



Audit

**Of Aboriginal Studies/
Perspectives and Related
Issues in the Professional
Activities of the Faculty of
Education and Social
Work in Association with
the Koori Centre.**

John Cleverley
April 2004

Prepared for the Faculty of Education
and Social Work in association with the
Koori Centre, the University of Sydney

LIST OF CONTENTS

INTRODUCTION	2
1. Aims and purposes	2
INDIGENOUS EDUCATION STATISTICS	3
2. School/post school education	3
3. Higher education	4
4. University of Sydney statistics	5
WORKING DEFINITIONS	7
5. Aboriginal studies, context and meaning	7
6. NSW Department of Education and Training mandatory definition	8
7. Aboriginal perspectives	9
INTERVIEWS/DISCUSSIONS WITH FACULTY AND KOORI CENTRE STAFF	10
8. Interviews/discussions with staff and others	10
9. Summary of outcomes of interviews/discussions	11
RECOMMENDATIONS	21
10. Recommendations	21
OPERATIONAL FRAMEWORK – FACULTY AND KOORI CENTRE	28
11. Background	28
12. Faculty of Education and Social Work – planning	29
13. Koori Centre – planning	30
THE UNIVERSITY OF SYDNEY AND INDIGENOUS ISSUES	33
14. Planning at Sydney	33
15. Other academic, and operations	36
NATIONAL AND STATE PROGRAM AREAS	37
16. Government policy remediation	37
EXTERNAL AGENCIES - PARTNERSHIPS AND REPORTS	41
17. Teacher education agencies/reports	41
18. Social work – Australian Association of Social Workers	46
SOURCES FOR ABORIGINAL STUDIES/PERSPECTIVES	47
19. Guide to sources	47
OTHER SOCIAL, METHODOLOGICAL AND RESEARCH ISSUES	48
20. Social context of Audit – influence of the current intellectual climate	48
21. Indigenous disadvantage	49
22. Methodological approach	50
23. Research in the field and the Aboriginal Studies Association	51
UNIT MAPPING	52
24. Mapping processes	52
25. Remarks on Unit Mapping	71

INTRODUCTION

I. Aims and purposes

1. The objective of this Audit is to reveal and reflect upon interactions with Indigenous issues in the teaching, learning and research activities of the Faculty of Education and Social Work, with particular reference to the teaching of Aboriginal studies and Aboriginal perspectives. Attention is paid to the association between the Koori Centre and the Faculty, and the wider University, and state and national institutions and agencies.
2. The Audit does not detail programs for the recruitment, progress or support of Indigenous students in the Faculty, or for pedagogies for teaching Aboriginal students in schools, except where these are directly relevant to Aboriginal students/perspectives.
3. As part of this Audit, the investigator was invited to undertake a series of Recommendations, i.e. to suggest ideas related to the improvement of teaching, learning, and research practices, and structural arrangements in the Faculty and its institutional setting.
4. A **Guide to Sources**, prepared by the Curriculum Resources Collection, the Social Sciences librarian, and the Koori Centre Research Library, is an on-going part of the Audit, and is in response to requests from staff for better access to relevant materials.
5. The Acting Dean of Education and Social Work, Associate Professor Gerard Sullivan, and the Director of the Koori Centre, Ms. Janet Mooney, initiated and supported the Audit which was completed over the period October 2003 to April 2004. Dr. John Cleverley was the investigator, and Ms. Naomi Butcher, (B. Ed./ B.A. Fourth Year), the research assistant. The Reference Group was headed by Associate Professor Robyn Ewing/Dr. Donna O'Connor (Associate Deans, Education and Social Work), Ms. Lindsey Napier/ Ms. Jude Irwin, (Acting Heads, School of Social Work and Social Policy), and Ms. Janet Mooney, (Director, Koori Centre).
6. Funding of \$20,000 was made available from the Indigenous Support Funding Scheme, based on \$3000 per Indigenous EFTSU, by the College of Humanities and Social Sciences through the Faculty of Education and Social Work in collaboration with the Koori Centre.
7. This Audit is an example of the intention of the University of Sydney to fully engage with Indigenous teaching and learning issues in the Faculty of Education and Social Work, in collaboration with the Koori Centre.

INDIGENOUS EDUCATION STATISTICS

2. School/post school education

Announcing funding for Indigenous education on 5 April 2004, the Minister of Education, Science and Training, declared Aboriginal and Torres Strait Islander people indisputably, “the most disadvantaged people in this country.”(B. Nelson, Minister for Education, Science and Training, transcript, **Indigenous Education and Training Quadrennium Funding Announcement, 2004.**) This disadvantage is as apparent in school and higher education participation and outcomes as in all other social sectors.

1. There were around 458,000 Aboriginal and Torres Strait Islander people in Australia in 2001, (**Population Characteristics ATSI Australians, ABS, 2003**), approximately 2.4 percent of the population.
2. New South Wales is the State with the largest Aboriginal population, with 36,162 Indigenous students enrolled in 2002, 87.5 percent of them in government schools. (**Indigenous Education and Training, 2002**, Revised Edition, Department of Education, Science and Training, Canberra, 2003.)
3. Teachers at all levels of Australian educational systems, and social workers, are likely to engage with Indigenous students and Indigenous clients. Two in three Australian schools have Indigenous students enrolled, with half of the Aboriginal and Torres Strait Islander population being 24 years or under (Indigenous Education, Healy, G., Poor Indigenous Performance Prompts Warning, **Campus Review**, 26.11.2003 – 12.12.2003 p.4).
4. Across the country, the school participation rate is lower for Indigenous students and by Year 3 a significant gap between Indigenous and non-Indigenous students’ scores in literacy and numeracy is evident. In remote areas only 13 percent of students pass the basic national benchmark tests in reading, writing and numeracy. (**Indigenous Education and Training Quadrennium Funding Announcement.**) Aboriginal students miss more days at school, and many leave school at Years 9 and 10, still with poor basic skills. (**Overcoming Indigenous Disadvantage: Key Indicators 2003**, Report of the Steering Committee for the Review of Government Services Provision, Productivity Commission, Canberra, 2003, and **Indigenous Education and Training, 2002**).
5. Only about 30 percent of Indigenous school students in Years 7/8 in NSW continue to Year 12, less than half the national average for all students. With the exception of WA, NSW has the lowest apparent retention rate of 38 percent in Years 10 – 12 of any State. (**Indigenous Education and Training, 2003**, and **Indigenous Schools and Training, Yearbook, Article**, Australia, 2004, abs.gov.au.) In NSW in 2002, only 650 Aboriginal students sat for the HSC, of whom 570 were from government schools. (World on their Shoulders, Doherty. L, **Sydney Morning Herald** 18-19 October 2003).
6. VET enrolments have been increasing for Indigenous students nationally and, in 2002, they comprised about 3.3 per cent of total enrolments. About 46 percent of them were enrolled at Certificate I and II levels. (**Indigenous Education and Training, 2002.**)

Post-school attainments calculated in 2001, reveal that 12.5% of Indigenous students had Certificate III Level or above, compared with 33.5% of other Australians. (**Overcoming Indigenous Advantage**).

7. The restricted range of the statistics available to assess disadvantage in education has been criticised, in particular that educational authorities are not able to report differences in outcomes between metropolitan, and regional, rural, and remote areas. (**Indigenous Education and Training Quadrennium Funding Announcement**.)
8. Commonwealth reporting claims national improvements in particular literacy and numeracy benchmarks in both schools and VET over time, increasing pre-school enrolments, some improved retention rates especially Year 8 to Year 9, and more students entering Year 12. There are signs of increased Indigenous involvement and participation in school systems, and small gains in Aboriginal employment. It also notes: "There is a strong commitment among many providers to implement a curriculum that is relevant to Indigenous students and accessible to non-Indigenous students." (**Indigenous Education and Training, 2002** pp.25-26.)

3. Higher education

1. In the release, **Supporting Indigenous Students**, Australian Vice-Chancellors' Committee, 6.8.2002, Professor Deryck Schreuder noted: "We have previously made the point that the number of Indigenous Australian students at both the school and the University level is too low and we support any attempt to ensure that those numbers increase rather than decline."
2. The national report from DEST, **Indigenous Education and Training, 2002**, counted 8871 Indigenous students in higher education in 2002, including 5007 in bachelor pass courses, 1298 in enabling courses, 491 in masters courses, and 147 in doctoral programs.
3. Access rates in higher education for Indigenous students fell dramatically between 1999 and 2000 following cuts in ABSTUDY payments, and have not yet recovered. In 1999, the access rate of Indigenous students was about 1.73, in 2002 it was down to 1.53. The participation rate of Indigenous students in 1999 was 1.32; in 2002 it was 1.25. In 2000 there was a 16 percent fall in Indigenous male commencements, however these enrolments increased by 7.8 percent in 2002 over 2001. (**Indigenous Education and Training, 2002**.)
4. There has been little or no overall improvement in progression and retention rates. For example, the number of teachers completing represents a downward trend. In 1998, 255 Indigenous students completed; in 2001, the number was 216.
5. In higher education there were 557 Indigenous academic and general staff, 0.73 percent, of the total in 2002.
6. The Commonwealth reported on the availability of Indigenous course units in 2002:

“More than 90% of universities indicated that relevant courses included Indigenous units. This was particularly evident in professional areas such as health, education and law, and also in areas such as environment and sustainability and community development.” (**Indigenous Education and Training, 2002**, (p.xvi).

4. University of Sydney statistics

1. The Student Load (EFTSU) at the University of Sydney in 2003 was 35130. (**Statistics 2003**, University of Sydney, 2003.)
2. The Student Load for Indigenous students at the University was 282.2 in 2003, and the participation rate, 0.8. By way of comparison, Indigenous Student Load in the University in 1999 was 368, and 1.1%. (**Koori Centre Annual Report, 1999**.)
3. The Faculty of Education and Social Work Student Load was 1792.2. Of this load, 1482.6 comprised Bachelor enrolments.
4. The Faculty of Education and Social Work Student Load for Indigenous students was 19.54 in 2003, and the participation rate 1.09.
5. See below: **Student Load** figures as at 31.3.2003, by Faculty/Level.

FACULTY	POSTGRAD	UNDERGRAD	ENABLING	TOTAL
2 Agr, Food & Natural Resources		1.02		1.02
3 Architecture	1.00	0.06		1.06
4 Arts	1.38	25.16		26.53
6 Economics & Business	1.00	7.88		8.88
7 Nursing		5.38		5.38
8 Engineering		4.25		4.25
9 Law	0.13	1.71		1.83
10 Medicine	10.63	27.42		38.04
11 Science	1.50	11.35		12.85
13 Veterinary Science		4.19		4.19
15 Sydney Conservatorium of Music		1.75		1.75
19 Sydney College of the Arts	1.00	1.00		2.00
21 Education	1.88	17.67		19.54
24 Rural Management		1.00		1.00
32 Health Sciences	5.29	49.49	39.26	94.04
33 Australian Grad Sch of Mgt	0.33			0.33
75 Koori Centre		34.59	24.87	59.46
Total	24.12	193.91	64.13	282.16

6. The total number of students enrolled at Sydney in 2003, including part-time enrolments, was 45478. In 2003, Indigenous enrolments were 371. (**Number of ATSI Enrolments**, 31.3.03, University of Sydney.)
7. See below: **Enrolment** figures as at 31.3.2003, by Faculty, Level and Gender:

The University of Sydney Number of ATSI Enrolments as at 31 March, 2003 by Faculty, Level and Gender									
	PG		UG		Enabling		TOTAL		
	F	M	F	M	F	M	F	M	Total
2 Agr, Food & Natural Resources	0	0	0	1	0	0	0	1	1
3 Architecture	0	2	0	0	0	0	0	2	2
4 Arts	2	0	21	10	0	0	23	10	33
6 Economics & Business	0	1	0	4	0	0	0	5	5
7 Nursing	0	0	7	1	0	0	7	1	8
8 Engineering	0	0	0	6	0	0	0	6	6
9 Law	1	0	0	1	0	0	1	1	2
10 Medicine	9	3	15	14	0	0	24	17	41
11 Science	1	1	4	4	0	0	5	5	10
13 Veterinary Science	0	0	5	0	0	0	5	0	5
15 Sydney Conservatorium of Music	0	0	2	2	0	0	2	2	4
19 Sydney College of the Arts	1	0	1	0	0	0	2	0	2
21 Education & Social Work	3	1	24	8	0	0	27	9	36
24 Rural Management	0	0	2	0	0	0	2	0	2
32 Health Sciences	8	4	49	26	40	10	97	40	137
33 Australian Grad Sch of Mgt	1	2	0	0	0	0	1	2	3
50 Special Programs Koori Centre									
Cadigal Program					12	3	12	3	15
Tertiary Prep Course					12	9	12	9	21
Dip Ed (Aboriginal)			32	6			32	6	38
TOTAL	26	14	162	83	64	22	252	119	371

8. The Student Load figures is significant in regard to EFTSU funding: the number of Aboriginal and Torres Strait Islander enrolments bears on the demand for support and other service arrangements.
9. Indigenous enrolments at Sydney may come through mainstream enrolment or through special admission arrangements, in particular the Cadigal Access and Support Program. The Cadigal policy states that a 5 percent admission of Indigenous Australian students should be the target percentage (Cadigal Program, Academic Board, 1992). In 2003, 15 Cadigal enrolments were recorded. (Koori Centre Self Evaluation Report 2003.)

WORKING DEFINITIONS

5. Aboriginal studies, context and meaning

1. Aboriginal studies is a term variously applied to investigation and commentary on Indigenous Australians, past, present and future. The term has different connotations dependent on the correspondent, presenter and receiver. It conveys both factual content and emotional representation.
2. While the concern in this Audit is principally of school/university based studies, there are wider audiences for Indigenous themes in literature, film, drama, art, dance, music etc., indicative of an impact on the community at large.
3. The insertion of Aboriginal studies/perspectives in the Faculty of Education and Social Work, its deliberate insertion relates to its importance as a subject of study in schools, and in social work practice, and in its contribution to an understanding of past and contemporary Australian society and culture.
4. In Education, Indigenous content is shaped principally by Faculty policy, the expertise and interests of staff, and demands arising from the NSW Board of Studies syllabuses and the requirements of the New South Wales Department of Education and Training. The core subject, Indigenous Australian Education, and the elective, Koori Kids in the Classroom, and guest lectures, have been mostly the responsibility of the Koori Centre.
5. In Social Work, Aboriginal studies/perspectives content comes via relevant social science data and analysis, as source data for its prescribed and elective Units of Study, see, **Unit Mapping**. It is also reported upon in regard to accreditation by the Australian Association of Social Welfare.
6. Additionally, both teacher education and social work students may undertake an Aboriginal Studies major in the Faculty of Arts, and/or they may tap into other opportunities available in the study of Indigenous society and culture across various University disciplines. Social work students are more likely to access Indigenous studies through generic social science bases.
7. As with other fields of study, the content and methodologies of Aboriginal studies have changed over time. This transmutation has been shaped by shifts in dominant disciplines like Anthropology, History, Sociology, etc., themselves subject to the dynamics of intellectual change, and by other emerging paradigms of inquiry.
8. Accepting the process of re-definition in the disciplines, and in Aboriginal studies, common understandings can provide an informed foundation for its study, appreciation and application.
9. The document, **The National Aboriginal and Torres Strait Islander Studies Project of National Significance**, (R.G. Craven, Ed., **Teaching Aboriginal Studies**, Allen & Unwin, Sydney 1999 p.15), defined its subject as:

“The study of Aboriginal societies or Torres Strait Islander societies past and present, including histories, cultures, values, beliefs, languages, lifestyles and roles, both prior to and following invasion.”

