

ABOR3500: Aboriginal Education, Policies and Issues

Callaghan and Ourimbah
Semester 1 - 2024



OVERVIEW

Course Description This course is primarily designed for students wishing to undertake a teaching career. The course addresses Aboriginal education and social policies that have impacted on Aboriginal communities, particularly in NSW; cultural differences and related pedagogy; teaching strategies, including anti racism strategies; and the inclusion of the Aboriginal community in the delivery of knowledge within the schooling system.

Contact Hours

Lecture
Online
1 hour(s) per Week for Full Term

Tutorial
Face to Face on Campus
2 hour(s) per Week for Full Term

Unit Weighting Workload 10
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan and Ourimbah Mr Jesse Hodgetts Jesse.hodgetts@newcastle.edu.au The Wollotuka Institute Consultation: By appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	Wollotuka School of Aboriginal Studies Birabahn Building Callaghan wollotuka@newcastle.edu.au +61 2 4921 6863 Wollotuka Ourimbah +61 2 4349 4500

SYLLABUS

Course Content	<ul style="list-style-type: none">• History of Aboriginal education in NSW• 2008 NSW Aboriginal Education Policy• 2020 Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education• Aboriginal community involvement• Aboriginal learning pedagogies• Roles of Aboriginal education workers and the Aboriginal Education Consultative Group• Development of Aboriginal perspectives into teaching• Development of Aboriginal Studies units• Analysis of cultural bias in resources• Examining racism
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Recognise the importance of teaching Aboriginal Studies in the context of Australia's modern society.2. Understand and encourage respect for traditional and contemporary Aboriginal cultures;3. Learn appropriate pedagogy approaches for teaching Indigenous students;4. Recognise the protocols of effective consultation with Aboriginal communities;5. Gain knowledge and skills in combating racism within the school situation
Course Materials	<p>Lecture Materials:</p> <ul style="list-style-type: none">- Recorded lectures and lecture slides will be available each week on Canvas. <p>Required Reading:</p> <ul style="list-style-type: none">- Links to the required readings are in the weekly modules in Canvas. Readings are to be completed prior to weekly tutorials.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction & course overview	Yarning Circle and Sharing story. Discuss course material.	
2	4 March	Aboriginal Education in an Historical Context and the development of the Aboriginal Education Policy	Education through an Aboriginal lens. Understanding the impact of colonisation, policies and practices.	
3	11 March	Consultation with Communities. Aboriginal Education Worker Roles	Research a region and identify the local Aboriginal community.	Assessment 1 - Online Exam due: 17th March 11.59pm
4	18 March	Examining Racism	Create a school scenario that may breach the AECG Partnership Agreement or AEP. What are some strategies that can eliminate racism towards Aboriginal students in school	
5	25 March	Aboriginal Health and Wellbeing, implications on Aboriginal students learning	Design strategies to address the impacts of health on Aboriginal students	
6	1 April	Aboriginal Education Policy Summary	Group presentations	Assessment 2 Group Presentation submission due: 1st April
7	8 April	Aboriginal Pedagogy	Study and practice different forms of Aboriginal pedagogy	
Mid Term Break				
Mid Term Break				
8	29 April	Teaching Aboriginal Studies, Embedding Content and Perspectives & examining Resources	Research and review your lesson plan's resources	
9	6 May	Language and Literacy – The Cultural Interface	Design activities that embed different Aboriginal literacies and communication	
10	13 May	Development of Aboriginal numeracy and working mathematically in schools	Design activities that embed different Aboriginal perspectives of mathematics and numeracy	
11	20 May	Aboriginal pedagogy, studies, perspectives and resources review	Peer review lessons	
12	27 May	Ngurrampaa – Country and Indigenous ways of knowing	Case Study Presentations	Assessment 3 Case Study submission due: 27th May
13	3 June	Review of course	Case Study Presentations	Assessment 4 Ngurrampaa due: 9th June
Examination Period				
Examination Period				

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Examination: Class - 10%	Sunday 17 th March 11:59pm	Individual	10%	1, 2
2	Presentation - 40%	School research report due Monday 1 st April 11:59pm Group presentations due in scheduled tutorial in weeks 6 and 7	Group	40%	3, 4, 5
3	Case Study - 30%	Monday 27 th May 11:59pm Individual presentations due in scheduled tutorial in weeks 12 and 13	Individual	30%	3, 4
4	Journal – 20%	Ngurrampaa Learning Reflection Weekly. Presentation due Sunday 9 th June 11:59pm	Individual	20%	1, 2, 3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Examination - 10%

Assessment Type

In Term Test

Purpose

The purpose of this assignment is for students to engage in rational enquiry in an examination of the underlying principles and concepts of their discipline and to demonstrate their knowledge of course material. Students demonstrate this by responding to a variety of questions in an online examination. Students will demonstrate a coherent knowledge of the underlying principles and concepts of Aboriginal education. This test will assess the overall conceptual understanding of the key critical areas of knowledge which will equip students with the best preparation to improve teaching outcomes for Aboriginal students and about Aboriginal studies for all children.

