in teaching Aboriginal and Torres Strait Islander histories and cultures without concern for 'getting into trouble',3. Knowledge of local community and the skills to 'keep it local',4. Strategies for teaching Aboriginal and Torres Strait Islander students

<p>Week 4</p> <p>Aboriginal history</p> <p>Lecturer: Dave Ella Catholic Education Office</p>	<p>Workshop activities:</p> <p>Divide into groups; each group to address one of the following questions:</p> <ol style="list-style-type: none"> 1. Why did Paul Keating's Redfern Park Speech become one of the famous speeches of Australian history? How would you use it? (see ref below) 2. What is paternalism? How have paternalistic attitudes determined relations between Indigenous and non-Indigenous people? See Harrison & Sellwood (2016). Pages 31-42. 3. See Harrison & Sellwood (2016) Question 6 (page 51) 4. Why were missions established? Identify and map some of the missions established in each of the states of Australia. 5. 1967 Referendum. What changes occurred following the referendum? See Harrison & Sellwood (2016) p. 42ff 6. How would you teach your [secondary] students about the history of Australia? Where would you start? What key 'areas' would you focus on? Why these? 7. Who was Maria Locke? How was she connected to the Parramatta Native Institute? See Campfire Stories below 8. What were 'dog tags'? How were they used? What did they mean? (see Harrison and Sellwood) <p>Readings:</p> <ul style="list-style-type: none"> • Video: Bennelong. Retrieved July 25, 2018 from Learning & Teaching on Darug Country: https://learndarug.com/2014/01/30/bennelong/ • ABC Message Stick. Pemulwuy: A war of two laws Part 1: Retrieved from: http://www.abc.net.au/tv/messagestick/stories/s2893382.htm • ABC Message Stick. Pemulwuy Part 2: http://www.abc.net.au/tv/messagestick/stories/s2899743.htm • Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e). Chapter 2, esp page 51, question 13. • Smith, K. (2009). Bennelong among his people. http://www.jstor.org/stable/24046821?seq=1#page_scan_tab_contents • The Redfern Speech (1993). Retrieved July 28, 2016 from Learning & Teaching on Darug Country: www.learndarug.com/ • University of Sydney (2017). A history of Aboriginal Sydney. Retrieved 25 July, 2018 from: http://www.historyofaboriginalsydney.edu.au/
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<p>Weeks 5 & 6</p> <p>Stolen Generations</p> <p>Lecturer: Ivan Clarke</p> <p>Also see assignment connected to this</p>	<p>Workshop activities</p> <ol style="list-style-type: none"> 1. Profile Cootamundra Girls Home and Kinchela Boys Home. What was their purpose? What was the result? 2. Why has Australian society tolerated the taking of children from their parents? 3. How can we teach about traumatic events without being insensitive and without turning students 'off' to traumatic experiences? Think about your teaching of the world wars, Rwanda, Cambodia, Vietnam, the holocaust, famine and starvation, as well as the impact of the Stolen Generations. <p>Readings:</p> <ul style="list-style-type: none"> • Australian Broadcasting Commission (2008). BTN: Stolen Generations. Retrieved July 25, 2018 from http://www.abc.net.au/btn/story/s2219619.htm • Harrison, N. (2015). Learning & Teaching on Darug country: www.learndarug.com/ • Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e). Chapter 3, especially pp. 58-69. • Hill, A. (1994). The Burnt Stick. A story about growing up. Viking. • Willams, ET. & Wingfield E.W. (2000). Down the hole, up the tree, across the sandhills running from the state and Daisy Bates. Alice Springs: Jukurrpa Books. • Trina Saffioti (2011). Stolen Girl. Magabala books. • The Koori History website, http://www.kooriweb.org/foley/indexb.html • Creative spirits: Retrieved July 26, 2018 from: http://www.creativespirits.info/index.php
<p>Week 7</p> <p>Aboriginal Education Policy</p> <p>AEGs</p> <p>PLPs</p> <p>8--Ways</p> <p>Lecturer: Amy Thunig</p>	<p>Workshop activities</p> <ol style="list-style-type: none"> 1. How can secondary teachers meet graduate standards 1.4 and 2.4? 2. Where do Aboriginal and Torres Strait Islander histories and cultures fit in to the years 7-10 curriculum? 3. Compare how Bennelong and Pemulwuy each react to the British invasion and to the loss of their Country? (see refs below). How would you teach this? <p>Readings:</p> <ul style="list-style-type: none"> • Video: Bennelong. Retrieved July 25, 2017 from Learning & Teaching on Darug Country: https://learndarug.com/2014/01/30/bennelong/ • ABC Message Stick. Pemulwuy: A war of two laws Part 1: Retrieved from: http://www.abc.net.au/tv/messagestick/stories/s2893382.htm • ABC Message Stick. Pemulwuy Part 2: http://www.abc.net.au/tv/messagestick/stories/s2899743.htm • Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e). Chapter 2. • The Redfern Speech (1993). Retrieved July 28, 2017 from Learning & Teaching on Darug Country: www.learndarug.com/ • University of Sydney (2017). A history of Aboriginal Sydney. Retrieved 25 July, 2017 from: http://www.historyofaboriginalsydney.edu.au/ • The Koori History website, http://www.kooriweb.org/foley/indexb.html • Creative spirits: Retrieved July 27, 2017 from: http://www.creativespirits.info/index.php