Aboriginal studies, it argues, should be studied in a national context so that it:

- is central to Aboriginal societies and Torres Strait Islander societies and relevant to the total Australian community
 - acknowledges the sophistication and complexity of Aboriginal and Torres Strait Islander kinship and social structures
 - promotes respect for the integrity of all people
 - emphasises an understanding of spiritual, political, economic and environmental issues
 - recognises that the cultures, languages, and histories of Torres Strait Islander people are quite different to those of Aboriginal people; and
 - promotes the diversity of cultures within Aboriginal societies and Torres Strait Islander societies.
10. Recently, Indigenous Australian academics have been looking at theoretical constructs such as “occupation theory,” and “resistance theory,” the latter emphasising the survival characteristic of their people. In this way, they believe Aboriginal studies content can be integrated and given greater cohesion and force.
11. Some object to the term Aboriginal studies itself, arguing that it is, in fact, Australian history and culture, and its separate naming marginalizes it. Staff opinion, which asserts the importance of the selection of data providing access to both problems and opportunities, is reported in **9. Summary of outcomes of interview/discussions.**

6. NSW Department of Education and Training mandatory definition

1. In 2003, the NSW DET circulated a draft document for the teacher education sector mandating distinctive studies designed to provide equitable education in learning areas from pre-school to Year 12. **Mandatory Preservice Teacher Education Studies Area: Aboriginal Education**, (NSW DET, 2003), defined Aboriginal Studies/Perspectives in terms of key elements. Preservice teacher education should address the following:
- Aboriginal history
 - Contemporary Aboriginal issues including health, housing, law
 - Procedures for consulting with and collecting information from Aboriginal communities
 - The Department’s *Aboriginal Education Policy* and *Anti-Racism Policy*
 - Race relations
 - Effective pedagogy for Aboriginal students
 - The use of appropriately qualified Aboriginal teachers/educators and Aboriginal community members in the design, delivery and evaluation of Aboriginal cultural content; and

- Professional experience opportunities in schools with Aboriginal populations.
2. While follow up documentation has yet to be issued, Mandatory Preservice Teacher Education Studies for other areas have been issued under the categories of Context, Content, Learning Outcomes, Indicators, and Recommended References/Readings.
 3. Other prescriptions in regard to Indigenous studies and issues are taken up in University planning, and in departmental syllabus requirements later in the Audit.

7. Aboriginal perspectives

1. Aboriginal perspectives acknowledges that a range of data drawn from Aboriginal studies can be utilized as part of specialised content. The definition covers teaching and learning about Indigenous Australia in incidental ways. The concept of perspectives as a way of viewing the world and people, in a relationship with each other and their environment, is a common proposition.
2. The concept of Aboriginal perspectives is less firmly reference based and is frequently unrecognised in academic course descriptors.
3. One major source, **Aboriginal Perspectives Across the Curriculum**, (DEETYA, DECS SA, 1995), lists content which is applicable across the learning areas of English, Mathematics, Arts, Health/P.E., LOTE, Science, Technology, and Society and the Environment.
4. A general definition is presented by the NSW Board of Studies in regard to its new **Aboriginal Studies 7-10 Syllabus** (boardofstudies.nsw.edu.au).

“A perspective is a way of viewing the world, the people in it, their relationship with each other and their environment. The ability to recognise our own perspective and the perspectives of others extends our view and increases our understanding of the world.” (p.4)

5. A guide to content/perspectives is also available in, **Aboriginal Education K – 12, Resource Guide**, (Professional Support and Curriculum Directorate, NSW DET, 2003), and in State and Territory syllabuses.

“An Aboriginal perspective is something that recognises and values Aboriginal culture and identity. Aboriginal studies perspectives are included in content and issues of a general nature or cross-cultural nature. They ensure that Aboriginal people and their interests, achievements and viewpoints are reflected in the content or issues to provide a broader view of the topic and develop cross-cultural understandings. Aboriginal perspectives increase student exposure to Aboriginal education and place Aboriginal experiences in the context of Australian and global societies.” (p.11)

6. Opinion accepts that Aboriginal perspectives should not be inserted where it is not relevant in disciplines. No case is put for token representation. However there may be opportunities for introducing perspectives, which currently remain unrecognised and are shut out for lack of imagination or knowledge.

7. Objections to the use of the term, Aboriginal perspectives, were encountered by those who believe that it should not be separated by name in any subject base as it is naturally part of any national curriculum and should be taught as such.
8. The move from meanings to the effective transmission of concepts about Aboriginal studies and perspectives, and individual understanding and action outcomes, involves complexities of choice and judgement by teachers and learners. It can be accepted that the field of study comprising Aboriginal studies/ perspectives contains accessible data enabling major scholarly and educational activity.

INTERVIEWS/DISCUSSIONS WITH FACULTY AND KOORI CENTRE STAFF

8. Interviews/discussions with staff and others

1. Data was collected through interviews/discussions with staff and others who have particular responsibilities in course planning and delivery, or who have a role in policy determination in this field. Interview/discussion sessions were undertaken drawing on a sample of: a) Education's course coordinators, and individual staff members, b) responsible staff in Social Work and Policy Studies, c) Indigenous personnel engaged in teaching Aboriginal Studies in the Koori Centre, d) individuals external to the Faculty/Koori Centre in the University of Sydney and the Board of Studies. In all, discussions were held with forty-two Indigenous and non-Indigenous persons. Programs for which the Faculty is responsible are listed in **Unit Mapping**, with the exception of the B.Ed. (Secondary: Aboriginal Studies), which was the subject of a separate Faculty and Koori Centre Review in 2003.
2. Prompt questions were circulated to all staff. They were:
 - What place does Aboriginal Studies have in your pre-service/postgraduate professional teacher education programs?
 - Is it your intention to change the content and/or teaching mode of Aboriginal Studies in the near future?
 - In your opinion is Aboriginal Studies best taught as: a) a core subject; b) an elective; c) a perspective across courses; d) another way or combination?
 - What major outcomes arise from the effective teaching of Aboriginal Studies?
 - What barriers do you discern students face in learning about Aboriginal Studies?
 - What factors facilitate students' learning about Aboriginal Studies?
 - Is there a role for professional experience or out-of-university learning about Aboriginal Studies for pre-service teachers?
 - Is there sufficient access about Aboriginal Studies: a) in general; b) in relation to teaching demands put on students/staff?
 - How would you improve the teaching of Aboriginal Studies in your courses and the Faculty?

- Have you made any use of non-Faculty staff in teaching about Aboriginal Studies?
3. In the event, interviews/discussions with staff followed a less structured format, taking up issues thought relevant by discussant and investigator. The session was a two-way exploration. Discussion ranged broadly, and more time was spent on issues of individual concern than were signalled in the initial set of prompt questions. Time made available by staff was generous, and viewpoints were expressed frankly. Additional comment from staff was passed to Ms. N. Butcher by email as part of **Unit Mapping**.
 4. As would be expected, understandings of Aboriginal studies/perspectives held by individuals were varied. Particular staff members had well developed positions arising from their own reading, and followed recent ideological disputation, current political events, and issues in the Aboriginal community. A number had studied Indigenous society and culture in the field in Anthropology and other disciplines like History and Education or, in the case of a few, through specific Aboriginal Studies courses. Several had experience in teaching in schools with significant Indigenous populations.
 5. Clusters of knowledge about Indigenous studies were found among staff, e.g. in Human Society and Its Environment. It is fair comment that the knowledge base about the topic was uneven, some staff considering their academic background incomplete. Also well-informed staff recognised a need to keep up-to-date.
 6. Overall, staff opinion held that the teaching and learning of Aboriginal studies/perspectives was a core activity of the Faculty; and there was a real concern to find ways to improve teaching and learning in the field.
 7. Inside the Faculty and Koori Centre, differences regarding pedagogical issues and practice were evident, although these were less about the importance of the subject than about the route to the end. Some differences also surfaced over assessments of broader social issues and social programs.
 8. There was a general view in the interviews/discussions that there were shortcomings in the teaching and learning practices currently adopted in teacher education.
 9. A fair consensus existed as to approaches to Aboriginal studies/perspectives, appropriate delivery practices, and anticipated outcomes. There were suggestions for an expanded Faculty and University commitment, improved Koori Centre and Faculty collaboration, a greater measure of evaluation, and the need for readily accessible sources.

9. Summary of outcomes of interviews/discussions

1. An issue requiring initial attention was how to present the interviews/discussions content. It was thought best to amalgamate staff opinion and assertions arising, and to present it in a self-explanatory format. This would be accessible as a checklist and prompt for change.

2. Content from the interviews/discussions is summarised under the following headings:

1. **Approaches to the content of Aboriginal studies**
2. **Approaches to pedagogy in Aboriginal studies**
3. **Core units**
4. **Integrated programs, perspectives and difference**
5. **Channels of communication**
6. **Guest lecturing**
7. **Resources**
8. **Research**
9. **University**

None of the comments which follow reflect on any particular individual or group engaged in Aboriginal studies/perspectives or in its administration.

1. **Approaches to the content of Aboriginal studies**

- There was an appreciation of the survival of a culturally distinctive Indigenous community, and of its current achievements, and an expectation that this appreciation demands a significant place in Faculty teaching and learning. Without knowledge of the nation's Indigenous peoples, Australian society and culture cannot be understood or transmitted.
- Content concerning Indigenous Australians and their culture should testify to their massive contribution to Australian society, past and present. The past is more than "clanking chains", and the present, than disadvantage and victimisation.
- Several staff were concerned that "truths" underlying cultural dispossession not be glossed over.
- Opinion generally was that content overall should empower a community in partnership, and help release the positive creativity of young people. It should encourage a constructive commitment to the possibility of change and social benefit.
- The range of Indigenous experiences, including traditional, rural and urban contexts, and the rich diversity inherent in Indigenous knowledge, should be represented in Faculty teaching and research. It was considered that traditional and rural settings were more likely to be recognised than urban ones. While differences between Indigenous groups, as well as similarities, deserved greater attention.
- Unit content may be informed by naturalistic expression calling upon story, drama, music, dance, literature and personal experiences. Reliable and persuasive evidence is required when presenting knowledge, with the sentimental, exotic and mystical dealt with in an historical context.

- There was discussion as to the extent of teaching about learning arrangements best suited to Aboriginal pupils in schools, and the possible integration of generalist and professional teaching.
- Aboriginal studies/perspectives ought not to over simplify complex positions or offer loose generalisations about Indigenous ways of perception and doing things. Likewise too great a reliance on ideological prescription can overwhelm other legitimate explanatory forms.
- Content should not be injected into units where it was not appropriate: token effort was strongly repudiated.
- Teaching content should be based on up-to-date and informed cultural and social analyses of the Indigenous contribution to Australian society especially as it bears on Faculty core business in Education and Social Work. Comparative data on the global situation of First Nation peoples may be introduced.
- Aboriginal studies/perspectives should be re-assessed on a regular basis, with curriculum revision regarded as part of the responsibility of all staff engaged in teaching. The onus should not fall on Koori staff predominantly to argue for Indigenous content in amount or form.

2. Approaches to pedagogy in Aboriginal studies

- Aboriginal people bring verisimilitude from life experience to teaching, which can enhance content and transform audience perceptions. It is important that this staff resource be used to best effect.
- Expertise should be the prime requirement in the selection of lecturing staff. Selection of Indigenous or non-Indigenous staff is best guided by the logic of the particular learning situation, and team teaching is appropriate.
- Non-Aboriginal staff respected by students can be powerful exponents of Aboriginal studies. Learning outcomes depend on the competence and skills of the presenter, and the readiness of students, not Aboriginality *per se*.
- Indigenous and non-Indigenous staff should not be encouraged to engage in specialist teaching beyond their level of expertise. Indigenous staff have been called upon by Faculties to provide an Aboriginal perspective even though Koori staff may not be familiar with the particular topic.
- Teaching and learning about Aboriginal studies will have academic and empathetic ends, which aim to motivate, and engage. Careful planning of content by Aboriginal and non-Aboriginal staff together, based on experience of what works, will reflect values of respect, openness, and shared interaction.
- Teaching Aboriginal studies calls for self-discipline in argument, appropriate language, honesty, and conviction. Interested students may become depressed

and guilty if taught didactically. Ill-considered preaching turns off students rather than enlightens.

- Where problems arise in the teaching and reception of Indigenous units by students, a channel for immediate feedback should be available. This would include access to senior and experienced staff. Attendance at lectures, and numbers enrolled in electives, provide some indication of involvement, as does feedback from guest lecturers, peer, and students' assessments. Signals of concern along the way should not be ignored, or rationalized away.
- Lectures designed for courses outside the Faculty, or across programs, should not be repeated without modification unless they meet the specific needs of the Faculty group. Strengths and weaknesses of lecture/workshop/tutorial teaching constructs as means of transmitting factual and empathetic knowledge require appraisal. The large lecture situation is not a good interactive mode unless taught by an exceptional teacher.
- The use of case study material should be extended. The case study mode of investigating Aboriginal concerns can be particularly effective.
- In regard to practical experience, The Centre for Early Childhood Intervention Research has plans to work with Aboriginal children, and there were two projects led by Social Work staff involving an up-coming housing project in Glebe and work with The Settlement. Education staff members are also engaged in planning and cooperating with the Northern Territory authorities, and other teaching experiences.
- The considerable literature on teaching for empathy, attitudinal change and values could be explored for further insights into pedagogy for Indigenous studies. Theory outside specific Aboriginal studies' research and reading could be examined.
- Many of the social issues that have, and still are, facing Aborigines are experienced by other social groups and this should be recognised.

3. Core units

- Primary teacher education makes use of the core unit, Indigenous Australian Education. It is preceded in the timetable by Indigenous education material introduced as part of Education I, which most students complete. There are advantages/disadvantages in teaching Aboriginal studies through a separate unit of study. Among the obvious advantages: it is comparatively straightforward to plan, timetable and resource; it can be offered in a coherent form and ensure the coverage of mandatory content; it can provide a base of assumed knowledge for the future; it can be systematically assessed; and it is economical in terms of time allocation and staffing.
- However there are indications that the core unit is not as effective as anticipated. It may be presented and justified as a mandatory requirement and this is resented

by some students; lectures are not always well attended; and some staff report both negative and positive student behaviour in lectures and tutorials, some mentioning a lack of respect for the opinions of others.

