



CHRISTIAN HERITAGE COLLEGE

ES521

AUSTRALIAN INDIGENOUS CONTEXTS AND EDUCATION

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ES521																
Unit name	Australian Indigenous Contexts and Education																
Associated higher education awards	Master of Teaching (Primary) Master of Teaching (Secondary)																
Duration	One Semester																
Level	Level 8																
Core/elective	Core																
Weighting	Unit credit points: 10 Course credit points: 160 - Master of Teaching (Primary) 160 - Master of Teaching (Secondary)																
Delivery mode	On campus; External																
Student workload	<p><i>On campus</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Directed study</td> <td>30 hours</td> </tr> <tr> <td>Personal study</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	TOTAL	150 hours	Directed study	30 hours	Personal study	50 hours	Assignment preparation	70 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	Nil.																
Rationale	<p><i>Enduring Understanding:</i></p> <p>Pre-service teachers will undertake studies that will assist them to understand Australian Indigenous ways of knowing, voices and perspectives, which inform professional practice.</p> <p>Pre-service teachers will explore culturally appropriate pedagogical practices for inclusion of Aboriginal and Torres Strait Islander priorities within the curriculum. This unit will examine historical reasons why Aboriginal and Torres Strait Islander students have been disadvantaged by the Australian Education system and will develop theoretical understandings about cultural standpoint and principles for embedding Aboriginal and Torres Strait islander perspectives in an educational context, across the curriculum.</p> <p>For this reason, pre-service teachers completing this unit will have the opportunity to develop understanding of Australia's First Peoples, through stories of indigenous culture and identity, study of the history and policy agendas related to indigenous education and will critique these from a Bible-based, Christ-centred worldview.</p>																

	<p>Two 'in-country' experiences assist pre-service teachers to engage with Indigenous peoples in order to evaluate and reflect on how this will shape their teaching practice in order to develop respect, relationships and reconciliation between Indigenous and non-Indigenous Australia.</p> <p>Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching program.</p>
<p>Learning delivery process</p>	<p>Pre-service teachers will experience, examine and explore culturally appropriate pedagogical practices for inclusion of Aboriginal and Torres Strait Islander priorities within the curriculum.</p> <p>The early integration of Aboriginal and Torres Strait Islander perspectives within the course will enable preservice teachers to be cognisant and mindful of these aspects throughout the delivery of all curriculum and PEP. This unit delivers an opportunity for pre-service teachers to demonstrate in-depth integration of GTS 1.4 and 2.4.</p> <p>Preservice teachers will have opportunities to contribute on-line and face to face through workshops, demonstrations, forum posts and responses, and interactive discussions to develop knowledge of, confidence in and competence with indigenous educational contexts as applied toward teaching practice.</p> <p>On campus mode:</p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> • Weekly lecture. • Weekly tutorial (where applicable). <p>Plus on-line resources (see below).</p> <p>External mode:</p> <p>Interactive engagement through on-line resources.</p> <p><i>On-line resources</i></p> <ul style="list-style-type: none"> • CHC learning portal (Moodle™): <ul style="list-style-type: none"> – weekly lecture (may include lecture video capture (e.g.: Echo360), Power Point presentation and resources); – weekly readings; – study guides; and – assessment guides. • Collaborative forums: Student forums and News forum. • Video conferencing (external students only). • Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. 'The Wound' – An introductory exploration of issues in Australian Indigenous contexts: <ol style="list-style-type: none"> 1.1 Invasion: land ownership and land rights; 1.2 Dislocation: Government policies, forced relocation; 1.3 Exclusion: political, social and cultural; 1.3 Disadvantage: health, education, political voice; and 1.4 Christian worldview response to 'the wound'.

	<ol style="list-style-type: none"> 2. Culture – An investigation of culture: <ol style="list-style-type: none"> 2.1 Indigenous perspective – Dreaming and Land, kinship; and 2.2 Western perspective – post-modern multiculturalism. 3. Our History – Past and Present: <ol style="list-style-type: none"> 3.1 Protection and assimilation; 3.2 Government and non-government (church) policy; 3.3 Indigenous people, self-determination; and 3.4 Future directions. 4. My Part: <ol style="list-style-type: none"> 4.1 Identity and Ancient People; 4.2 Privilege: impact and acknowledgement; and 4.3 Impact of cultural identity distinctives. 5. What Can I Do? <ol style="list-style-type: none"> 5.1 Avoiding tokenism: case study investigation and examples; 5.2 Authentic planning and teaching for indigenous and non-indigenous learners, and best-practice examples; 5.3 Working with indigenous learners; and 5.4 Relational inter-connection. 6. Connect: <ol style="list-style-type: none"> 6.1 Respectful engagement with Indigenous people and communities; 6.2 Culturally relevant and sensitive connection/practises in the classroom; and 6.3 Commonality and points of difference between Bible-based, Christ-centred worldview and Indigenous worldviews. 7. ‘In-country’ experiences: Two experiences visiting, listening and connecting with indigenous communities to assist pre-service teaches to reflect on their teaching practice.
<p>Learning outcomes</p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. advanced understanding that integrates the complexity of the various elements and practices of Aboriginal and Torres Strait Islander culture and worldview [Graduate Teacher Standards: 1.4, 2.4; Graduate Attributes: 2, 4, 5, 7]; 2. critically evaluated the consequences of government and non-government, including church, policies toward Aboriginal and Torres Strait Islander people [Graduate Teacher Standards: 1.4, 2.4; Graduate Attributes: 2, 4, 5, 7]; 3. synthesised an understanding of, and skills for building relationship with people who identify as Indigenous [Graduate Teacher Standards: 1.4, 2.4; Graduate Attributes: 1-5, 7]; 4. critically analysed the common points and points of difference between a Bible-based, Christ-centred worldview and Aboriginal and Torres Strait Islander worldviews [Graduate Teacher Standards: 1.4, 2.4; Graduate Attributes: 1-5, 7]; 5. applied ways in which a Bible-based, Christ-centred worldview lens can be used when planning for curriculum, teaching and learning [Graduate Teacher Standards: 1.4, 1.5, 2.4, 4.1; Graduate Attributes: 2, 4, 5];

