

EDUC6912: Aboriginal Education

Callaghan

Trimester 2 - 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 VG30, V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	The following topics and content will be covered: <ul style="list-style-type: none">• 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: <ol style="list-style-type: none">1. Identify and evaluate the impact of colonial and education policies on Indigenous communities both in Australia and globally.2. Apply the protocols of effective consultation with Aboriginal communities.3. Identify racism and design strategies for combating racism in school settings.4. Design curriculum that respectfully includes traditional and contemporary Aboriginal cultural knowledge and practices.5. Apply appropriate pedagogy for teaching Indigenous students.6. Demonstrate Aboriginal ways of knowing, being and doing informed by Indigenous epistemologies
Course Materials	Required Reading: <ul style="list-style-type: none">- 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	13 May	Introduction to Aboriginal cultures and education	Yarning circle and sharing story. Discuss course material	
2	20 May	History of Aboriginal Education	Education through an Aboriginal lens.	
3	27 May	History of Aboriginal Education and the development of the Aboriginal Education Policy	Understanding the impact of colonisation, policies and practices and its implications today.	
4	3 Jun	Consultation and collaboration with Aboriginal Communities and Aboriginal education networks	Mapping protocols and practices for engagement	
5	10 Jun	Impact of Racism on Aboriginal students in school	Addressing systemic racism in schools.	
6	17 Jun	Health implications on Aboriginal students' learning	Empathy activity	Case study due 23 rd June 11:59pm
7	24 Jun	Teaching Aboriginal Studies, Embedding Content and Perspectives & examining Resources	Identifying and utilising authentic resources.	
8	1 Jul	Aboriginal Pedagogy and QTM	Applying and connecting 8Ways and QT; Traditional pedagogy	Online yarn – Lesson plan ideas
9	8 Jul	Language and Literacy – The Cultural Interface	Multi-modalities and Literacy Bush Tucker Garden Plan	Online yarn – Lesson plan idea peer feedback
10	15 Jul	Development of Aboriginal numeracy and working mathematically in schools	Annotate Bush Tucker Garden Plan – Literacy and Numeracy activities	
11	22 Jul	Cross-cultural Indigenous Studies		Lesson Plan presentation Due Sunday 28 th July 11:59pm
12	29 Jul	Comparative Global Indigenous Studies		Lesson plan peer review due Sunday 4 th August 11:59pm
Examination Period				Exam

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	Part 1 and 2 due Sunday 11 th August 11:59pm	Individual	30%	1, 2, 6
2	Case Study	Sunday 23 rd June 11:59pm	Group	30%	1, 2, 3
3	Presentation	Online Presentation Rationale, Lesson Plan and peer feedback Due Sunday 28 th July 11:59pm	Individual	40%	1, 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 is in two parts and available online.

Exam Part 1 will be completed in a quiz format. It will cover Course Content for lectures, readings, tutorials from Topics 1 to 12. It will be accessed through Canvas/Turnitin. More details and directions will be made available through Canvas.

Exam Part 2 will be available to download as a template from canvas and submitted by the due date. It will cover Course Content for lectures, readings, tutorials from Topics 7 to 12

Weighting 30%

Due Date Due Sunday 11th August 11:59pm

Submission Method Online

Exams are to be accessed and submitted through Turnitin within the time provided.

Assessment Criteria Each question will be of varying value and assessed on the following three criteria:

1. Identify the impact of colonial and education policies on Indigenous communities both in Australia and globally
2. Identify Aboriginal ways of knowing, being and doing informed by Indigenous epistemologies
3. Evaluate the impact of colonial and education policies on Indigenous communities both in Australia and globally

Return Method Online

Feedback Provided Online - 2-3 weeks after examination. Marks will be provided for each of the questions in rubric

Assessment 2 – Case Study

Assessment Type Purpose

Case Study/Problem based learning

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.

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.

Description

Group Task 10%

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. Identify the Aboriginal education staff in the school, local AECG, Local Aboriginal Land Council, Traditional Owners (if applicable) and any local Aboriginal organisations, businesses or knowledge holders that may service education relevant to the school. Identify effective practice of Aboriginal education in the school. Produce a report of your findings. Include images, names, contact details and brief descriptions of Aboriginal education in the school.