- Some issues in the teaching of the core unit are problems associated with university teaching generally. Staff thought internal and external work demands, and timetabling, put real pressures on students.
- There was an opinion that students were less sympathetic to causes these days, and more attuned to competitive and individualistic mind-sets. More concern was expressed about students' responses in Education, whose expectations were considered more instrumentalist than those in Social Work.
- It is recognised that students bring their own experiences to the process of understanding Indigenous issues and will arrive at their own conclusions, variously informed.
- Taking up opinions expressed in the Audit, consideration should be given to revising the core unit in terms of content and teaching pedagogy to better reflect the needs of Education students, and cover Departmental and other requirements.
- The closer association of Aboriginal studies/perspectives with learning about teaching styles suited for Aboriginal students should be explored.
- It was noted that the effectiveness of core and other teaching units was significantly influenced by the educational setting in which they were embedded, especially what units of study preceded and surrounded them. Careful thought should be given where learning experiences are best located.
- The argument was put that even if core units appeared deficient in a number of ways, research suggested that they had a greater long-term impact than integrated modes of teaching.

4. Integrative programs, perspectives and difference

- Various programs do not access core units but prefer to utilise integrated learning opportunities.
- Some staff argued that an integrated approach to teaching Aboriginal studies was to be preferred. Integration was said not to isolate Aboriginal studies' content from the whole. In programs attracting older students, the educational philosophy of the teaching program emphasises individual investigation and problem solving, and mostly rejects the lecture approach. Students going through this type of learning were thought able to access data on Aboriginal studies and student learning styles when needed.
- The major objection raised against integrative learning was that systematic coverage of Aboriginal studies was difficult to guarantee, especially across

different units. Being idiosyncratic in supply and delivery, it was too dependent on the extent of the knowledge of the individual lecturer. Learning outcomes may be more difficult to monitor, and time constraints and other exigencies lead to the exclusion of significant content. The integrative mode was criticized as too dependent on incidental opportunity. It is also considered difficult to assess outcomes systematically.

- The argument was put that there was no reason why well-planned and executed integrated teaching cannot be as effective as core unit teaching. Rather the issue is not one of core or non-core, but the quality of the delivery of the planning and the teaching-learning outcomes. In this situation, the minimum requirement would be that students have not only the mandatory knowledge required of them, and a sensible attitude towards the subject, but understand how to supplement this material in work settings.
- It was thought likely both core and non-core units as delivered could prove deficient when it comes to meeting the Board of Studies mandatory requirements in Aboriginal education. Individual lecturers treat Board of Studies' demands for perspectives content with varying degrees of involvement. Staff mention time constraints as the major inhibiting factor in the full treatment of Aboriginal perspectives: they also cite lack of resources and some an inadequate academic background.
- Another problem facing both core/integrative teaching is how best to recognise prior learning and build on it. Overlap in content is recorded. How best can teaching Indigenous studies be deepened and enhanced over a degree program? These issues can require cross-divisional communication, and a broader understanding by staff generally of the content of relevant Faculty units. Can credit for Aboriginal studies taught outside the Faculty be allowed?
- Learning about the special needs of Aboriginal children in the classroom is recognised, and there is a specific elective, Koori Kids in the Classroom, devoted to it. However enrolment numbers are low. While special needs are taken up in other programs, approaches may be generic.
- The concepts of "difference" and "valuing difference" are considered a useful format that utilizes the framework of multiculturalism. Difference is seen as illustrative of the structure of contemporary Australian society and a point where integrated teaching may naturally occur.
- There were objections to the use of the umbrella term "difference". It was argued that the concept failed to distinguish Indigenous Australians from ethnic and other non-Indigenous Australians. It may lead to the under-estimation of the situation of Aboriginal people. The concept of difference in teaching Aboriginal students can justify a watering down of standards.
- It was recognised that teacher education was increasingly subject to mandatory requirement from NSW DET, including Special Education, with the emphasis being put on teaching children with disabilities in regular classrooms. This situation represented a change from past practices where Faculty teaching autonomy was seldom challenged.

5. Channels of communication

- Events across the university, new purposes and responsibilities, and new staff in both the Koori Centre and the Faculty, have brought a need to re-assess what was once a unquestioned special relationship
- Despite the long association, there is a strong opinion that present channels of communication between Koori Centre and Faculty staff, although strong in individual instances, are deficient in important ways.
- A number of relative newcomers in the Faculty have little idea of the role of the Koori Centre. Similarly, recently appointed Koori Centre staff may not have a background in a Faculty discipline, or knowledge of the Faculty personnel or operations. Faculty members with a long association with the Koori Centre are not being supplemented from the ranks of newer staff.
- Allowing for much personal goodwill, meetings arranged between the staffs have not always been well attended. Agreements to carry forward changes made at meetings are not always followed through, or prosecuted with full vigour. Phone calls can go unanswered. Roles of staff designated to liaise are not laid down, and contacts between staff generally are not readily arranged.
- Administrative arrangements between the Koori Centre and the Faculty could also be improved by a regular meeting.
- A significant source of frustration in academic communication is the opportunity for staff to put positions about the relative success or failings of courses and operations. Constructive comment is not always passed on so individuals lack an important reference point.
- Lack of communication between staffs, if continued over time, can lead to a diminution of good will and lowers the effectiveness of teaching and learning. Networks of communication should be examined and expanded.

6. Guest lecturing

- There is constant although irregular demand for guest lecturing within the Koori Centre and the Faculty of Education and Social Work. This may involve internal staff and external visitors to the University. It is considered an important activity in regard to the effectiveness of the teaching of Aboriginal studies in most units, core and integrative, which demand an “Aboriginal world view”.
- There is evidence that well-managed guest lecturing makes a powerful impact towards achieving academic and empathetic ends.
- While there are many successful guest lecture arrangements, there are also concerns. One issue expressed by staff was the mismatch of staff expectation and the content provided by the guest lecturer. A staff member may expect a

statistical approach, but a naturalistic approach is delivered: a lecture may be requested on a specific topic, but a general lecture is delivered. Occasionally a lecturer may not be available at the last moment.

- Guest lecturers are not always adequately briefed on the lecture topic: they may not receive sufficient prior knowledge of the group they are to lecture, or fully appreciate their important role in the overall program. At times they may not be introduced to classes adequately.
- Careful selection should ensure that guest lecturers are speaking from an informed viewpoint appropriate to their audience.
- Negative outcomes in terms of teaching effectiveness have been associated sometimes with guest lecturing. This may lead organising staff to cut out guest lectures, or limit them to particular persons they know, or they may deliver the lecture themselves. This kind of teaching requires reassessment.

7. Resources

- Difficulty in accessing good quality teaching materials was frequently cited as inhibiting the teaching of Aboriginal studies/perspectives. The problem was not only where to go but how to evaluate materials.
- Some staff members were not aware of the Koori Centre Research Library, or the availability of web material up-dated by the Curriculum Resources Collection and the Social Sciences librarian.
- The use of copy and printed resource materials is characteristic of Koori Centre/Faculty practice. Staff mentioned the importance of audio-visual material too, and the need to have evaluative comment on the latest products. There was discussion as to how more use can be made of web-based materials.
- Access to high-grade facilities and human resources from the Faculty IT specialists and staff could provide opportunities to develop more on-line activity specifically related to teaching Aboriginal studies.
- There is a strong opinion that more case study material could be made available on-line and used more extensively. Present case study material is simple in format, and limited in scope. It was produced some years back and has not been revised. While good quality case material needs a high level of expertise to plan and is expensive to produce, it is an economic resource over time. There could also be an external demand for it.
- The Koori Centre Research Library librarian, the Curriculum Resources Collection librarian and the Social Sciences librarian are collaborating on a **Guide to Sources** which will identify superior content material for Aboriginal studies/perspectives in a format based on the teaching needs of staff in Education and Social Work, i.e. it will follow Key Learning Areas and unit of study requirements. Several other useful collections of Aboriginal studies

materials in Sydney will be listed. This **Guide to Sources**, which will follow this Audit, should prove a helpful resource.

- Good resources readily to hand are likely to be utilised, stimulating individuals to change and experiment. This material requires regular up dating, drawing on staff experience and recommendation.

8. Research

- The Audit did not identify any research on Indigenous issues, at undergraduate or postgraduate levels in the Faculty, or any funded research projects in the field.
- Koori Centre staff manage or contribute to several research grants 2000-3: ARC Large Research with UWS, ARC Discovery Indigenous Researchers Grant, Sesquicentenary Grant, and NSW Department of Aboriginal Affairs Grant with Linguistics, DEST/Scholastic Grant, and NSW Department of Health Grant.
- The activity of Dr. David Rose in trialing the scaffolding mode of literacy and writing was made possible by the Faculty and Koori Centre sharing with Linguistics the cost of the award of a post-doctoral fellowship. (See also: **What has worked (and will again), the IESEP Strategic Results Projects**, McRea, D., et al., Australian Curriculum Studies Association, Canberra, 2000.)
- Several staff in the Faculty indicated an interest in research in Indigenous education. However it was considered a complex area. Some staff had the impression that Indigenous people did not support research by non-Indigenous persons, indeed that they could actively discourage it. Some staff felt they lacked the expertise to manage research in the field, and already had major research commitments elsewhere.
- There was an opinion that there was lack of curiosity in the field by undergraduate and post-graduate students. It may be that alternative topics that relate directly to career opportunity and government priorities are more attractive, and funding easier to tap.
- There were no obvious channels for cooperative research. There was no relatively easy way to determine mutual interests.
- Opportunities could be made for Koori Centre staff to discuss the possibilities of research in Aboriginal education with Honours students early in their programs, and at the Masters levels. Opportunities to talk with students should be planned and taken up.
- It should be recognised that the availability of staff with appropriate research qualifications in the Koori Centre is limited. Several staff members who began research training in the Faculty have either deferred or switched to other universities.

- With Koori Centre staff engaged in completing their own higher degree research, there were time constraints limiting opportunities for them to submit applications for research grants. However it was suggested that Indigenous staff could act in a consulting or associate role in research topics initiated by experienced staff and students.
- The coordinator of Aboriginal postgraduate studies in the Faculty could liaise with staff in the Koori Centre to discern points of contact. Areas of research interest of staff in the Koori Centre and Faculty could be circulated, with opportunities for collaborative research indicated. Indigenous research collaboration could be an agenda item for research committees.
- There was a case to develop research in Aboriginal education in the Faculty research clusters under experienced research leadership.
- The Faculty and the Koori Centre could make available staff time and funding support for “seeding” and link projects, likely to have a reasonable chance of success with the ARC or other funding agencies. One problem was the lack of research staff in the Faculty with a proven record of research in Indigenous topics to lead them.
- It was believed that the University Research Office could encourage Indigenous research activity as a University priority.

9. University

- Despite the provision of resources for Aboriginal education, there was a view that the university leadership was not pro-active in the field.
- A number of staff members believed that the Indigenous heritage is inadequately represented in the University as a whole. They note a lack of identification of Indigenous heritage across the University in regard to the naming of places, motifs, artefacts, etc. There is no signboard, written literature or display, or plaque about the Aboriginal people who had previously occupied the University’s land. These deficiencies were thought attributable to indifference.
- The Koori Centre in A22 is effectively hidden and not externally identified: its location is not mentioned on the Information Boards. There is no flagpole.
- Welcome to country and other forms of Indigenous recognition are irregularly expressed in meetings and not usually recognised in major ceremonies. They are not always managed effectively.
- There was no leading Indigenous professor or senior administrator with a full responsibility for Aboriginal education on campus.
- It was also recognised that many individual staff across the University were knowledgeable and strongly engaged in Aboriginal issues.

RECOMMENDATIONS

10. Recommendations

The Recommendations look at both particular issues and at the broader context of the Audit. They also draw on suggestions noted in **9. Summary of outcomes of interviews/discussions**, although not exclusively. Some initiatives have funding implications, however commitment, good policy and delivery, and evaluation and follow up are as important.

1. Faculty coverage and organisation

As **Unit Mapping** indicates, there are many opportunities to access Aboriginal studies/perspectives across the Faculty. At issue is whether these activities represent an adequate response to the expectations for teaching and learning in the field.

One major concern relates to requirements from the NSW DET directive, Mandatory Pre-service Teacher Education Studies Area: Aboriginal Education. While the complete documentation has yet to be released, the final paper will list outcomes expected of teacher education graduates for accreditation. It appears that existing Faculty arrangements will not adequately meet these mandated expectations.

R.I That the Faculty institute a cross-divisional process based in the Division of Teaching and Learning, to integrate and revise its teaching and learning experiences in Aboriginal studies/perspectives in undergraduate teacher education and the MTeach. An Interest Group of committed and experienced staff could overview and arrange for the further development of unit content, and materials, including assessment arrangements whereby outcomes can be tested. The School of Social Work and Policy Studies should be involved in this Interest Group, given the likely scope of its activities. Further, an experienced staff member of the Koori Centre should be invited to join.

Among the immediate issues requiring the attention of a cross-divisional Interest Group are:

- What comprises an adequate knowledge base and skill level for Faculty students in the field? How can appropriate knowledge and skill levels be assessed?
- The construction and accessibility of units and components e.g. lecture series/workshops/print sources/on-line/case study materials etc., bearing on Faculty professional demands, should follow.
- Utilisation of integrated units/materials will facilitate the tracking of mandated content, and the assessment of outcomes across units. Base content may be drawn upon as needed by coordinators and lecturers. It will also prove helpful in the development of electives, and for in-course and external learning

opportunities. It should allow the most economical application of Faculty resources.

- The question of whether a unit of study/s should be accessible for both primary and secondary undergraduate students needs determination? While there are issues in the present primary undergraduate arrangements, there are discernable benefits from a well structured and taught unit, effectively assessed.
- How can MTeach. staff ensure that all students in this degree are achieving mandated outcomes in line with its pedagogical philosophy?
- Should content in the teaching of Aboriginal studies be split between foundation studies and professional studies, given that there can be advantages in the introduction of this material in a related way? Can overlap be minimised?
- Where is content material most effectively placed within units, and in regard to the most appropriate Year for units? Aboriginal studies should link naturally with broader themes under discussion, e.g. the Australian story, and not appear as an isolated entity?

R.2 It may be determined that the Interest Group's brief should be extended. The Interest Group can provide informed leadership and enthusiasm in a range of Indigenous related activities in the Faculty, not necessarily limited to those activities covered by this Audit.

- Discussion of initiatives as the proposed development of training in Indigenous languages in the Koori Centre could, for instance, be canvassed.

2. Effective joint collaboration

R.3 Teaching should represent a partnership of Faculty and Koori Centre expertise in the organisation and operation of units of study and the development of materials.

R.4 To this end, a two-way involvement of Faculty/Koori Centre staff is envisaged. A senior and enthusiastic Faculty staff member should be assigned as Coordinator with the Koori Centre. Similarly an experienced Koori educator should be the Faculty contact person in the Koori Centre.

