

EDUC6912: Aboriginal Education

Callaghan

Trimester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course will develop Initial Teacher Education Students' (ITES) understanding of Aboriginal culture and the challenges faced by Aboriginal students when they attend formal institutions such as schools. The course addresses Aboriginal education and social policies that have impacted on Aboriginal communities, particularly in NSW; cultural differences and related pedagogies; teaching strategies, including anti-racism strategies; and the inclusion of the Aboriginal community in the delivery of knowledge within the schooling system.

Academic Progress Requirements Nil

Assumed Knowledge Nil
Contact Hours **Callaghan Lecture**
Face to Face On Campus
12 hour(s) per term starting Week 1

Online Activity
Online
12 hour(s) per term starting Week 1

Tutorial
Face to Face On Campus
12 hour(s) per term starting Week 1

Unit Weighting 10

Workload 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**
Mr Jesse Hodgetts
Jesse.Hodgetts@newcastle.edu.au
Consultation: by appointment

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content The following topics and content will be covered:

- History of Aboriginal education in NSW
- 2008 NSW Aboriginal Education Policy
- Involving the Aboriginal community, partnership in Aboriginal education
- Quality Teaching & Aboriginal students, comparing Aboriginal learning pedagogies & QT
- Understanding Otitis Media & Aboriginal English in a classroom setting
- Develop Aboriginal perspectives through contemporary diversity of Aboriginal Communities
- Development of Aboriginal perspectives through literacy & numeracy
- Analysis of cultural bias in resources
- Roles of Aboriginal education workers and the Aboriginal Education Consultative Group
- Examining racism

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Recognise the importance of teaching Aboriginal Studies in the context of contemporary Australian society.
2. Understand and respect traditional and contemporary Aboriginal cultures.
3. Demonstrate appropriate pedagogy for teaching Indigenous students.
4. Demonstrate knowledge of strategies for combating racism in school settings.
5. Recognise the protocols of effective consultation with Aboriginal communities.
6. Understand the importance of Aboriginal education and social policies that have impacted on Aboriginal communities, particularly in NSW

Course Materials **Required Reading:**

- Weekly reading list available through Canvas

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- Tutorial:

There is a compulsory attendance requirement in this course; a minimum of 80% attendance is required to pass the course

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	29 Jan	Introduction, strengths-based lens and course overview	Yarning circle and sharing story. Discuss course material	
2	5 Feb	Aboriginal Education in an Historical Context	Education through an Aboriginal lens. Understanding the impact of colonisation, policies and practices.	Online Activity Viewing: Stephen Oliver – Real; Hate, He Said.
3	12 Feb	NSW Aboriginal Education and Training Policy	Understanding and Enacting the Aboriginal Education Policy (AEP).	
4	19 Feb	Consultation with Communities Who does what? Aboriginal Education Worker Roles	Mapping protocols and practices for engagement	Online Activity Identifying local organisations (research worksheet) Exam 1 Part 1 Available Wed 21 st Due Sunday 25 th Feb 11:59pm
5	26 Feb	Aboriginal Pedagogy and QTM mathematically in schools	Applying and connecting 8Ways and QT; Traditional pedagogy	
6	4 Mar	Teaching Aboriginal Studies, Embedding Content and Perspectives & examining Resources	Identifying and utilising authentic resources.	
7	11 Mar	Examining Racism	Addressing systemic racism in schools	Group online yarn – Unit overview
8	18 Mar	Aboriginal Health, implications on Aboriginal students' learning	Empathy exercise	Essay/Case study Due Sunday 24 th March 11:59pm
9	25 Mar	Language and Literacy – The Cultural Interface	Multi-modalities and Literacy Bush Tucker Garden Plan	
10	1 Apr	Development of Aboriginal numeracy and working mathematically in schools	Annotate Bush Tucker Garden Plan – Literacy and Numeracy activities	Online Activity: Welcome and Acknowledgement to Country
11	8 Apr	Cross-cultural Indigenous Studies	Culture and Kinship comparison activities	Unit of Work Rationale, Overview, Unit plan Due Sunday 14 th April 11:59pm
12	15 Apr	Comparative Indigenous Studies	Group presentations	
Examination Period				Exam 2: Available April 22 nd Due 26 th April 11:59PM