Description

Examinations will be conducted online covering the first 4 weeks content of the course as covered in lectures and tutorial sessions. It will be accessed through Canvas.

You will be given half an hour to complete a multiple-choice quiz online. Exam will open on Friday 15th of March at 7:00am.

Weighting

10%

Due Date

Sunday 17th March 11:59pm

Submission Method

Online via Canvas

Assessment Criteria

1. Depth of knowledge - using appropriate terminology
2. Demonstrated understanding of implications for pedagogy
3. Capacity to convey argument/analysis/description in a logical and informed manner.
4. Ability to demonstrate key educational principles in Aboriginal education

Return Method

Online

Feedback Provided

Online: 2 Weeks after examination. Marks and feedback will be provided for each of the 10 questions.

Assessment 2 – Group Presentation and Tutorial Participation 40%

Assessment Type	Presentation
Purpose	The purpose of the assessment is to allow students to demonstrate scholarship in their capacity to observe, critically reflect on and analyse approaches to Indigenous education, using research in a written and oral format.
Description	<p>In Weeks 2 and 3 (in face-to-face tutorials), students will create groups of 4-5 members for this assessment task.</p> <p>Scenario: As members of the Aboriginal Education Committee within your school, you are to increase engagement of Indigenous students and the involvement of the Aboriginal community local to your school.</p> <p>Group Task 20% School Research Report You must choose a NSW Department of Education school. You are to research the Aboriginal community local to the school and Aboriginal education active within the school. This will equip you with the necessary knowledge in meeting the needs of Indigenous students and their community.</p> <p>Response for effective Aboriginal education in your school Demonstrate how you will consider protocols and practices for Aboriginal community engagement and collaboration within your school context. Reflect on your readings and course content to articulate knowledge and understanding of effective Aboriginal Education in schools, including Aboriginal ways of learning and being and Aboriginal community collaboration.</p> <p>Group Presentation The group presentation will be delivered in weeks 6 and 7. Present your school research report and response for effective Aboriginal education in your school's context. Presentation time limit: 10 minutes. You will be asked to stop your presentation at 10 minutes for the purpose of consistent and fair student assessment.</p> <p>Individual Task 20% Engagement Strategy From your group's school research report, which will become your case study for assessment task 3, initiate a strategy, program or event to increase engagement of the Aboriginal community local to your school as well as supporting Aboriginal students in your school. This is to be written and submitted online via Canvas. Word limit for your engagement strategy is 500 words with a tolerance of 20%. You should also include images to convey information (3 images minimum).</p>
Weighting	40% (20% group, 20% individual)
Length	10 minute time limit for presentation (presentation will be stopped at 10 minutes) 500 word limit for engagement strategy (20% tolerance)
Due Date	Monday 1 st of April 11:59pm Group tasks presented in weeks 6 and 7
Submission Method	Submit a PDF copy of group presentation online via Canvas Submit individual written engagement strategy online via Canvas
Assessment Criteria	<ol style="list-style-type: none">1. Evidence of research of the selected school, the local Aboriginal community and support for Aboriginal education and Aboriginal students2. Depth of knowledge, protocols and practices for Aboriginal community engagement and collaboration3. Presentation and delivery4. Strategy, program or event to increase engagement of Aboriginal community5. Strategy, program or event to support Aboriginal students6. Capacity to convey analysis and description in a logical and informed manner through both written and visual forms of communication and demonstration of appropriate terminology <p>A marking rubric will be supplied prior to assessment submission.</p>
Return Method	Online
Feedback Provided	Online graded rubric and feedback provided 2-3 weeks post- presentation