- The Faculty Coordinator would be expected to arrange team-teaching, utilising experienced Faculty staff, in major Aboriginal studies units in lectures, tutorials, workshops, etc., in collaboration with the Koori Centre. It is expected that the Koori Centre contact person would lead the teaching in the major Indigenous units.
- Faculty and Koori Centre Coordinators will liaise regularly and manage concerns arising from lecturing and other experiences. Coordinators will address practical issues. This close association will enable immediate feedback between the parties, and the sharing of student questionnaire assessments and responses.

- Coordinators will ensure that effective channels of communication are open in regard to teaching arrangements between the Faculty and the Koori Centre, including administration arrangements.
- It would be appropriate for the two Coordinators to join the Interest Group (R.1). They could, for example, ensure the consideration of scaffolding approaches to enhancing Aboriginal literacy, and suggest ways of Faculty involvement in school and education programs promoted by the Koori Centre.

R.5 To facilitate the development of a cross divisional Faculty response to Aboriginal studies/perspectives, a staff member experienced in curriculum development from the Koori Centre should join the cross divisional Interest Group.

- Subject to funding this person could be located in the Faculty for a fixed period. The position would work closely with the Faculty/Koori Centre Coordinators.

R.6 The Koori Centre would benefit from occasional access to the skill and experience of a Faculty educator. This could help plans to establish any mentoring arrangements. The location of such a staff member would reduce the perceived separateness of Faculty and Koori Centre. However the appointment should be related to a stated need and fixed period, and could include B.Ed. (Secondary: Aboriginal Studies) concerns.

- A duty statement setting out the objectives and outcomes should be agreed in advance of any appointments related to the above, and the positions should report regularly on progress.

3. Curricula and materials

Students' needs in undertaking Teacher Education and Social Work are specific to their enrolment in the Faculty of Education and Social Work. It follows that courses presented in Aboriginal studies/perspectives in professional teaching programs should take account of this expectation.

R.7 The unit content in the Faculty can be presented in a form that gives full recognition to the achievements of Indigenous society and culture and to the capacity of Indigenous and non-Indigenous people to work together effectively to promote education and to lessen disadvantage.

- Making the above point is not to suggest that levels of disadvantage not be adequately assessed, rather that the remarkable survival attributes, achievements, and potential of Indigenous people be fully recognised in teaching.

R.8 Existing units in Aboriginal studies should be reassessed and up-dated, to take account of R.7. The thrust of Faculty teaching should prepare students for informed and constructive professional engagement.

4. The quality of teaching

Coordination, partnerships, and strong unit content and improved materials require an underpinning of stimulating teaching to be effective.

R.9 More specialised content in teaching Aboriginal studies should be accessed utilising internal and external lecturers.

- Teaching should be pitched at the appropriate level of academic sophistication for the student group.
- Staff should not be encouraged to lecture on topics in Aboriginal studies that are not part of a reasonable expertise. A list of appropriate guest lecturers and their teaching specialities should be compiled.
- Aboriginal studies units should not rely heavily on guest lecturers for their presentation. The Unit coordinator should be the main face of the unit in ensuring its cohesiveness and successful delivery.
- Lecturers in the Faculty and Koori Centre can circulate information on their interest and expertise in Aboriginal studies/perspectives.
- The growing integration of Education and Social Work in the Faculty will allow opportunities for staff to gain from each other's expertise in teaching Aboriginal studies.

R.10 Opportunities for interested students to undertake practical experience in schools and social work placements with high Aboriginal populations should be further examined and publicised. Opportunities for a select number of International students could also be explored.

- Engaging students in field experience can be rewarding, e.g. the Northern Territory Internships, (**Northern Territory Internships 2002**, in cooperation with the University of Sydney Master of Teaching program, Report to NTDEET, L. Dawe, University of Sydney, 2003), and Beyond the Bridge, and Beyond the Line activities.
- Other opportunities occur in possible development projects like those envisaged in Glebe, and in the Early Intervention Research Centre.
- Relationships could be extended with other agencies.

R.11 Staff development courses based on expressed need regarding Indigenous issues can be arranged through the University and other providers.

5. Planning and recording activity

Much of the good work underway in the Faculty is not disseminated through planning documents, handbooks or unit outlines. Parties cannot gain an adequate picture of teaching and learning from existing documentary evidence, see, **Unit Mapping**.

R.12 The major planning statements of the Faculty of Education and Social Work, e.g. the Teaching and Learning Strategic Plan, should specifically address the University's commitment to Indigenous learning opportunities for both non-Indigenous students and Indigenous students. Planning statements should set specific and quantifiable targets.

R.13 Faculty Handbooks should provide an appropriate indication of the extent of teaching about Aboriginal studies/perspectives in all Faculty programs where appropriate.

- Unit outlines issued to students should also indicate the presence of Aboriginal studies/perspectives content in generalist and professional units in the Faculty where appropriate. They should indicate in unit descriptors that adequate learning experiences are provided for all students, and indicate how these are assessed.
- Putting more material on-line would be worthwhile.

R.14 The Koori Centre should support the above initiative by producing its own Handbook describing its contribution to Faculty units, etc. This could be a University wide resource benefiting students who seek units in Aboriginal studies outside Education and Social Work.

6. Getting research underway

No research on Indigenous issues is underway in the Faculty.

R.15 Staff with an interest in researching areas of Indigenous education and social work should be invited to an ad hoc meeting to determine how to better exploit various research opportunities/needs/interests in Honours, postgraduate and project research, and grant opportunities.

- The above meeting would be convened by staff responsible for research in the Faculty and the Koori Centre. Here the Koori Centre has appointed a part-time Associate Professor position to facilitate the overall development of research in the Centre and to solicit grant applications.

R.16 The Koori Centre Strategic Research Plan 2004-7 should be circulated to Faculty staff, and similar documentation from the Faculty, including opportunities available through research clusters, should be made available to the Koori Centre.

- R.17 Indigenous staff may be utilised to act in an advisory and endorsing capacity to assist Faculty research. Koori Centre staff qualified to supervise students may be utilised in Faculty research arrangements.**
- R.18 There are comparatively few Indigenous/non-Indigenous academics in the University with the standing and research profiles to assist staff in obtaining major ARC grants on Indigenous topics. Consequently the University Research Office could be invited to assist in the compilation of a database on research in progress at Sydney on Indigenous issues.**
- The Research Committees in the Faculty/Koori Centre should include agenda items on opportunities for collaborative research in Indigenous education and social work.
 - Opportunities for training staff in research techniques suited for Indigenous situations deserve attention.
 - Faculty strategic planning should recognise the urgent need for research in the area.
- R.19 Faculty/Koori Centre should allow seed funding for particular Indigenous projects as a priority. Together they could approach the University Research Office in regard to Indigenous research becoming one of the University's priority areas.**

7. On Visibility

It is argued that the Faculty generally could be more aware of operations in the Koori Centre and vice versa.

- R.20 There may be a case for a written statement to be drawn up between the Faculty and the Koori Centre indicating the commitments expected from both sides over a set period. The present loose arrangement has its advantages, but the resources of the Koori Centre will come under stress as other Faculties develop their Indigenous programs – a process already underway.**
- Outcomes arising from such a contract could be reported at a Faculty meeting and at the Board of Studies in Indigenous Studies annually. It could also assist the parties in the better management of priorities, quality assurance and time utilisation.
- R.21 The further development of this Board of Studies and Policy Advisory Group could be discussed between the parties.**
- The Board of Studies in Indigenous Studies has met irregularly, which has restricted opportunities for the Faculty and others to interact with the Koori Centre. Similarly there have been few meetings of the Policy Advisory Group, which includes senior Aborigines, thereby reducing Indigenous advice to the University and the Faculty.

R.22 New staff in the Faculty and the Koori Centre know little of each other. It is proposed that the induction of new staff in both places include a briefing and joint welcome to the Faculty/Koori Centre.

- The number of Faculty staff engaging with Koori Centre teaching and other programs has dwindled over time. An effort to involve more Faculty staff should be followed up.

R.23 There could be an annual review of the working of administrative arrangements between Faculty and Koori Centre to iron out problems and up-date practices.

- Processing arrangements for unit of study results that involve Koori Centre and other staff, could be improved.

R.24 Additional interaction between the Faculty and the Koori Centre will have resource implications for both parties which deserve realistic attention by the Interest Group.

R.25 Indigenous cultural visibility in the Faculty would be raised if Indigenous general and academic staff were appointed. Currently there are no identified Aboriginal academic or general staff members in the Faculty. Efforts, including targeted recruitment, could be made to attract qualified Indigenous staff. In some cases training awards may be relevant. This topic is explored to some extent in the Indigenous Australians Employment Strategy (2003), and the Heads of Agreement.

R.26 In response to a query from Social Work and Policy Studies as to how best to raise the number of Indigenous students in its units, several strategies are suggested.

- A recruitment plan could be prepared in collaboration with the Koori Centre, and/or independently.
- Social Work staff could join school and TAFE visits, and camps, undertaken by the Koori Centre. It could also interact with agencies like NSW DET.
- Various materials specifically designed to attract Indigenous students to Social Work could be prepared and circulated using University and other outlets, and advertising.
- Social Work could network its graduates and others, including those working in other Universities who are Indigenous or who work in Indigenous related activities.
- The School could look closely at the proposals suggested in an external report on recruitment recently prepared for Nursing. Another project underway is "Encouraging Indigenous students into University Science."
- The members of the Board of Studies in Indigenous Studies and the Policy Advisory Group could assist here.
- The School could examine Indigenous programs in other Universities which are notably successful.
- Consideration be given to the appointment of an Indigenous academic/general staff member experienced in Social Work.
- Outcomes may suggest innovation and program changes inside the Faculty.

8. Faculty/University connections

Points were raised during the Audit bearing on the Faculty/Koori Centre//University relationship. There is recognition that the University of Sydney has a major commitment to Indigenous education evident in the very considerable funding and other support it provides for planning, enclaves, staffing and various other arrangements for assisting Indigenous recruitment, teaching, retention, and support. At the same time there was discussion about ways of improving the relationship.

R.27 Strategic and other planning across the University, including teaching and learning operational plans, should address Indigenous matters more substantially through targeted and quantifiable improvement measures. Ways and means of achieving generic goals should be identified.

R.28 The issue of providing for senior Indigenous leadership at Professorial level, and for coordinated policy-making across the University, remains a significant challenge.

R.29 More effort should be put into acknowledging the Indigenous heritage of the University of Sydney – e.g. through recognition and naming of streets, buildings etc., historical investigation and publication, garden and landscaping, displays, plaques, and ceremonial activity, etc. Specific plans from facilities and site planning, nomenclature and heritage groups, etc. should recognise and celebrate Indigenous history and contemporary life.

OPERATIONAL FRAMEWORKS – FACULTY AND KOORI CENTRE

11. Background

1. Together, the Koori Centre and particular Faculties carry the major responsibility for teaching Aboriginal studies/perspectives on the Camperdown campus.
2. The Faculty of Education and Social Work and the Koori Centre have a shared history that shaped programs which exist in both places today.
3. In 1984, a training program for Aboriginal Teachers' Aides became the responsibility of the then Department of Education in the Faculty of Arts.
4. In 1989, the Aboriginal Education Centre (AEC), was established in the newly created Faculty of Education to provide both training and support services for Indigenous students. It also introduced a core course for non-Indigenous students in teacher education, among the first of its kind in New South Wales. The Aboriginal Studies Unit of Sydney College of Advanced Education amalgamated with the AEC in 1990 and, in 1992, the AEC was renamed the Koori Centre.

5. In 1994, the Koori Centre became an independent Indigenous teaching and learning and facilities centre of the University. It continued to maintain a particular relationship with the Faculty of Education.
6. In 1998, the B.Ed. (Secondary: Aboriginal Studies), a four-year qualification of the Faculty, articulating from the two year Diploma in Education (Aboriginal) of the Koori Centre, was introduced. The qualification offered Units of Study taught by the Koori Centre/Education/Arts.
7. In 2003, the Faculty of Education and Social Work was established, the association with Social Work extending its professional role.

12. Faculty of Education and Social Work - planning

1. The Faculty is located in the College of Humanities and Social Sciences. It comprises three Schools: Development and Learning, Policy and Practice, and Social Work and Policy Studies. A large Faculty, it is committed to meeting the complex, diverse and specialised needs of undergraduates and postgraduates. It regards innovative teaching and learning, and quality research and management as central to its academic tasks.
2. The School of Development and Learning, and School of Policy and Practice relate predominantly to teacher education and the disciplines of education, while the School of Social Work and Social Policy prepares students for practice as accredited professional social workers in a range of fields, including health, corrections, public welfare, family and child welfare and community work. This School also offers generalist education in social policy.
3. The Faculty offered a major range of bachelor, masters and doctoral degrees, as well as certificate and diploma qualifications. There are also opportunities to undertake combined bachelor degrees with the Faculties of Arts, Economics and Science.
4. **The Faculty of Education Strategic Plan 1999 – 2004**, contains the general goals of providing opportunities for students and staff, consonant with University equity provisions, which will ensure a significant contribution to the enhancement of professional practice.
5. It notes that the Faculty will continue to enrol students through the Cadigal Program. In particular it will “provide support for the Koori Centre in developing the Bachelor of Education degree in Aboriginal Studies.” There was also some opportunity for research directed at Aboriginal issues in its statement that the Faculty would identify areas of research strengths and interests. It reported a major goal committing it to the enhancement of the professional practice of education. The Faculty was planning the publication of a community outreach plan.
6. The Faculty of Education and Social Work, **Strategic Plan for Teaching and Learning 2000-4**, (Revised February 2003), has the targeted objective for 2003-4, of developing its budget for undergraduate and postgraduate scholarships, and criteria consonant with University equity issues. Other strategies, e.g. to support students at risk, to monitor progress, and to improve completion rates, could bear on the progress

of Indigenous Australian students in its bachelor and postgraduate programs. The Plan notes support given to the implementation of the Ramsey Report, see **17. Teacher education agencies/reports**. It also indicates advances in the development of WebCT of interest to the Koori Centre. A link with the University of Waikato will provide opportunities for comparative Indigenous studies. The Plan records that the accreditation review conducted by the Australian Association of Social Work highlighted the exceptional quality of the degree program in Social Work.

7. In 2003, the Faculty of Education and Social Work collaborated with the Koori Centre to review the B.Ed. (Secondary: Aboriginal Studies) degree utilising a grant through the College of Humanities and Social Sciences. **The Diploma in Education (Aboriginal) and Bachelor of Education (Secondary Aboriginal Studies) 2003 Working Party Review Report**, presented a series of recommendations which would provide an opportunity to reconsider directions in the teaching of Aboriginal studies/perspectives across the Diploma/Bachelor programs following discussion by Koori Centre and Faculty staff. The proposed framework increased learning opportunities in HSIE, and consolidated units of study and credit point allocations. These changes were projected for the 2005 academic year, following further discussions with Koori Centre and Faculty staff, and the Department of History.
8. **The Bachelor of Social Work Degree Submission for Accreditation by the Australian Association of Social Workers** notes that there have been substantial changes since 1994, when Social Work was last accredited. Prepared prior to the amalgamation with the Faculty of Education, the submission recognises the long history of Social Work at Sydney, which commenced in 1940. Before 2003, Social Work was undertaken by the Department of Social Work, Social Policy and Sociology in the Faculty of Arts, maintaining its own Board of Studies in Social Work responsible for particular bachelor and postgraduate arrangements.