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Examination	Task 1: Due Sunday 25 th February 11:59pm Task 2: Due Friday 26 th April 11:59pm	Individual	30%	1, 2, 3, 4, 5, 6
2	Essay	Sunday 24 th March 11:59pm	Individual	30%	1, 2, 3, 4, 5, 6
3	Case Study and Presentation	Online Presentation, Rationale, Overview, Unit of Work Due Sunday 14 th April 11:59pm	Group	40%	1, 2, 3, 4, 5, 6

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

Assessment Type	In Term Test
Description	Exam Part 1 will be available online. It will cover Course Content for lectures, readings, tutorials from Topics 1 to 4. It will be accessed through Canvas/Turnitin. You will be given ample time to complete the exam. You need to ensure you access it early and leave yourself time to finish prior to the end of availability. More details and directions will be made available through Canvas. Weighting 15%
Weighting	Exam Part 2 will be available online. It will cover Course Content from Topics 9, 10, 11 and 12. It will be accessed through Canvas/Turnitin. You will be given ample time to complete the exam. You need to ensure you access it early and leave yourself time to finish prior to the end of availability. More details and directions will be made available through Canvas. Weighting 15% 800 words
Due Date	30% Task 1: Due Sunday 25 th February 11:59pm
Submission Method	Task 2: Due Friday 26 th April 11:59pm Online
Assessment Criteria	Exams are to be accessed and submitted through Turnitin within the time provided. Each question will be of varying value and assessed on the following four criteria across the two tasks: 1. Depth of knowledge and using appropriate terminology Demonstrated understanding of implications for pedagogy and culturally responsive content 2. Capacity to convey argument/analysis/description in a logical and informed manner 3. Ability to demonstrate key educational principles in Aboriginal education
Return Method	Online
Feedback Provided	Online - 2-3 weeks after examination. Marks will be provided for each of the questions in rubric (marks will be provided with in-text comments)

Assessment 2 - Essay

Assessment Type	Essay
Purpose	The purpose of the assessment is to allow students to demonstrate scholarship in their capacity to critically reflect on and analyse approaches to Indigenous education, using research and theory, in a written format. They demonstrate coherent and advanced knowledge of underlying principles and concepts as well as knowledge of research principles and methods. Students demonstrate that they are insightful scholars by undertaking senior level scholarly research and applying this knowledge to their written critical analysis while engaging in professional learning.
Description	Select a government public school or secondary from NSW. Research the school. Reflect on your readings and course content and identify how the school you have selected, incorporates authentic local Aboriginal and/or Torres Strait Islander content and perspectives, engages and collaborates with the local Aboriginal or Torres Strait Islander community and supports Aboriginal and/or Torres Strait Islander students. The questions to guide you in this task are: ‘What does Aboriginal Education consist of in the school? How does it reflect best practice (or not) in Aboriginal Education?’ You will develop a scholarly essay that builds on the case study, to articulate the knowledge and understanding of effective Aboriginal Education in schools and curriculum as applied to the context of your selected school.

Be conscious of avoiding a deficit view of Indigenous students, parents or community in your discussion of how to improve educational engagement for Aboriginal and Torres Strait Islander students.

Weighting

Due Date

Submission Method

Assessment Criteria

Please write in third person using academic language and APA 7 referencing.

30%

Sunday 24th March 11:59pm

Online

1. Impacts of past policies and importance of community engagement
2. Evidence of research of the selected school, its geographical area and support for Aboriginal education and Aboriginal students
3. Ability to demonstrate key educational principles in Aboriginal education and importance of embedding local knowledge and place
4. Capacity to convey argument/analysis/description in a logical and informed manner, using respectful terminologies and correct APA 7 referencing

Return Method

Feedback Provided

Assessment 3 - Case Study and Presentation

Assessment Type

Description

Presentation

In Week 2 (in face-to-face tutorials) your tutor will ask you to nominate for this group presentation. Groups should be from 4 to 6 in number.