<p>Week 8</p> <p>Excursion to Royal Botanic Gardens: Aboriginal Heritage Tour</p>	<p>Bring: Water, Shoes, pen and paper & raincoat and umbrella Meeting time: Wednesday 3 October Group 1: 3pm Group 2: 4:30pm Meeting Place: Woolloomooloo Gates (near Andrew (Boy) Charlton swimming Pool) Mrs Macquaries Road (just past the NSW Art Gallery) Fee: \$10.00 ****Allow 1.5 hours for the excursion</p>
<p>Week 9</p> <p>Gaming</p> <p>Making a 2 minute video for assignment 2</p> <p>Lecture: Rhett Loban</p>	<p>Workshop activities</p> <ul style="list-style-type: none"> • Watch the video (below) • Groups to explore the thinking, values and attitudes that underpin the western curriculum. First read the story from Anna (year 8 student) in Harrison & Sellwood (2016). Chapter 1. • Think about the concepts of the NSW BOS History syllabus, the people employed to do the teaching, the teaching and learning strategies used in the classroom etc. (use butchers paper) • Video links: Why is my curriculum white? • Main Video: Why is my curriculum white?: https://www.youtube.com/watch?v=Dscx4h2l-Pk • UCL Blog: https://blogs.ucl.ac.uk/events/2014/11/21/ucl-faces-race-why-is-my-curriculum-white/ • Student analysis: https://www.youtube.com/watch?v=N0170DLJIZM <p>References</p> <ul style="list-style-type: none"> • Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e). Chapter 1 • Peters, MA. (2015) Why is My Curriculum White? Educational Philosophy and Theory, 47:7, 641-646. • Racismnoway (2015). Anti racism education for Australian schools. Retrieved 25 October, from http://www.racismnoway.com.au/ • Gillborn, D. (2006) Critical Race Theory and Education: Racism and antiracism in educational theory and praxis, Discourse: Studies in the Cultural Politics of Education, 27, 11-32.
<p>Week 10</p> <p>Q&A Panel</p> <p>Aboriginal students talking about their experiences at school and university</p>	<p>Teaching Aboriginal students Teaching Aboriginal and Torres Strait Islander histories and cultures in primary and secondary schools Readings</p> <ul style="list-style-type: none"> • Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e) • <u>Personalised Learning Plans</u>

<p>Week 11</p> <p>Summing-up: What works in Indigenous education?</p>	<p>Racism in Schools Workshop activities</p> <ul style="list-style-type: none"> How would you respond to racist (overt and covert) attitudes and behaviour in your classroom? <p>Readings</p> <ul style="list-style-type: none"> Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3e) Chapter 1 Racismnoway (2015). Anti racism education for Australian schools. Retrieved 25 October, from http://www.racismnoway.com.au/ Gillborn, D. (2006) Critical Race Theory and Education: Racism and antiracism in educational theory and praxis, Discourse: Studies in the Cultural Politics of Education, 27, 11-32.
<p>Weeks 12 & 13</p> <p>In-class presentations</p>	<ol style="list-style-type: none"> Student video presentation: Why is my curriculum white? (see assignment 2) reflections on the course and Unit evaluations

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 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](#).

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>

15. The Macquarie Gateway To Academic Literacy

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.

Contact persons:

Louella Freeman, Academic Disability Liaison Officer, School of Education,

Ph: 9850 8619

Sondra Wibberley, Disability Services Co-ordinator, Counselling & Health Services students with Disabilities. Student Services Building, Ph: 9850 7490

General contact details:

Tel: 02 9850 6494/7497 fax: 02 9850 6063 TTY: 02 9850 6493 email: equity@mq.edu.au

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

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

- 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

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

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

Assessment tasks

- Assessment 1
- Assessment 2

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

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

Changes since First Published

Date	Description
06/08/2018	The Unit Guide has been reformatted so that text does not scroll off the side of the page. Content has not been changed (only the formatting).