13. The Koori Centre – planning

1. The Koori Centre is an Indigenous-led Centre of the University of Sydney that reports to the Vice Chancellor through a Deputy Vice-Chancellor and the Pro-Vice Chancellor, (Teaching and Learning). It aims to increase the successful participation of Indigenous Australians in undergraduate and postgraduate degrees, develop the teaching of Aboriginal Studies, conduct research in the field of Aboriginal education, and establish working ties with schools and communities.
2. The Koori Centre Director is responsible for:
 - Block mode programs – the Tertiary Preparation Course, and the Diploma in Education (Aboriginal), the latter articulates with the Bachelor of Education (Secondary: Aboriginal Studies).
 - Indigenous studies – teacher education. The Koori Centre offers a single semester 10-week Unit of Study EDUP 3021: Indigenous Australian Education, which is a 2-credit point course required as part of the B.Ed. (Primary) degree. There is no equivalent unit of study for secondary preservice student teachers, however some secondary students enrol in one or more of the Aboriginal Studies

units in the Faculty of Arts. Indigenous Australian Education will be taught in Year 2 from 2004.

- The Koori Centre teaches EDUP 4056/7: Koori Kids in the Classroom, a special unit of study offered to primary students across two semesters carrying 8 credit points a semester. It focuses on principles of classroom management, and communication with students and parents, and community organisations.
 - Koori Centre staff also teach a component in EDUF 1018: Education, Teachers and Training, and provides individual guest lectures in the Faculty.
 - Indigenous studies - excluding teacher education - taught in other Faculties. They are: Indigenous Australia, Indigenous Australia: Land and Culture, Indigenous Australia: Policy and Power, and Health and Community in Aboriginal Australia.
 - In 2004, the Koori Centre will teach the compulsory core Unit of Study, Indigenous Australia: History and Health, in the Bachelor of Nursing.
 - Consideration is also being given to the development of an educational qualification in teaching Indigenous languages.
 - Field trips – to metropolitan and rural Indigenous sites and/or communities.
 - Guest lectures, workshops, conferences on Indigenous topics across Faculties and other programs.
 - Postgraduate studies - in collaboration with Faculties, and including Aboriginal Health and Wellbeing offered through the Centre, and the Graduate Certificate comprising 2 units of study, issues in Aboriginal Studies and Teaching Aboriginal Studies, articulated with the Master of Education.
 - Research - projects and consultations with government agencies, business corporations, and others.
 - Indigenous student support activities – the Centre encourages increased enrolments, and supports current students in their studies through the provision of: information and advice on enrolment, scholarships, the Cadigal program, tutoring, facilities for independent study, and the Koori Centre Research Library. There is also a common room and kitchen for students, and assistance is available in housing and financial matters.
3. As part of its academic and support arrangements, the Koori Centre is responsible to and services the Board of Studies in Indigenous Studies and the Policy Advisory Group.
 4. The Koori Centre is responsible for operating **KooriNet**, which is an email and Internet network that acts as a channel of communication for Aboriginal and Torres Strait Islander students, their support staff, and staff who are engaged in the teaching of Aboriginal Studies. KooriNet facilitates communication between Indigenous people but non-Indigenous people may also subscribe. The national lists currently operated

by KooriNet include: the Aboriginal Tutorial Assistance Scheme (ATAS) officers' list, the Indigenous Australian Higher Education Association list, and the Library and Information Resource Network list, among others.

As part of its commitment to the development of Indigenous communities, the Koori Centre through the KooriNet Project, offers design assistance and server space to community organisations to enable them to develop a web presence.

5. The Koori Centre has substantially increased its teaching and other services outside Education, particularly in Arts, Health and Nursing, and this expansion of operations will continue as the University becomes increasingly engaged in Aboriginal education.
6. The Koori Centre is also increasing its interactions with other University of Sydney agencies e.g. the Institute of Teaching and Learning in regard to workshops, etc.
7. **The Koori Centre Strategic Plan 2001-2005**, deals with the Centre's Vision and Commitment, Key Strategies, and Directions and Responsibilities, under the categories of Students and Community, Research, Public Awareness, Information Technology, and Teaching and Learning. It requires the assessment of performance against the University's commitment to equity, access and participation. Further monitoring of units of study and outcomes, and individual student progress and support are to continue, and special attention will be given to the recruitment and retention of Indigenous research and Honours students. Factors covering intake levels, retention and success rates, and discontinuations will be evaluated. Academic teaching and learning programs will be consolidated and extended where appropriate. Outreach programs will target particular individual and community groups, and communication and liaison activities for block mode students will be further improved.
8. Under the Plan's projections, on-line learning will be promoted in the context of the Centre's programs, and the needs of rural based and external students. Koori Centre support will be further directed to areas of critical need like housing and finance, including sources of additional funding. Collaborative activities will be undertaken in regard to forums, and teaching and research within the University. Staff development will continue, with an emphasis on participation by staff in higher degree programs.
9. **Draft Report and Recommendations, Phase one, Academic Board Review**, was prepared in July 2003. The **Academic Board Review** ranged widely over Koori Centre responsibilities and included summaries of Areas of Good Practice (Commendations) and Areas of Consideration for Improvement (Recommendations). It noted the close relationship between Faculty and Koori Centre in regard to Aboriginal studies.

“The Koori Centre works closely with the Faculty of Education and Social Work in the area of indigenous studies education. This includes the coordination of the block mode Bachelor of Education (Secondary: Aboriginal Studies); the rescheduling of core units of Indigenous Studies in the Bachelor of primary Education from third to second year; and ensuring that all primary school undergraduates have an understanding of Aboriginal issues. The Faculty of Education and Social Work has reviewed all programs to include Aboriginal perspectives.”

10. The Review believed that the Koori Centre could make more use of the technological hub in the Faculty. It could look to the Faculty for mentoring and suggested opportunities for co-supervision be explored. There was a need to increase the retention rate in the B.Ed. (Secondary: Aboriginal Studies). It also commended the application of SSP leave to assist with the completion of research higher degrees.
11. The Review drew on two papers from the Koori Centre, **Self Evaluation Report 2003**, and **Cadigal Access and Support Program for Indigenous Australians 2003**.
12. The Koori Centre's research objectives are outlined in its **Draft Strategic Plan for Research 2003-2005**, which aims to increase research with partners across the University, including awards from competitive schemes. The **Academic Board Review** noted that the Centre's research output was low, and that the Koori Centre plans to achieve 40% of staff participation in research under the McKinnon Walker benchmarks.
13. Under the **Draft Strategic Plan for Research 2003-2005** staff members are encouraged to foster interdisciplinary research and develop new strategic arrangements. Koori Centre research is expected to make a real difference to Indigenous communities: and staff should undertake research into the effectiveness of the teaching programs with Indigenous students. A broad range of research interests was identified, including a number consonant with the interest of staff in the Faculty of Education and Social Work. It argued for more cross-University research partnerships.

THE UNIVERSITY OF SYDNEY AND INDIGENOUS ISSUES

14. Planning at Sydney

1. **The University of Sydney Strategic Plan 1999-2004**, has the goal of Diversity, Access and Equity, which declares the University is:

“...committed to the empowerment and self – determination of Indigenous Australians through education, and enunciates that commitment in the University’s Equal Opportunity in Education Policy and Equity Plan and in its Indigenous Education Strategies.”

The University will:

“...encourage and support the participation and success of Indigenous Australian students by increasing opportunities for them to participate in the University as students, educators, administrators and researchers and by providing support mechanisms to ensure successful outcomes.”
2. The University’s Strategic Plan declares that University curricula will be informed by current research, supported by appropriate resources, and responsive to the various communities the University serves. The University will focus on the recruitment of

students in equity groups by promoting Cadigal and other special entry schemes, and by utilising equity scholarships. The Plan noted the general support services available for all students, and the provision of opportunities for staff to maximize the value of cross-cultural experiences. New funding arrangements are to assist better planning for Indigenous students needs. It also committed the University to opportunities for staff to maximize the value of cross-cultural experience.

3. Further details of equity arrangement at the University are contained in the **University of Sydney Equity Plan 2002-2004**. Aboriginal and Torres Strait Islanders are nominated as one of five equity target groups. The Plan notes that DETYA performance indicators for access, participation, success and retention will be utilised to monitor the outcomes of the equity strategies.
4. **The University of Sydney Indigenous Education Strategy Statement – 2003-2005 Triennium**, is prepared by the Pro-Vice Chancellor (Teaching and Learning), Professor Paul Ramsden, and Indigenous staff who head the University's two Centres. This statement presents the University's annual reporting of Federal funding provided for Aboriginal education and students, and its triennium projections. It notes that:

“...important initiatives have been set in motion to enhance the learning experience of both Indigenous and non-Indigenous students by means of promoting awareness of Indigenous knowledge and perspectives in “mainstream” courses ...(providing an)...inclusive, integrating approach (which) is part of a long term “cross-referencing” strategy towards building a holistic learning environment, incorporating Indigenous learning, knowledge and perspectives, which in turn supports and encourages Indigenous students and ultimately enhances their overall satisfaction with their institution.”

The **Indigenous Education Strategy Statement** describes the Universities contacts with Aboriginal and community groups. It lists various courses at preparatory, undergraduate, honours, and postgraduate levels; camps, conferences, and special entry opportunities including scholarships; counselling and advocacy activities; and academic and other support arrangements. It notes that the Academic Board has a rolling process of quality reviews of Faculties and Centres including reporting on equity outcomes.

It also reported that the Koori Centre was working with the Institute for Teaching and Learning to establish a cross-cultural workshop available to staff across the University as a means of learning more about Indigenous culture, knowledge and history.

So far as non-Indigenous students are concerned:

“The University ensures that students have an understanding of and respect for Indigenous tradition and contemporary cultures by maintaining a high profile for Indigenous education within the University community.”

Reporting on University expenditure on Indigenous education, it indicates that, in 2002, the University allocated a total of approximately \$3000K for Indigenous education: and there was additional Federal Government funding for the Aboriginal Tutorial Assistance Scheme, and for the Indigenous Education Strategic Initiatives Strategy for mixed mode, Away-from-Base, activities.

5. The **Teaching and Learning Operational Plan** from the Office of the Pro Vice-Chancellor (Teaching and Learning), identifies the objective of the provision of the best possible physical, social and learning support environment. It recognises the responsibility of the Koori Centre in both monitoring outcomes and in the establishment of an excellent environment for the teaching and learning of Indigenous Australian students.
6. The **Institute for Teaching & Learning Strategic Report, 2001-2003**, contains objectives relating to quality assurance data, and strategies to enhance First Year experience, the application of Web(CT), staff induction, and the dissemination of best practice.
7. The **Indigenous Australians Employment Strategy, 2003**, prepared by the Staff and Student Equal Opportunity Unit of the University, aims to introduce targeted strategies to increase the representation and retention of Indigenous staff at Sydney, particularly general staff. Among several initiatives, it lays down requirements and procedures in regard to advertising positions, and introduces Assisted Merits Based Recruitment. It promotes various policies designed to make the University more culturally aware, including cross-cultural training opportunities. It notes that:

“The University will implement an Academic mentoring program for Indigenous Australian Academics. This will involve pairing junior Indigenous Australian academic employees with senior academic staff, to encourage a flow of information and skills enhancement in areas such as research and writing grant applications.”

Suggestions are made for monitoring outcomes and for a review of the Policy in two years.

8. **University of Sydney Heads of Agreement, 2003**, University of Sydney, National Tertiary Education Industry Union, Community and Public Sector Union, 9.12.03, plans the establishment of a representative committee to oversee the introduction of an Indigenous employment and conditions strategy across the University. This will include a target of 25 entry-level general staff positions, 8 trainee/cadet positions, and a minimum target for Indigenous academic appointments in each of the three Academic Colleges. The agreement commits the University to:
 - the Indigenisation of the Koori Centre, Yooroang Garang and other designated Indigenous program areas.
 - a review of current senior management responsibility for Indigenous matters with the view of appointing a senior Indigenous staff member at Professorial level. Such an appointment will have overall responsibility for Indigenous employment, policy, student and educational matters. Details are to be dealt with through the University’s collegial academic processes, and will consider the desirability of an appointment at PVC level.
 - recognition of Indigenous community work as part of the workload of Indigenous and academic staff.
 - the representative committee as established will provide advice to the University and the Unions on other employment condition matters including selection and classification criteria, the application and monitoring of workload models,

promotion and classification criteria, the development of position descriptions, and the use of Indigenous languages.

9. Under **Generic Attributes of Graduates of the University of Sydney**, (University of Sydney, 1997), graduates should “strive for tolerance and integrity: and acknowledge their personal responsibility for their own value judgements; and their ethical behaviour towards others.” Student Course Experience Questionnaires are also available as a mode of expression. Other University arrangements, SRC, the University of Sydney Union, and clubs support Indigenous activities.
10. In 1998, the Vice Chancellor established a **Committee to Review Aboriginal Education in the University**. It was chaired by Deputy Vice-Chancellor, Professor D. Anderson, and its membership included the Director of the Koori Centre, Ms. J. Mooney, Dr. K. Clapham, Head of Yooroang Garang, and Dr. C. Perkins, the University’s first identified Aboriginal graduate from Sydney. The Vice Chancellor presented his detailed response to the **Report of the Committee Established to Review Aboriginal Education in the University of Sydney** in 2001. While many of the recommendations of the Report dealt with structural and management arrangements, it represented a significant statement about the ways and means of Indigenous education within the University. The response from the Vice-Chancellor included the following:
 - that the three Colleges explicitly adopt the University’s vision for Indigenous education;
 - that the Academic Board assume generic responsibility for transforming policy into actions;
 - that all faculties be requested to develop specific action plans for academic progress and research by Indigenous students; and
 - that all faculties incorporate within their Strategic Plans specific undertakings to recognise the University’s commitment to academic progress, and research and research training.

Other recommendations covered arrangements to improve Indigenous leadership, research, and support activities. Although major structural suggestions from the Anderson report were not taken up, individual initiatives were acted upon in 2002 –3.

14. Other academic, and operations

1. Down the years various departments and schools at the University have offered their own programs and units of study in aspects of Aboriginal studies, and research in major ways. University of Sydney descriptors indicate studies of aspects of Indigenous Australia across most Faculties and other divisions. It also features in optional course activities and through perspectives’ teaching. For example, in Arts, Aboriginal studies teaching is found in at least 12 courses, including a major in Aboriginal Studies.
2. Various University offices, departments and Faculties employ Indigenous staff to assist Indigenous students, including the Department of Public Health, the Faculty of Nursing, the Faculty of Economics, the Faculty of Medicine (the Department of Rural

Health and the Australian Centre for Indigenous Health Promotion), and the Staff and Student Equal Opportunity Unit.