	<p>6. applied critical and respectful interpretations of Australian and Torres Strait Islander cultural identify, linguistics and worldview to inform curriculum, planning and learning experiences [Graduate Teacher Standards: 1.4, 2.4, 4.1; Graduate Attributes: 2, 4, 5, 7]; and</p> <p>7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation [Graduate Attributes: 2, 6].</p>			
Assessment tasks	<p>Task 1: Personal Reflective Essay</p> <p>Displaying sensitively and confidentially with parents/carers and community members. Pre-service teachers write a reflective essay in response to the first 'in-country' experience that identifies and explains the Aboriginal and Torres Strait Islander worldview and experience, inclusive of the role family, parents/carers and community, sense of place and where it may be misunderstood by dominant culture.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Assessed: Week 5</p> <p>Task 2: Inclusive Education Feature Article</p> <p>Pre-service teachers write a feature-style article that critically engages with ideas of privilege, Aboriginal and Torres Strait Islander culture (kinship, language, land, ceremony, law), and contextualized Bible-based, Christ-centred worldview, and how this understanding should inform differentiated practice which embeds an understanding and respect of Aboriginal and Torres Strait Islander perspectives of history, culture, languages and linguistics in an educational context.</p> <p>Word Length/Duration: 3,000 words</p> <p>Weighting: 60%</p> <p>Assessed: Week 10</p>			
Assessment alignment	<i>Assessment Task</i>	<i>Learning Outcome</i>	<i>Content</i>	<i>Graduate Teacher Standards</i>
	Task 1	1-4, 7	1-4	1.4, 1.5, 2.4, 7.3, 7.4
	Task 2	1-7	4-7	1.4, 1.5, 2.4, 4.1, 7.3, 7.4
Prescribed text(s)	<p>Phillips, J., & Lampert, J. (2012). <i>Introductory Indigenous studies in education: Reflection and the importance of knowing</i> (2nd ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>			
Recommended readings	<p>Curriculum Readings</p> <p>Beresford, Q., Partington, G., & Gower, G. (Eds.). (2012). <i>Reform and resistance in Aboriginal education</i>. (Rev. ed.). Crawley, WA: UWA Publishing.</p> <p>Bottom, T. (2013). <i>Conspiracy of silence: Queensland's frontier killing times</i>. Crows Nest, NSW: Allen & Unwin.</p> <p>Craven, R. (2011). <i>Teaching Aboriginal studies</i>. (2nd ed.). St Leonards, NSW: Allen & Unwin.</p> <p>Grant, S. (2016). <i>Talking to My Country</i>. Sydney, NSW: Harper Collins.</p>			

	<p>Harris, J. (1990). <i>One blood: Two hundred years of Aboriginal encounter with Christianity</i>. Melbourne, VIC: Concilia.</p> <p>Harrison, N. (2016). <i>Teaching and learning in Aboriginal education</i> (3rd ed.). Australia: Oxford University Press.</p> <p>Phillips, J., & Lampert, J. (2012). <i>Introductory Indigenous studies in education: Reflection and the importance of knowing</i> (2nd ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p>Jorgenson, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). <i>Pedagogies to enhance learning for Indigenous students: Evidence-based practice</i>. Singapore: Springer Vertag.</p> <p>Ranzijn, R., McConnochie, K., & Nolan, W (2009). <i>Psychology and Indigenous Australians: foundations of cultural competence</i>. Sydney: Palgrave Macmillan.</p> <p>Reynolds, H. (2013). <i>Forgotten war</i>. Sydney, NSW: New South Publishing.</p> <p>Journals and Periodicals</p> <p>Australian Journal of Indigenous Education (AJIE)</p> <p>Websites</p> <p>Aboriginal and Torres Strait Islander Education. Policy Statement. Catholic Education Brisbane:</p> <p>http://www.bne.catholic.edu.au/aboutus/catholicEducationCouncil/Documents/Policy%20Statement%20Australian and Torres Strait Islander.pdf</p> <p>Solid partners solid futures (2013-2016 - early childhood, education and employment outcomes for Aboriginal and Torres Strait Islander children and young people:</p> <p>http://msctece.weebly.com/uploads/2/0/7/1/20719370/atsi-solid-partners-solid-futures.pdf</p> <p>The Australian Institute of Aboriginal and Torres Strait Islander Studies:</p> <p>http://aiatsis.gov.au/ Department of the Prime Minister and Cabinet: Indigenous Affairs in Higher Education: http://www.dpmc.gov.au/indigenous-affairs/education/higher-education</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil.