

EDUC90425 Australian Indigenous Education

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Ms Bernadette Murphy
Contact:	Education Student Centre
Subject Overview:	A study of traditional and contemporary Aboriginal and Torres Strait Islander (Indigenous Australian) cultures: The origins, diversity, history and contemporary issues and initiatives of Indigenous Australian peoples. Strategies for working with Australian Indigenous children and their families in school and other contexts and appropriate protocols for working with Indigenous groups and communities. Resources and support services for teaching Australian indigenous studies and strategies for combating and eradicating racism in education and community services.
Objectives:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> # Demonstrate knowledge about Australian Indigenous culture; # Implement culturally appropriate practices for the inclusion of indigenous children and families in educational settings; # Identify and analyse issues in curriculum design and delivery that impact on racial and cultural inclusion; # Reflect critically on issues of racism in schooling and the education of children from Aboriginal and Torres Strait Islander cultures.
Assessment:	There are 2 assessment tasks: An essay (2000 words) due mid semester (50%) A portfolio (equivalent to 2,000 words) due end semester (50%)
Prescribed Texts:	Collection of readings
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject teacher candidates will have the knowledge skills and understanding to enable them to:

	<ul style="list-style-type: none"># Be skilled communicators who can effectively articulate their professional role in building cultural understanding;# Understand the significance of developing their understanding of cultural protocols and practices;# Be independent of mind, responsible, resilient and self-regulating to support cultural understanding;# Have the ability and confidence to support relationships across different cultural groups;# Have a conscious personal and social values base that informs their views on racial issues in education.
Related Course(s):	Master of Teaching (Primary) Master of Teaching (Secondary) Master of Teaching (Secondary)