3. Other services provided by the University accessible to Indigenous students include: the University Health Service, Computer Access Centres, Scholarships Unit, Student Centre, Learning Centre, Mathematics Learning Centre, Counselling Service, Disability Services, Financial Assistance Office, Accommodation Service, Casual Employment Service, Careers Centre, Child Care Information Officer, and Student Organisations.
4. There are also various **scholarships and bursaries** available for Indigenous Australians. The Aboriginal and Torres Strait Islander Scholarship can cover fees, books, study equipment and living expenses, according to the need of the recipient, for students in full time degree and diploma courses. The Chancellor's Committee awards three bursaries up to \$3000, and ten up to \$500 and five at \$500, towards HECS and other compulsory fees, on a needs and merit basis. The three Colleges – Sciences and Technology, Humanities and Social Sciences, and Health Sciences, offer up to 36 scholarships worth \$5000 each. The College of Health Sciences also offers up to 32 bursaries of \$1250 each. There is also an ANZ Indigenous Scholarship, supported by the residential colleges, which provides an annual allowance and payment of HECS expenses for up to four years.
5. A University wide perspective on access programs, including initiatives in Indigenous education, is available in **Diversity, Access and Equity – 2002 Achievements**.

NATIONAL AND STATE PROGRAM AREAS

16. Government policy remediation

1. The redress of Indigenous disadvantage by policy and funding is primarily the responsibility of the Australian Government. Funding comes predominantly from the Department of Immigration and Multicultural and Indigenous Affairs through Indigenous-specific services, mainstream service systems, and within other portfolio departments.
2. The Australian Government budget in 2003 saw 28 percent of funding targeting Indigenous Australians going to employment and economic development, 19 percent to housing and infrastructure, 18 percent to education and training, 15 percent to health, and 9 percent to land and native title. (**Functional Dissection of 2003-4 Budget – Indigenous Affairs**, Indigenous Issues, Facts Sheet, 5, Department of Immigration and Multicultural and Indigenous Affairs, Canberra, Oct. 2003.)

Higher Education Sector

3. Overall objectives in higher education are put forward in the **National Aboriginal and Torres Strait Islander Education Policy (AEP)**, (DEST, Canberra, 2003), which aims:
 - To increase the number of Aboriginal and Torres Strait Islander people employed as administrators, teachers, researchers and student services officers in technical and further education colleges and higher education institutions.
 - To ensure equitable access of Aboriginal and Torres Strait Islander people to post-compulsory secondary schooling, to technical and further education, and to higher education.
 - To achieve the participation of Aboriginal and Torres Strait Islander children in post-secondary education, in technical and further education, and in higher education, at rates commensurate with those of other Australians in those sectors.
 - To enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in technical and further education, and in higher education, as for other Australians.
 - To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary culture.
4. Australian government funding comes through its general funding arrangements to tertiary institutions, and through Indigenous specific programs. The latter are: ABSTUDY, the Aboriginal Tutorial Assistance Scheme (ATAS), the Indigenous Support Funding (ISF), and the Indigenous Researchers Development Scheme. Funding is also supplied to six Indigenous Higher Education Centres to foster research and advanced teaching.
5. In 2002, \$23.7 million was supplied through the Indigenous Support Fund for universities which rewards and supports institutions as they achieve particular outcomes for Indigenous students in terms of participation, progress and award completion.
6. In 2004 it was announced that the Indigenous Support Fund would be increased by \$10.4 million over 2005-7. It would continue to be awarded on a performance based formula of 50 percent for Indigenous student load, 35 percent for Indigenous student progression, and 15 percent for award completions.
7. Some funding is available from the Indigenous Education Strategic Initiatives Programme for Away-from-base costs. IESIP is a key DEST program for supplementary funding for education and training based on a quadrennium basis. It funds: Supplementary Recurrent Assistance, English as a Second Language for Indigenous Language Speaking Students, National Indigenous English Literacy and

Numeracy Strategy, Away-from-Base for Mixed-Mode Delivery, and Indigenous Education Projects.

8. Indigenous Education Direct Assistance (IEDA) Programme – funds the Aboriginal Student Support and Parent Awareness Programmes, the Aboriginal Tutorial Assistance Scheme, and the Vocational and Educational Guidance for Aboriginals Scheme. There are various other Indigenous specific programs.
9. To ensure that higher education policy is informed by an Indigenous perspective, the **Indigenous Higher Education Advisory Council** will be established in 2004. It will convene an annual Indigenous Education Conference that will discuss policy directions, research, sector achievements and innovation.
10. **Indigenous Staff Scholarships** for academic and general staff, which will enable staff to take one year of leave to undertake full-time higher education study, are planned from 2005.
11. **Commonwealth Learning Scholarships Programme** will commence in 2004 and assist disadvantaged students, including Indigenous students. The Commonwealth Education Costs Scholarships are worth \$2000 a year, and Commonwealth Accommodation Scholarships \$4000, for up to four years.
12. The Commonwealth makes the point that Teaching and Nursing are the initial key areas of National Priority, with additional funding provided for teaching and nursing places and a “National Priorities” student contribution (i.e. HECS) band will be used to attract students to these fields of study, an initiative which it believes will be of particular benefit to Indigenous students. (**Indigenous Education and Training, 2002.**)
13. Other groups with special national concerns include: **the National Tertiary Education Union Indigenous Tertiary Education Policy Committee, National Indigenous Higher Education Network, National Indigenous Postgraduate Association Aboriginal Corporation, Indigenous Student Network, and the Australian Vice Chancellors Committee’s Indigenous Sub-committee, Australian Indigenous Training Advisory Council, and the National Centre for Vocational Education Research.**
14. The **Australian Institute of Aboriginal Studies** is a statutory body with a charter to:
 - promote Aboriginal studies through research;
 - publish or assist in the publication of the results of Aboriginal studies;
 - encourage and assist cooperation amongst universities, museums and other institutions in training research workers in fields relevant to Aboriginal studies.
15. Other Indigenous groups are: the **National Indigenous Higher Education Network**, the **National Aboriginal Committee**, the **NSW & ACT Higher Education Aboriginal Corporation**. University Indigenous centres in NSW and in other States and Territories are substantially supported by Australian Government funding.
16. The Council for Aboriginal Reconciliation presented a **National Strategy to Sustain the Reconciliation Process** that called for the culturally appropriate teaching of the

truth of Aboriginal history that includes Indigenous perspectives and addresses racism as an essential action in tertiary education institutions.

17. The **National Institute for Quality Teaching and School Leadership** established in 2004, had circulated options for the coordination of professional standard, teacher training, and the accreditation of domestic and overseas graduates.

NSW Government School and other Initiatives

18. The **Ministerial Council on Education, Employment, Training and Youth Affairs**, reports regularly on Indigenous disadvantage in education across the States and Territories. It has produced data on Indigenous education policy, goals for schooling, a model for more culturally inclusive schooling, and cross-portfolio mechanisms. This is contained in its series, **What Works** (McRae, D., Ed., Australian Curriculum Studies Association and National Curriculum Services, Canberra, 2002).
19. NSW Government plans for Indigenous education are organised through the Department of Education and Training that supports an Aboriginal Education Unit, an Aboriginal Studies Team, and an Aboriginal Project Unit. States other than NSW maintain their own departmental policies, curricula, and syllabuses in the field.
20. NSW DET operates an Aboriginal Education and Training Policy, which aims to promote the educational achievements of Aboriginal students and to educate all students about Aboriginal Australia. About 2,072 schools, primary and secondary are involved, see, **17 Teacher Education agencies/reports**.
21. NSW DET also maintains programs with Commonwealth funding, e.g. under the **Australian Government Quality Teacher Programme**, and the **Dare to Lead: Taking it on Coalition**. In 2004, the Australian government announced additional initiatives to: support the provision of more class tutors; require the setting of specific benchmarks and reporting by state and non-government providers; replace the Aboriginal Student Support and Awareness Scheme by a whole-of-school project based approach; and to expand scaffolding reading/literacy schemes. Particular emphasis would be placed on programs in remote which enrol some 50 000 students. (**Indigenous Education and Training Quadrennium Funding Announcement**.)
22. Major programs in NSW DET draw on the principle of involving Aboriginal people throughout the development process. Various community representative structures are available at national, state, regional and schools levels to facilitate this.
23. Supplementary funding for teacher professional development in NSW DET may also be directed to support courses designed to inform about Aboriginal studies/perspectives and the pedagogy of teaching Indigenous students.

Social Welfare Sector

24. National funding for Indigenous Social Welfare programs is available principally through the Aboriginal and Torres Strait Islander portfolio agencies, the Federal Departments with responsibility for Aboriginal and Torres Strait Islander Affairs, and other Australian and State government, and non-government agencies.

25. Cross portfolio initiatives at a national level in social welfare have been instituted by the **Council of Australian Governments**, which is trialing a whole of government approach to program delivery in up to ten regions. It is supported by the Commonwealth's Indigenous Flexible Funding Pool.
26. Major initiatives of the New South Wales Government (**The NSW Government Commitment to Aboriginal People, Background Briefing**, n.d.), designed to address Aboriginal peoples' social disadvantage, are associated with:
 - The Aboriginal Communities Development Program
 - The Aboriginal Health Partnership Agreement working with the Aboriginal Health and Medical Research Council of New South Wales
 - Aboriginal Justice Advisory Council and other particular programs with justice groups, e.g. Aboriginal Over Representation Strategic Plan 2003-2005
 - Aboriginal Child, Family, and Community Care State Secretariat and other programs, Aboriginal Seniors Yarn Up
 - NSW Reconciliation Council
 - Co-ordination of the above is through the NSW Department of Aboriginal Affairs.

EXTERNAL AGENCIES, PARTNERSHIPS AND REPORTS

17. Teacher education agencies/reports

1. While the various goals set for Aboriginal and Torres Strait Islander Education policy do not always contain direct references to teacher education, it is evident that their achievement is dependent upon educated and capable teachers and trainers. The assumption of teacher education is that teachers of Indigenous and non-Indigenous students who are knowledgeable, and who exercise professional judgement will prove effective in schools. Thus the eventual quality of a school system relies upon well-educated teachers as an important single factor.

Pre-service Education

2. In NSW, DET requires adherence to its **Framework for the Endorsement of Initial Teacher Education Preparation Programs**. The current Interim Committee for a New South Wales Institute of Teachers (**Working Draft Guidelines for the Endorsement of Initial Teacher education Preparation Programs**, 21. 10.2003) will also develop a program endorsement strategy most likely based on the requirements of the **Australian Qualifications Framework**, and endorsement from the **Tertiary Qualifications Approval Board**.
3. The **Interim Committee for a New South Wales Institute of Teachers** prepared a **Draft NSW Professional Teaching Standards, Working Draft for Consultation** in

2003, which utilises a 7 Element structure. Indigenous students are specifically identified under “Element 2 – Teachers know their students and how they learn.”

4. For information on NSW DET mandatory pre-service programs in teacher education, see: **Working Definitions, 6**, NSW Department of Education and Training mandatory definition.
5. An additional prescriptive requirement in pre-service training related to Aboriginal studies/perspectives requires understanding of the Aboriginal Education Policy (**Aboriginal Education Unit**, NSW DET, 1996).

“The central theme of this policy is to promote educational achievements by Aboriginal students in the context of educating all students about Aboriginal Australia.”

The Department commits itself to sponsor programs directly related to improving teacher expertise and training:

- The development and implementation of state-wide programs to focus on culturally appropriate teaching and learning strategies and assessment; ensuring that Aboriginal languages are maintained, revived and reclaimed; effective teaching strategies for Aboriginal students with Otitis Media; and targeted research programs related to the teaching practices.
 - Aboriginal issues to be included in induction programs for newly appointed staff.
 - The development of a comprehensive Aboriginal employment strategy, including secondary teachers, school counsellors, and curriculum advisers.
 - Negotiation with higher education authorities to include compulsory Aboriginal education units in pre-service teacher training, as an employment requirement for teachers in NSW Public Schools
 - Involvement of Aboriginal people in the planning, delivery and evaluation of educational services. Promoting, recognising and celebrating National Aborigines and Torres Strait Islanders’ Week.
 - Implementing training and development programs for policy writers, program developers, and administrative staff about Aboriginal views and expectations.
 - The deployment of staff with skills to maximize the response to Aboriginal student needs. Staff to be informed about Aboriginal history, culture and languages, Aboriginal English, social justice, and Reconciliation and health issues. Staff to be informed of Anti-Racism Policy and Grievance Procedures.
6. There are additional NSW DET programs which bear on initial teacher support and welfare in schools e.g. Teacher Mentor Program, and Professional Learning Development.

Other NSW education agencies

7. The **NSW Teachers' Federation** and the **Federation of Parents and Citizens' of NSW** have links and significant input with NSW DET and its programs for Indigenous students. The **NSW Teachers Federation** supports an Aboriginal Members Conference, Federation Trainee Teacher Scholarships, and an Aboriginal Education Coordinator.
8. The **NSW Board of Studies** is responsible for curriculum policy and the development of curriculum materials in Aboriginal studies/perspectives. It has an active Aboriginal Education division. Its syllabuses are based on a K-12 approach. Aboriginal content/perspectives are included in all newly developed and revised syllabuses.

In K-6, a strong Aboriginal content/perspective is included in HSIE and it can be drawn upon in other KLAs in Stage 1, 2, 3, including English and Creative Arts.

In Years 7-10, mandatory Australian Geography, and History, both require Aboriginal content/perspective (Stages 4,5). Perspectives should be taught across the KLA areas.

Aboriginal Studies Years 7-10 is a multi-disciplinary syllabus located in HSIE. It seeks to explore the cultures, languages and lifestyles of Aboriginal peoples, emphasising issues central to Aboriginal societies and their relevance to the entire Australian community. It highlights aspects of Australia from which all people in the community can learn. It has been written from an Aboriginal perspective.

Aboriginal Studies Years 11-12 offers in-depth historical and regional studies (Stage 6). Aboriginal Studies Years 7-10 is not a prerequisite. Aboriginal perspectives are also taught in other Years 11-12 syllabus as determined.

The Board recognises that successful implementation of its syllabus will be enhanced by the participation of Aboriginal people in the planning, presentation and evaluation of its Aboriginal studies/perspectives, see, **Aboriginal Studies, Stages 4 and 5, Years 7-10 Syllabus**, (boardofstudies.nsw.edu.au).

The Board of Studies notes that the Aboriginal Studies Syllabus has been written in general terms and does not emphasise relations with any particular community. It suggests teachers choose from a range of communities, including those of the Torres Strait Islanders in consultation with the Torres Strait Islander Regional Education Consultative Committee and Torres Strait Islander communities.