Group Work 40 marks

Online presentation – unit overview (with peer feedback); Rationale; Unit of Work – 2 lessons per group member; 4000 words (approx. 1000 words per group member)

Group Work (20 marks) and Individual work (20 marks)

Student groups will develop a cross-curricular, unit of work, with each group member contributing two lesson plans linked to a topic/theme.

Theme examples could be Connection to Country, Families and Communities, Sustainability, Celebrations, Astronomy, Land Management, Aquaculture Naidoc themes such as "Heal Country, heal our nation"; "Always was, Always Will Be" "Get Up! Stand Up! Show Up!"; or other Naidoc themes from previous years.

When developing the online presentation and Unit of Work, groups will need to:

- Identify and justify selection of theme; discuss sequencing of lessons linked to theme and links between KLAs/ Subject disciplines across the unit – cohesion
- Discuss the importance and integration of respectful community engagement in the development of the Unit of Work

Students will need to engage in peer feedback to group presentations

When developing the submission of the Rationale and Unit of Work students will need to:

- provide an overview of the Unit of Work
- provide a scholarly rationale for the unit of work
- address relevant policy, and curriculum requirements: Cross Curriculum Priorities; General Capabilities including Numeracy and Literacy

Individual Lesson Plans will be embedded in the Unit of Work and will need to:

- link to topic/theme
- address relevant syllabus requirements
- include and justify the authenticity of Aboriginal and/or Torres Strait Islander content and perspectives
- embed and justify the application of Aboriginal pedagogy

It is anticipated that each group's submission will provide a scholarly rationale; an overview of the unit, and each group members lesson plans within the unit will incorporate Aboriginal Content and resources with justification of their authenticity and authentic application of

Aboriginal pedagogy.

Each group member will:

- contribute to the unit overview and rationale; and
- develop 2 lesson plans for the unit of work

Weighting

40%

Due Date

Presentation, Rationale, Overview, Unit of Work and Lesson Plans
Due Sunday 14th April 11:59pm

**Submission Method
Assessment Criteria**

Online

Overarching comments group presentation & rationale; Individual feedback – Lesson plan

1. Quality of activities: Appropriateness, & Demonstrated Aboriginal Pedagogy
2. Resource base: Suitability & Aboriginal content/perspective
3. Unit rationale, justification of theme and unit overview
4. Group collaboration, unit cohesion and lesson sequence
5. Presentation and delivery

Return Method

Feedback Provided

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).

Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: roll will be taken)

Compulsory attendance (with a minimum of 80%) is required to pass this course

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

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	<p>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:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. <p>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</p>
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/respect-at-uni/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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1. Group criteria A	10 to >8.4 Pts High Distinction Demonstrates excellent understanding of the history of Aboriginal Education in Australia and implications for respectful protocols of engagements.	8.4 to >7.4 Pts Distinction Demonstrates strong understanding of the history of Aboriginal Education in Australia and of implications for education today	7.4 to >6.4 Pts Credit Demonstrates sound understanding of the history of Aboriginal Education in Australia and of implications for education today	6.4 to >4.9 Pts Pass Demonstrates some understanding of the history of Aboriginal Education in Australia but has not substantially outlined implications for education today.	4.9 to >0 Pts Fail Little to no understanding of the history of Aboriginal Education in Australia and of the implications for education today	10 pts
Group criteria B	6 to >5.0 Pts High Distinction Demonstrates excellent evidence of research of the selected school, Country and the school's support for Aboriginal Education	5 to >4.4 Pts Distinction Demonstrates strong evidence of research of the selected school, Country and the school's support for Aboriginal Education	4.4 to >3.8 Pts Credit Demonstrates sound evidence of research of the selected school, Country and the school's support for Aboriginal Education	3.8 to >2.9 Pts Pass Demonstrates some evidence of research of the selected school, Country and the school's support for Aboriginal Education	2.9 to >0 Pts Fail Little to no evidence of research of the selected school, Country and the school's support for Aboriginal Education	6 pts
Group criteria C	8 to >6.72 Pts High Distinction Demonstrates substantial understanding of the importance of authentically embedding local Aboriginal content and perspectives in curriculum with excellent examples	6.72 to >5.92 Pts Distinction Demonstrates strong understanding of the importance of authentically embedding local Aboriginal content and perspectives in curriculum with clear examples	5.92 to >5.12 Pts Credit Demonstrates sound understanding of the importance of authentically embedding local Aboriginal content and perspectives in curriculum with basic examples	5.12 to >3.9 Pts Pass Demonstrates some understanding of the importance of authentically embedding local Aboriginal content in curriculum with brief examples	3.9 to >0 Pts Fail Little to no understanding of the importance of authentically embedding local Aboriginal content in curriculum.	8 pts
Group criteria D	6 to >5.0 Pts High Distinction Excellent essay format and structure. Elaboration uses extensive scholarly support, correct APA referencing; Appropriate terminology used.	5 to >4.4 Pts Distinction Strong essay format and structure. Elaboration uses substantial scholarly support, mostly correct APA referencing; Appropriate terminology used most of the time.	4.4 to >3.8 Pts Credit Sound essay format and structure. Elaboration with scholarly support. Some writing or referencing errors present. Appropriate terminology used some of the time.	3.8 to >2.9 Pts Pass Essay format lacks some aspects of appropriate structure. Discussion is outlined but lacks development. Incorrect terminology used. Referencing errors. Writing errors present throughout	2.9 to >0 Pts Fail Little to no evidence of ability to develop a sound discussion using appropriate essay format and structure.. Incorrect terminology and writing errors consistent throughout essay.	6 pts

Total points: 30

1	<p>10 to >8.4 Pts</p> <p>High Distinction</p> <p>Demonstrates the following indicators at an outstanding level: • Activities are planned to meet the learning outcomes • Aboriginal pedagogy is demonstrated by the presenter • Aboriginal pedagogy is discussed by the presenter • Aboriginal pedagogy is appropriate to the learning outcomes</p>	<p>8.4 to >7.4 Pts</p> <p>Distinction</p> <p>Demonstrates most to all of the following indicators: • Activities are planned to meet the learning outcomes • Aboriginal pedagogy is demonstrated by the presenter • Aboriginal pedagogy is discussed by the presenter • Aboriginal pedagogy is appropriate to the learning outcomes</p>	<p>7.4 to >6.4 Pts</p> <p>Credit</p> <p>Demonstrates most of the following indicators: • Activities are planned to meet the learning outcomes • Aboriginal pedagogy is demonstrated by the presenter • Aboriginal pedagogy is discussed by the presenter • Aboriginal pedagogy is appropriate to the learning outcomes</p>	<p>6.4 to >4.9 Pts</p> <p>Pass</p> <p>Demonstrates some of the following indicators: • Activities are planned to meet the learning outcomes • Aboriginal pedagogy is demonstrated by the presenter • Aboriginal pedagogy is discussed by the presenter • Aboriginal pedagogy is appropriate to the learning outcomes</p>	<p>4.9 to >0 Pts</p> <p>Fail</p> <p>Demonstrates minimal or none of the following indicators: • Activities are planned to meet the learning outcomes • Aboriginal pedagogy is demonstrated by the presenter • Aboriginal pedagogy is discussed by the presenter • Aboriginal pedagogy is appropriate to the learning outcomes</p>	10 pts
2	<p>10 to >8.4 Pts</p> <p>High Distinction</p> <p>Demonstrates the following indicators at an outstanding level: • Resources are appropriate Aboriginal resources • Resources are planned and relevant to the learning activities • Resources or guests are relevant to the students' background knowledges • Individual discusses the quality of the resource and acknowledges where it is from (e.g. what Country or who it is)</p>	<p>8.4 to >7.4 Pts</p> <p>Distinction</p> <p>Demonstrates most to all of the following indicators: • Resources are appropriate Aboriginal resources • Resources are planned and relevant to the learning activities • Resources are relevant to the students' background knowledges • Individual discusses the quality of the resource and acknowledges where it is from (e.g. what Country or who it is)</p>	<p>7.4 to >6.4 Pts</p> <p>Credit</p> <p>Demonstrates most of the following indicators: • Resources are appropriate Aboriginal resources • Resources are planned and relevant to the learning activities • Resources are relevant to the students' background knowledges • Individual discusses the quality of the resource and acknowledges where it is from (e.g. what Country or who it is)</p>	<p>6.4 to >4.9 Pts</p> <p>Pass</p> <p>Demonstrates some of the following indicators: • Resources are appropriate Aboriginal resources • Resources are planned and relevant to the learning activities • Resources are relevant to the students' background knowledges • Individual discusses the quality of the resource and acknowledges where it is from (e.g. what Country or who it is)</p>	<p>4.9 to >0 Pts</p> <p>Fail</p> <p>Demonstrates minimal or none of the following indicators: • Resources are appropriate Aboriginal resources • Resources are planned and relevant to the learning activities • Resources are relevant to the students' background knowledges • Individual discusses the quality of the resource and acknowledges where it is from (e.g. what Country or who it is)</p>	10 pts
1	<p>10 to >8.4 Pts</p> <p>High Distinction</p> <p>Clearly demonstrates at an outstanding level how the lesson was chosen and planned to be appropriate to the school and local Aboriginal community</p>	<p>8.4 to >7.4 Pts</p> <p>Distinction</p> <p>Demonstrates how the lesson was chosen and planned to be appropriate to the school and local Aboriginal community</p>	<p>7.4 to >6.4 Pts</p> <p>Credit</p> <p>Demonstrates how the lesson is appropriate to the school and local Aboriginal community</p>	<p>6.4 to >4.9 Pts</p> <p>Pass</p> <p>Demonstrates how the lesson is appropriate to the school and local Aboriginal community but could have been further developed or clarified.</p>	<p>4.9 to >0 Pts</p> <p>Fail</p> <p>Does not demonstrate how the lesson is appropriate to the school and local Aboriginal community</p>	10 pts
4	<p>5 to >4.2 Pts</p> <p>High Distinction</p> <p>Demonstrates presentation and delivery consistently and at an outstanding level.</p>	<p>4.2 to >3.7 Pts</p> <p>Distinction</p> <p>Demonstrates all presentation and delivery indicators most of the time</p>	<p>3.7 to >3.2 Pts</p> <p>Credit</p> <p>Demonstrates most presentation and delivery indicators most of the time</p>	<p>3.2 to >2.4 Pts</p> <p>Pass</p> <p>Demonstrates some presentation and delivery indicators.</p>	<p>2.4 to >0 Pts</p> <p>Fail</p> <p>Demonstrates minimal to no presentation and delivery indicators.</p>	5 pts
5	<p>5 to >4.2 Pts</p> <p>High Distinction</p> <p>Demonstrates presentation and delivery consistently and at an outstanding level.</p>	<p>4.2 to >3.7 Pts</p> <p>Distinction</p> <p>Demonstrates all presentation and delivery indicators most of the time</p>	<p>3.7 to >3.2 Pts</p> <p>Credit</p> <p>Demonstrates most presentation and delivery indicators most of the time</p>	<p>3.2 to >2.4 Pts</p> <p>Pass</p> <p>Demonstrates some presentation and delivery indicators.</p>	<p>2.4 to >0 Pts</p> <p>Fail</p> <p>Demonstrates minimal to no presentation and delivery indicators.</p>	5 pts
Total points: 40						