This can be produced as:

- Written form with images to support your descriptions (3 images minimum).
- A recorded presentation (4 slides minimum)

Individual Task 20%

Engagement Strategy

From your group's school research report, design a strategy, program or event in your group's school that addresses the following:

- Increase engagement of the Aboriginal community local to your school
- Combat racism in the school
- Support Aboriginal students' health and wellbeing

Demonstrate how you will engage and collaborate with Aboriginal community by following the appropriate protocols and practices for Aboriginal community engagement.

Identify potential racism in the school and demonstrate how your strategy, program or event combats this.

Demonstrate how your strategy, program or event may support Aboriginal students' health and wellbeing.

This can be produced as:

- Written form with images to support your descriptions (3 images minimum).
- A recorded presentation (4 slides minimum)

Include citations and provide a reference list in APA 7 referencing style.

Weighting

30%

Length

School research report: 600 word count (20% allowance) or 6 minute time limit
Engagement Strategy: 600 word count (20% allowance) or 6 minute time limit

Due Date	Sunday 23rd June 11:59pm
Submission Method	Online
Assessment Criteria	<ol style="list-style-type: none">1. Identify the relevant Aboriginal networks of the school2. Identify effective Aboriginal education in the school3. Apply the protocols of effective consultation with Aboriginal communities.4. Identify racism towards Indigenous students and design strategies for combating racism in school settings.5. Identify the implications of health and wellbeing on Indigenous students and design strategies to support Indigenous students' health and wellbeing.
Return Method	Online
Feedback Provided	A rubric, mark and comments will be provided

Assessment 3 - Presentation

Assessment Type Presentation

Purpose The purpose of this assessment is to design and deliver curriculum according to needs of the school and local Aboriginal community.
The lessons 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.

Scenario:

You are a teacher in your chosen school from Assessment 2. Your school's Aboriginal Education Committee has recently embedded strategies to engage local Aboriginal community and support Aboriginal students in your school.

Description

Lesson Plan

You must design a sequence of two 45-60 minute lesson plans that are relevant and suited to the Aboriginal and Torres Strait Islander 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.

Lesson Rationale

You must provide a rationale that demonstrates how the lesson is appropriate to the school and local Aboriginal community surrounding the school. Discuss how the lessons cater 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. Refer to relevant policy and curriculum requirements such as the Aboriginal Education Policy, Cross Curriculum Priorities and General Capabilities including Numeracy and Literacy.

Your lesson plans must include the stage, year, KLA/s, syllabus and learning outcomes, duration, teaching and learning activities, assessment and resources.

Aboriginal pedagogy and Aboriginal perspectives

You must discuss the planned Aboriginal ways of teaching and learning and the use of quality and relevant Aboriginal resources that are linked to your lesson and how you will assess the students using Aboriginal ways of knowing, being and doing.

Online yarn

In preparation for your final submission, you will upload your lesson plan idea into the discussion forum on Canvas for peer and tutor feedback. Include the following:

- Stage, year and KLA/s
- Ideas for lesson content and potential Aboriginal resources
- Ideas for learning activities that include Aboriginal ways of knowing, being and doing

Presentation

You will record a presentation of your final lesson plans and rationale to your tutor and peers. This is to be uploaded into the discussion forum in Canvas.

Peer Feedback

1. Students will contribute to the online yarn by providing feedback on a peer's lesson idea. You must choose one that has not yet been reviewed.
2. Students will choose a lesson plan presentation and provide feedback on the lesson plan rationale. You must choose one that has not yet been reviewed.

Weighting

40%

Due Date

Online yarn lesson plan idea due Sunday 7th July 11:59pm
Online yarn peer feedback due 14th July 11:59pm
Lesson plan peer review due Sunday 4th August 11:59pm
Lesson plan presentation due Sunday 28th July 11:59pm

Submission Method

Submit a pdf version of your lesson plan sequence online via Canvas submission portal
Lesson sequence presentation recorded and uploaded in discussion forum in Canvas

Assessment Criteria

1. Design curriculum that respectfully includes traditional and contemporary Aboriginal cultural knowledge and practices.
2. Apply appropriate pedagogy for teaching Indigenous students that includes teaching, learning and assessing.
3. Demonstrate Aboriginal ways of knowing, being and doing through yarning and presenting.
4. Demonstrate Aboriginal ways of knowing, being and doing through peer collaboration

Return Method

Online

Feedback Provided

A rubric, mark and comment will be provided as well as peer feedback

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: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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	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: <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. 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/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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