In addition to syllabus responsibilities, the Board has published Units of Study offering Aboriginal perspective in an integrated way. Another recent publication is: **Working with Aboriginal Communities – A Guide to Community Consultation and Protocols**.

9. The **NSW Aboriginal Education Consultative Group (AECG) Inc.** is an Aboriginal community-based organisation that aims to ensure equitable outcomes for Aboriginal students, and at educating all students about Aboriginal Australia. The AECG provides community-based advice to the Minister of Education and Training, and it cooperates with NSW universities. The AECG is represented on the Koori Centre's Board of

Studies in Indigenous Studies, its Policy Advisory Group, and staff selection committees.

10. The **Sydney Archdiocesan Catholic Schools Board** puts forward its principles for Indigenous education in its **Strategic Management Plan, Towards 2005, Mark 2**, (Catholic Education Office, Leichhardt, 2003). The Report declares that Catholic schooling should be “socially just” so that:

“Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in schooling so that their learning outcomes and, over time, match those of other students.

...all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians.” (p.11)

The Strategy commits Catholic education to:

“An informed knowledge and understanding of our shared history and mutual respect between Indigenous and non-Indigenous Australians as reflected in the Archdiocesan Mission Statement and the NCEC Statement on Educating for Justice, Truth and Reconciliation.” (p.15)

It also lists “Aboriginal Perspectives” as a major system initiative and will work towards improved educational outcomes for Indigenous students in keeping with Commonwealth IESP targets.

11. Various other church and charitable groups have involvement in Indigenous education projects.

NSW Education Reports

12. **Quality Matters – Revitalising Teachers: Critical times, critical choices, Report of the Review of Teacher Education, NSW** (G. Ramsey, NSW DET 2000), recommends a professional structure for teachers, including the establishment of an Institute of Teachers. The views of teachers, parents, students and employers must be given equal consideration with those of teacher educators and universities. Preparing quality teachers is the responsibility of the whole university, school system, and the profession and not only teacher educators. Its recommendations did not single out Indigenous issues.
13. The statement, **Inquiry into the Provision of Public Education in NSW**, (Tony Vinson, First Report May 2002), describes how schools, traditionally designed and operated, do not work for all pupils. Further, disadvantaged students bring with them the multiple problems of home and their community, and teachers on hand to educate them are unlikely to be the most experienced. There are few Aboriginal principals. The report notes the lack of fully qualified Aboriginal Education Assistants in schools; and the fact these Assistants are not utilised to the extent envisaged.

“There is an urgent need for new teachers to meet with the parents of Aboriginal students and to be systematically introduced into their communities and cultural protocols. Parents and communities ought also to be more engaged with schools. Much more still needs to be done to develop a culturally appropriate pedagogy and learning environment for students, and to implement the Aboriginal Educational Policy effectively in public schools.” (p.xxiv)

Vinson notes the disproportionate number of Indigenous young people in special units in schools.

14. Professor K. Eltis’s report, **Time to teach – time to learn, Report on the Evaluation of Outcomes Assessment and Reporting in NSW Government Schools**, with Associate Professor S. Crump, (NSW DET November, 2003), calls for a review of the syllabuses in K-6 overall to determine what “outcomes” should be referred to as mandatory in regard to teaching, assessing and reporting purposes with a view to reducing levels of prescription. Literacy and numeracy mandatory outcomes should be given primacy. Outcomes, the report declared, should allow for “deeper learning.” The language describing outcomes should be clear and understandable by parents.
 - Mathematics and English Program Frameworks should be developed and integrated. A review would be undertaken into what needs to be done in other KLAs with a view to determining what might be presented in an integrated but limited program in each area throughout the Stages. The approach to defining manageable mandatory outcomes in K-6 should be followed when secondary syllabuses are developed.
 - Assessment and Reporting Frameworks would be prepared, including community consultation, covering Program Frameworks and K-6 Integrated Program Frameworks. These ARPs should include advice on how schools should report on progress being made by students with special needs. When all Frameworks are produced for Primary and Secondary they should relate to whole school policy in various areas including Aboriginal education. In developing this documentation, schools should have access to an interactive website established by NSW DET.
 - In making their argument, the report noted that 20 percent of the schools visited (24 schools) had a significant population of Indigenous students. Two of them reported strong and effective links with Indigenous communities. In the limited sample it was reported that school policies could work against the desire of Indigenous students to work together, and that outcomes tended to list what Indigenous students cannot do rather than what they could. Their Basic Skills results were not increasing rapidly enough.
 - The language of reporting was not always well understood by parents. However constructive reporting was considered a central factor in keeping children at school and motivated. The report also commended the course Aboriginal Studies in Years 11 – 12 as a valuable course whether the student was Indigenous or not.
 - The AECG made the point that assessment should consider background factors when reporting ability and aptitude.

15. In 2003, the NSW Minister for Aboriginal Affairs commissioned a **Review of the scope and effectiveness of NSW Department of Education and Training’s Aboriginal Education policies and programs**. The review was developed in consultation with the **NSW Aboriginal Education Consultative Group** and has been endorsed by the **NSW Teachers Federation** and the **NSW Parents and Citizens’ Association**. Among the issues under investigation is the professional development of staff. The Koori Centre was listed as a key stakeholder in the suggested consultation list. The Review’s Terms of Reference are:

1. To examine current approaches in the delivery of Aboriginal education addressing issues including:
 - attendance
 - retention rates, and
 - academic performance.

To bring about improved outcomes in these areas through consultation with interest groups;

2. To assess the extent that the principles of the Aboriginal Education Policy are incorporated in the education of all students, staff and school communities;
3. To review and develop system-wide approaches to improving Aboriginal Education and Training and achieving quality learning outcomes for Aboriginal students; and
4. To incorporate into this comprehensive system-wide approach the Action Plan for Aboriginal education developed under the **Two Ways Together** process.

The inquiry is to report in 2004 (Papers, Agenda, **NSW AECG Inc., Review of Aboriginal Education Workshop**, Newport, Oct. 2003). The Faculty of Education and Social Work and the Koori Centre made a joint submission to the Inquiry in March 2004.

16. In 2004, a Ministerial statement, **Values in NSW Public Schools**, declared that NSW government schools would: “contribute to reconciliation between indigenous and non-Indigenous Australians.”

18. Social work – Australian Association of Social Workers

1. The principal external organisation in the social work context, the **Australian Association of Social Workers**, (aasw.asn.au), is the professional representative body of social workers in Australia, which was formed federally in 1946.

2. Objectives of the AASW

- To promote the profession of social work
- To provide an organisation through which social workers can develop a professional identity
- To establish, monitor and improve practice standards
- To contribute to the development of social work knowledge and research
- To advocate on behalf of clients
- To actively support social structures and policies pursuant to the promotion of social justice
- Definition of social work [adopted at the June 1997 Board of Directors' meeting].

AASW declares that social work practice is informed by professional education based on an analysis and understanding of human development and behaviour, and social processes. It requires a commitment to working within a stated value position and code of ethics. It states that an essential part of the education of social workers is the demonstration in practice settings of this analysis, understanding and commitment.

3. The AASW reviews courses in social work offered by universities throughout Australia, establishing whether graduates are eligible for membership of their professional association. There are now various schools in the process of review. Its National Education Committee is charged with:

- Continuing professional education
- The education policy relating to the AASW national conferences policy and procedures for establishing eligibility for membership of AASW
- The assessment of overseas social work qualifications
- The periodic assessment of schools of social work and recruitment, training and appointment of the accreditation panel.

Undergraduate Courses are listed as the basis of eligibility for membership of the AASW.

“A four-year Bachelor of Social Work (BSW) degree is required for entry into the occupation social worker, as required by the professional body, the AASW, which approves social work courses.”

The AASW also offers a range of membership information, conference papers and other published material, which is available from national and branch offices.

SOURCES FOR ABORIGINAL STUDIES/PERSPECTIVES

19. Guide to Sources

Major sources of reference for **Guide to Sources** are:

1. Curriculum Resources Collection, and the University of Sydney Library.

2. The Koori Centre Research Library, Koori Centre.
3. Health Education Unit Library Collection, Faculty of Education and Social Work This collection relates to young people and deals with drug and health issues, including Indigenous youth. Items held relate to teaching resources, research reports, monographs, serials, pamphlets and videos. Founded in 1974 it is funded chiefly by the NSW DET and administered by the University of Sydney.
4. Specialised assistance from the Social Sciences librarian, University of Sydney Library.
5. Staff members also manage their own Web page, eg. Mr. M. Gunnourie maintains: <http://www.edfac.usyd.edu.au/staff/gunnourm/Apstk6.htm#apstk6a>.
6. The Curriculum Resources Collection librarian, the Social Sciences Librarian, and the Koori Centre Research Library librarian are together preparing a set of resources in Indigenous studies/perspectives relevant to the specific needs of units of study in the Faculty. It is inviting staff to directly contact, Ms. J. Hicks, at the CRC (x16252 and/or jhicks@library.usyd.edu.au).

OTHER SOCIAL, METHODOLOGICAL AND RESEARCH ISSUES

20. Social context of the Audit – influence of the current intellectual climate

1. This Audit is prepared at a time when there is a heightened public debate over Indigenous issues. There is a measure of uncertainty about how best to reduce demonstrable Indigenous disadvantage, and this uncertainty is evident in educational opinion.
2. The national government began to legislate for Aboriginal reform seriously in the 1970s, when it was accepted that Indigenous people were culturally dispossessed and socially oppressed. There was a strong belief that the injection of significant government funds, backed up by self-determination, was ameliorative and progressive.
3. More recently the post-Referendum years have challenged earlier assessments from a range of social perspectives, leading to openly competing versions of policies and programs. Authorities, once seldom challenged, have been accused of intellectual dishonesty and the fabrication of evidence, and of contributing to the creation of an Aboriginal “industry” and an unwarranted “guilt culture.”
4. “Orthodox” positions supporting native title and self-determination as ways ahead have been queried. Conventional social ideology is said to have diverted attention away from the need for individual responsibility towards a concept of “undifferentiated disability.”

5. Indigenous groups and individuals have vigorously responded, arguing for informed and coherent positions. Nonetheless the debate has seen the fragmentation of some standpoints on Indigenous policy and programs, from both Indigenous and non-Indigenous perspectives.
6. For whatever particular reason, less confidence appears evident in teaching about contemporary Indigenous issues. There is an uncertainty in moving far from the prescriptions of Aboriginal studies/perspectives by the NSW DET. There is also a complementary caution about taking up Indigenous studies in schools as this may lead to misunderstanding or misrepresentation by parents and the community, with conflict situations arising. The importance then of an adequate understanding of Indigenous issues is the more urgent.
7. There is a strong view that social development is an incremental activity, with slow, purposeful change the order, based on planning and experience of what works.

21. Indigenous disadvantage

It is recognised that low education levels are key indicators of social disadvantage, and that these are linked to health and socio-economic deficiency. Educational achievement and participation is also influenced by other factors like the quality of home life, location, access to institutions, financial constraints and community expectations.

1. Although Australia is one of the world's ten most prosperous countries, it continues to maintain significantly disadvantaged social groups. Here Indigenous people remain the most disadvantaged in the country. The report, **Overcoming Indigenous Disadvantage: Key Indicators 2003**, points to a 20 year gap in life expectancy apparent between Indigenous Australians and other Australians. Aboriginal disadvantage begins in infancy where the infant mortality rate is twice that of other Australians. Growing up, they comprise a disproportionately high proportion of the custodial and prison population.
2. Additional to the figures already quoted in Indigenous Education Statistics, educational statistics from remoter parts of Australia are particularly appalling. Here only 13 percent pass the basic Year 3 or Year 4 test reading test. Ninety percent do not complete Year 12. Truancy rates in East Arnhem Land approach 75 percent. (**Indigenous Education and Training Quadrennium Funding Announcement.**) Endemic in parts of Aboriginal Australia are dysfunctional families where children are growing up in households where alcohol, petrol sniffing, drug abuse, and child molestation, are commonplace, and unemployment the norm.
3. The Australian Government paper, **Making Headway-2003**, (Fact sheet, Department of Immigration and Multicultural and Indigenous Affairs, Canberra, 2003), quoting figures comparing 1996 and 2001 outcomes, reports some small reductions in underlying levels of social disadvantage. "The socio-economic status of Australia's Indigenous people is improving." Nonetheless it recognises that the level of comparative disadvantage remains great.

4. According to **Overcoming Indigenous Disadvantage**, there is no firm objective basis on which to gauge how social and educational outcomes have improved or fallen back from year to year. Data currently available has gaps as different collection procedures apply across States. Assessment is complex as indicators of national disadvantage are broadly based and not portfolio specific: they cut across the main areas of government services.
5. The **Analysis of Equity Groups in Higher Education 1991-2002**, (R. James, et al., Centre for the Study of Higher Education, University of Melbourne and DEST, 2004) placed 57.3 percent of Indigenous higher education students in two or three equity groups. It also noted a comparatively low participation from the high socio-economic group, and comparatively high participation rate from the low socio-economic group.
6. In some quarters of the Australian population, levels of social disadvantage between Aboriginal and non-Aboriginal people are considered “normal”, with equitable outcomes thought either not achievable, or attainable only over generations. This can lead to a lack of purposefulness in institutions, and supports the pre-supposition held by some management and individuals that attention to Indigenous concerns is not core business.
7. Granted the above, the distinctiveness and contribution of Indigenous Australians to contemporary Australian life is immense. Their engagement at all levels in cultural, economic, and social activities enriches the nation. To take one example, about half the working visual artists in Australia are Indigenous, and they create more than half the value of visual fine art annually, and their output dominates the export market (Aboriginal Art, ourworld.compuserve.com). It is also argued that many of these artists are insufficiently rewarded.
8. The media, including scholarly and educational materials, frequently fails to adequately recognise and portray achievement and contribution. The national contribution of Indigenous groups and individuals, is under represented in the literature of Aboriginal studies/ perspectives.

22. Methodological approach of Audit

1. In taking up the various issues of content, process and outcome, general and professional, the Audit draws on a range of data, predominantly from interviews/discussions, and published and unpublished documents - internal and external.
2. The nomenclature, Aborigines/Aboriginal is applied, as well as the more encompassing term, Indigenous Australians, primarily because the subject is frequently so identified in the literature. Aboriginal studies/perspectives is the term predominantly reported in professional documentation and syllabuses, and in unit of study descriptions. This is certainly the case in the NSW educational setting where Aboriginal Studies is a mandated subject in schools.
3. Discussions on a one-to-one basis took place with 29 Faculty of Education and Social Work staff, nine Indigenous staff members from the Koori Centre, and four externals.

Student opinion was not sought, however staff were generally interested to report on learning issues and outcomes, including various student responses.