Assessment 3 – Case Study – Lesson plan - 30%

Assessment Type	Case Study / Problem Based Learning
Purpose	The purpose of this assessment is to design and deliver curriculum according to needs of the school and local Aboriginal community. The lesson, with a particular or sustained focus for Aboriginal and Torres Strait Islander education, will demonstrate that you know how Aboriginal and Torres Strait Islander students learn and that you can embed Aboriginal perspectives in curriculum delivery.
Description	<p>Case Study You are a teacher in your chosen school from Assessment task 2. Your school's Aboriginal Education Committee has recently embedded strategies to engage local Aboriginal community and support Aboriginal students in your school.</p> <p>Lesson Plan You must design a 45-60 minute lesson plan that is relevant and suited to the Indigenous students in your school as well as increasing respect and understanding for Aboriginal and/or Torres Strait Islander histories, cultures and/or languages to promote reconciliation between Indigenous and non-Indigenous Australians.</p> <p>Lesson Rationale You must provide a rationale that demonstrates how the lesson is appropriate to the school and local Aboriginal community. Discuss how the lesson caters for Aboriginal and Torres Strait Islander students, how it embeds Aboriginal perspectives and how it increases respect and understanding for Aboriginal and/or Torres Strait Islander histories, cultures and/or languages.</p> <p>Your lesson must state the stage/year, KLA/s, syllabus and learning outcomes, duration, teaching and learning activities and resources. As an option, you may also wish to briefly describe the previous and following lessons to demonstrate continuity and deep knowledge.</p> <p>Aboriginal pedagogy and Aboriginal perspectives You must discuss the planned Aboriginal pedagogy and the use of quality and relevant Aboriginal resources that are linked to your lesson and that contribute to Aboriginal perspectives.</p> <p>Presentation In weeks 12 and 13, you will present your case study – lesson plan to your tutor and peers.</p>
Weighting	30%
Length	7 minute presentation time limit (presentation will be stopped at 7 minutes) 1000 word equivalent workload
Due Date	Monday 27 th of May 11:59pm Case Study presented in weeks 12 and 13
Submission Method	Submit a pdf version of your presentation online via Canvas
Assessment Criteria	<ol style="list-style-type: none">1. Lesson rationale linked to school's case study2. Apply Aboriginal Pedagogy in quality learning activities addressing relevant syllabus requirements.3. Embed Aboriginal content/perspective and appropriateness of resources4. Presentation and delivery of lesson
Return Method	Online
Feedback Provided	Online graded rubric and feedback provided 2-3 weeks post- presentation.

Assessment 4 – Journal – Ngurrampaa - 20%

Assessment Type Journal, Tutorial Participation and Presentation

Purpose **Ngurrampaa** (see audio recording in Canvas Assessment 4 folder for pronunciation)
“In my language we use the word Ngurrampaa. Ngurrampaa is a better way of talking about the Dreamtime. Basically, it means ‘my relationship with my place and everything in my place’. So, the Lore is very much about what is my connection with everything in my place and my Country. It is about how we all connect with our place and everything in our place.

In the traditional Aboriginal world, everything - every different species, type of rock, animal, reptile and person – has a story. A story of how it came to be. When you have a story then you also have a song, and when you have a song, you also have a dance. They are all part of the one thing. By listening to the different stories and understanding their lessons, we are better able to care for our place and everything in our place and connect to The Dreaming Path.” (Callaghan & Gordon 2022: 22-23)

Purpose

The purpose of this assessment is for students to reflect on their learning journey as a pre-service educator to produce Aboriginal education principles that they will carry with them in their teaching profession. The purpose is also to leave tracks for future students.

Students will reflect on their learning journey by participation in tutorials and engaging with the content and yarnning circles in tutorials. Students will demonstrate their knowledge by being aware of how Aboriginal students might learn, knowing how to engage and connect with Aboriginal communities and how to embed Aboriginal perspectives in a school’s curriculum. This assessment is an Indigenised literacy and assessment method that will demonstrate Aboriginal epistemology and Aboriginal pedagogy.

Description

Task

Starting in week’s 1 tutorial, you will begin to record your own Ngurrampaa symbolising your learning and growth. Ngurrampaa (Ngurrampaa, Ngurrampang) is an Aboriginal concept from the Ngiyampaa, Wiradjuri, Gamilaraay, Yuwalaraay and Murruwarri people of Western NSW (see definition above from Callaghan & Gordon). At the end of every tutorial, record/document one thing that you learned from that weekly topic, this will be your ongoing journal to inform your presented Ngurrampaa.

Use an Aboriginal form of literacy such as a learning map, concentric circles or sand talk to create a representation of all 10 weekly topics (excludes review/summary lectures 6, 11 and 13) from your own unique perspective.

At the end of presenting your 10 weekly topics, choose one topic that was a highlight to you and discuss this in more depth and how this benefits your life and practice as a teacher.

Presentation

You will record a presentation of your Ngurrampaa online via Canvas by annotating each of your 10 topics, demonstrating your growth and learning experiences of Aboriginal education. You may record a video of your presentation or attach an image with an accompanying audio recording or written document of your annotations.

Weighting

20%

Length

7 min limit or 1000 word limit

Due Date

Sunday 9th of June 11:59pm

Submission Method

Online via Canvas.

Accepted Format

JPEG, PDF, Mp3, URL link, Canvas media video recording

Assessment Criteria

1. Demonstrate an Aboriginal form of literacy and presentation.
2. Demonstrate understanding of course content and key principles of Aboriginal education from your own perspective.
3. Demonstrate meaningful connection with chosen topic in relation to teaching practice

Return Method

Online

Feedback Provided

Online graded rubric and feedback provided 2-3 weeks post- presentation.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include email to individual tutors, face to face with individual tutors, email and individual appointment with the Course Coordinator.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items

Procedure available at:
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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