4. The Audit was designed to further in-house discussion and action, but it is recognised that it may be of wider interest in the University.
5. Assessment of this naturalistic mode of collecting information, in particular the interview/discussion mode, necessarily involves judgmental reporting. The choice was deliberate, and designed to maximize opportunity for candid expression suited to the Audit's overall objectives. It is recognised that there are limitations in the interview/discussion mode of design. Further information in regard to the management of the interview/discussion data is presented in: **8. Interview/discussions with staff and others.**
6. Curriculum content is mapped. Where revisions in some programs and units of study are already underway in the structure, arrangements and content of Aboriginal studies/perspectives, these have been noted to the extent they are known, see: **25. Remarks on Unit Mapping.**
7. Granted its focus on Aboriginal studies/perspectives in the curriculum, the Audit does not cover educational problems best assessed through research design. Teaching programs offered within the Koori Centre, and in other Faculties are also outside its ambit.
8. While the investigator has had access to the views of a significant proportion of staff members, and considerable documentation, opinions expressed in the Audit are not necessarily representative of Faculty of Education and Social Work, or Koori Centre or University policy or opinion. Nor do any views presented here reflect upon any particular person engaged in teaching, research or administration.

23. Research in the field and the Aboriginal Studies Association

1. Research underway in Aboriginal studies/perspectives is accessible through the standard social science research engines, which provide the major sources for social work and generalist and professional education studies.
2. More specifically, research in Education has investigated Indigenous pedagogy, difference, language, and related themes, and Aboriginal students learning in classroom settings. A sub-set of this research deals with the teaching of Aboriginal studies. R. G. Craven, Ed. **Teaching Aboriginal Studies**, Allen & Unwin, (Sydney, 1999), a project supported by government and Aboriginal organisations, presents a broad canvas of related studies.
3. J. Mooney, C. Halse, R.G. Craven, have prepared two papers, Postgraduate Teachers' Commitment to Teach Aboriginal Studies in Australian Schools, (SELF Research Centre, UWS, 2003), and, Teaching the Teachers Aboriginal Studies: Illuminating Successful Strategies, (SELF Research Centre, UWS, 2003). The first paper is based

on a study of three primary teacher education institutions, and the second on the response of 18 teachers who participated in telephone interviews.

4. The two papers mentioned above are based on a more extended qualitative and quantitative study as yet unpublished commissioned by DEST under the Indigenous Education Strategic Initiatives Programme.
5. Cases within Cases, J. Foster and M. Horsley, **Change: Transformations in Education**, Vol. 2:2, November 1999, pp.48-65, presents an assessment of a case study on an Aboriginal theme utilised in the Master of Teaching program in the Faculty.
6. Research findings in Aboriginal studies, and Aboriginal perspectives, are foci of the **Aboriginal Studies Association**, whose first objective is to: "Promote the teaching of Aboriginal Studies and perspectives at all levels of education." (**ASA About Us**, asa.nsw.edu.au). This organisation is affiliated with the NSW Joint Council of Professional Teacher Associations. Among its members are teachers and others interested in the Aboriginal Studies. Its annual conference, meetings and publications are seen as a major source for the dissemination of research in the field.

UNIT MAPPING

24. Mapping processes

1. Prior to this Audit, there has been no deliberate stock-take on the extent of the introduction of Aboriginal studies/perspectives into Faculty programs. Details of the Faculty's units of study are accessible in various handbooks. Further, material is available from the documentation supplied for the TQAP process, and from an internal assessment by the Associate Dean Undergraduate, and additional content supplied by staff, including on-line data. These sources have provided supplementary information for looking at the range of content covering Indigenous issues. Some content is not listed in print material, consequently the draft mapping was circulated to staff for checking and revision.
2. When undertaking the mapping it became evident that due to the differing ways Aboriginal studies/perspectives are being taught across the Faculty, making statements based solely upon explicit inclusion of Aboriginal studies/perspectives would not provide an accurate reflection of what is occurring within the Faculty.

As a result of this three categories were designed to broadly categorise units of study:

- Not covered
- No specific reference, but is examined
- Covered

*** Not covered**

This category covers units that presently do not contain an Aboriginal studies/perspectives.

- No mandated content concerning Aboriginal studies/perspectives.
- No content covered, as deemed not relevant within unit of study.
- No detail given within Handbook or additional material accessed.
- Course review, will be included when course is re-written.
- May elect to complete assessment task that looks at broad Indigenous issues.
- Non specific practical experience component.

**** No specific reference but is examined**

This category covers units that do contain an Aboriginal studies/perspectives but do not examine this individually. Aboriginal studies/perspectives within these units are addressed whilst also addressing other perspectives.

1. Area examined with the need to meet the needs of individual students.
2. Looked at within needs regarding planning and programming of classroom lessons.
3. Topic areas could be discussed from an Aboriginal perspectives, e.g. child abuse, physical health problems.
4. Aboriginal Studies/perspectives are integrated into area of study, though not explicitly mentioned.
5. Assessment task – elective.
6. Essay – elective component.
7. Recommended readings/texts.
8. Opportunity for students to choose to examine Aboriginal studies/perspectives, e.g. assessment task, research outcomes.
9. Case studies examined, with opportunity to bring in Aboriginal studies/perspectives.
10. Aboriginal studies/perspectives brought in for discussion within related topics.
11. Area examined within study of related topics e.g. disadvantaged groups, minority groups, health issues, inequalities, and teaching subject content.
12. No particular content but issue raised and looked at through NSW DET and Training mandatory studies for teacher preparation.
13. Lectures, workshops, tutorials, video.

***** Covered**

This category covers units of study that explicitly address Aboriginal studies/perspectives. The degree to which Aboriginal studies/perspectives is covered differs, as does delivery mode, however Aboriginal studies/perspectives are treated and examined as an individual area.

1. Assessment task – compulsory.
2. Development of units of work and lesson plans incorporating Aboriginal studies/perspectives.
3. Development of resource lists that can be used within the teaching of units of work.
4. Course readings/texts.
5. Policy analysis.

6. Module covering Indigenous issues.
7. Seminar, tutorial, workshop topic.
8. Lecture topic.
9. Guest lecturer/speaker.
10. Role play undertaken.
11. Case studies examined.
12. Video presentation.
13. NSW DET mandatory studies for teacher preparation addressed.
14. Overriding theme across course.
15. Area examined within study of curriculum methods.
16. Current research in area examined.
17. Discussion, eg focus groups.
18. Covered, but no detail supplied.

3. 2004 Course lists:

KEY	
*	Not covered
**	No specific reference, but is examined
***	Covered
cps	Credit points

Bachelor of Education (Primary)

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
*	1	EDUF 2006 Educational Psychology (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
*	1,2	EDUF 3001 Psychology of Learning and Teaching (4cps)
***	16	EDUF 3002 Adolescent Development (4cps)
*	1	EDUF 3003 Evaluation and Measurement in Education (4cps)
**	2, 7, 13	EDUF 3014 Cross Cultural Fieldwork in Education (4cps)
***	18	EDUF 3017 Curriculum: A Cultural Construct (4cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
**	3, 4, 11, 13	EDUF 3112 Sports Leisure and Youth Policy (4cps)
*	1	EDUF 3114 Education Programs in Industrial Nations (4cps)
**	4, 10, 11, 13	EDUF 3115 Constructing Self & Knowledge (4cps)
*	1	EDUF 3121 Ethics and Education (4cps)
*	5	EDUF 3124 International and Development Education (4cps)
*	1	EDUF 3132 Australian Secondary Schooling (4cps)
***	4, 8	EDUF 3134 Developing Gendered Identity (4cps)
*	1	EDUF 3205 Beginning Educational Research (4cps)
*	1	EDUF 3206 Methodologies in Educational Research (4cps)
*	1	EDUF 1016 Science Foundations 1 (6cps)
*	1	EDUF 1017 Science Foundations 2 (6cps)

***	2, 11	EDUP 2003 Professional Experiences 1 (Primary) (4cps)
*	6	EDUP 3016 Practicum 3A
*	6	EDUP 3026 Practicum 3B (6cps)
*	6	EDUP 4016 Practicum 4A (6cps)
*	6	EDUP 4026 Practicum 4B (6cps)
***	8, 15	EDUP 1001 Creative Arts 1 (6cps)
**	1, 4, 13	EDUP 1002 Teaching and Learning: Literacy (intro) (6cps)
*	1	EDUP 2002 English 2: Writing as Social Practice (4cps)
		EDUP 2004 PDHPE 1 : Physical Activity (4cps)
		EDUP 2005 Mathematics 1: Exploring Early Number (4cps)
***		EDUP 2006 Indigenous Australian Education (4cps)
		EDUP 2022 Human Society and Environmental Education (2cps)
*	1	EDUF 3033 The Development of Written Language
***	8, 15	EDUP 3011 Drama in Primary Education (cps)
**	1, 10	EDUP 3013 Maths 2: The Theory/ Practice Link (cps)
**	3	EDUP 3014 Personal Development and Health in Schools 1 (cps)
***	5	EDUP 3015 Teaching and Curriculum 2 (cps)
***		EDUP 3021 Indigenous Australian Education (2cps)
***	4, 7, 8	EDUP 3024 Science and Technology in K-6 Classroom (2cps)
***	18	EDUP 3025 TESOL in Primary Education (2cps)
		EDUP 3031 Maths 3: Space Measurement Chance & Data (2cps)
**	7, 10	EDUP 3032 Literature and Literacies: The Middle Yrs (2cps)
**	1,2,7	EDUP 4001 Cultural Literacies in the Classroom A (8cps)
**	1,2,7	EDUP 4002 Cultural Literacies in the Classroom B (8cps)
*	1, 2	EDUP 4003 Gifted and Talented Education A (8cps)
*	1, 2	EDUP 4004 Gifted and Talented Education B (8cps)
		EDUP 4005 IT in the Primary classroom A (8cps)
		EDUP 4006 IT in the Primary classroom B (8cps)
***	1, 3, 14	EDUP 4011 Human Society and its Environment 2 (2cps)
*	1	EDUP 4012 Multiliteracies, Metalang and Eng Teach (2cps)
		EDUP 4013 Music Education: Extension (2cps)
		EDUP 4014 Physical Education: Gym and Dance (2cps)
		EDUP 4015 Visual Arts K-6 2 (2cps)
		EDUP 4021 Teaching and Curriculum 3 (cps)
**	1, 10	EDUP 4022 Maths 4: Teaching an Inquiry Based Class (2cps)
**	3	EDUP 4023 Personal Dev and Health in Schools 2 (2cps)
***	7, 8, 12, 13, 15	EDUP 4024 Teach Sc & Tech K-6 in School Context (2cps)
		EDUP 4025 Teaching Children with Special Needs (2cps)
		EDUP 4046 Spec unit (Primary) Languages A (8cps)
		EDUP 4047 Spec unit (Primary) Languages B (8cps)
***	2, 14, 15	EDUP 4048 Spec unit (Primary) TESOL A (8cps)
***	2, 14, 15	EDUP 4049 Spec unit (Primary) TESOL B (8cps)
*	1	EDUP 4052 Spec Unit (Primary) Honours A (8cps)
*	1	EDUP 4053 Spec Unit (Primary) Honours B (8cps)

**	1, 9, 11	EDUP 4054 Spec unit (Primary) Special Education A (8cps)
**	1, 9, 11	EDUP 4055 Spec unit (Primary) Special Education B (8cps)
***		EDUP 4056 Spec unit (Primary) Koori Kids in School A (8cps)
***		EDUP 4057 Spec unit (Primary) Koori Kids in School B (8cps)
***	9, 17	EDUP 4060 Spec unit (Primary) Integrated Arts A (8cps)
**	2	EDUP 4061 Spec unit (Primary) Integrated Arts B (8cps)

Bachelor of Education (Secondary: Humanities & Social Sciences) / Bachelor of Arts

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
*	1	EDUF 2006 Educational Psychology (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
*	1, 2,	EDUF 3001 Psychology of Learning and Teaching (4cps)
***	16	EDUF 3002 Adolescent Development (4cps)
*	1	EDUF 3003 Evaluation and Measurement in Education (4cps)
**	2, 7, 13	EDUF 3014 Cross Cultural Fieldwork in Education (4cps)
***	18	EDUF 3017 Curriculum: A Cultural Construct (4cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
**	3, 4, 11, 13	EDUF 3112 Sports Leisure and Youth Policy (4cps)
*	1	EDUF 3114 Education Programs in Industrial Nations (4cps)
**	4, 10, 11, 13	EDUF 3115 Constructing Self & Knowledge (4cps)
*	1	EDUF 3121 Ethics and Education (4cps)
*	5	EDUF 3124 International and Development Education (4cps)
*	1	EDUF 3132 Australian Secondary Schooling (4cps)
***	4, 8	EDUF 3134 Developing Gendered Identity (4cps)
*	1	EDUF 3205 Beginning Educational Research (Hons) 4cps)
*	1	EDUF 3206 Methodologies and Educational Research (Hons) (4cps)
*	1	EDSE 5003 Hons Thesis I (4cps)
*	1	EDSE 5004 Hons Thesis II (12cps)
*	2	EDSE 3003 Professional Experience 1 15 days (4cps)
*	2	EDSE 4004 Professional Experience 2 25 days (4cps)
*	2	EDSE 4005 Technology Professional Experience (4cps)
*	2	EDSE 5007 Internship 2 (20 days) (8cps)
*	4	EDSE 3002 Craft Knowledge and Professional Practices 1 (8cps)
*	4	EDSE 4003 Craft Knowledge and Professional Practices 2 (8cps).
***	2, 4, 5, 13	EDSE 3037 Teaching Visual Arts 1A (6cps)
***	2, 4, 5, 13	EDSE 3038 Teaching Visual Arts 1B (6cps)
***	4, 5, 13, 14	EDSE 3040 Teaching History 1 (6cps)
		EDSE 3041 Teaching Geography 1 (6cps)
***	4, 10, 13	EDSE 3042 Teaching Drama 1 (6cps)

*	1	EDSE 3043 Teaching TESOL 1 (6cps)
***	3, 13, 15	EDSE 3044 Teaching English 1 (6cps)
*	1	EDSE 3047 Teaching LOTE 1A (6cps)
*	1	EDSE 3048 Teaching LOTE 1B (6cps)
***	2, 6, 13	EDSE 3050 Teaching Commerce/Economics 1 (6cps)
***	2, 4, 5, 13	EDSE 3005 Teaching Visual Arts 2A (4cps)
***	2, 4, 5, 13	EDSE 3039 Teaching Visual Arts 2B (4cps)
***	4, 5, 13, 14	EDSE 3007 Teaching History 2 (4cps)
		EDSE 3009 Teaching Geography 2 (4cps)
***	4, 10, 13	EDSE 3011 Teaching Drama 2 (4cps)
*	1	EDSE 3013 Teaching TESOL 2 (4cps)
***	3, 13, 15	EDSE 3015 Teaching English 2 (4cps)
*	1	EDSE 3022 Teaching LOTE 2A (4cps)
*	1	EDSE 3023 Teaching LOTE 2B (4cps)
***	2, 6, 13	EDSE 3029 Teaching Commerce/Economics 2 (4cps)
		EDSE 4001 Information Technology in the Classroom (4cps)
*	1	EDSE 4002 Information Technology Curriculum Project (8cps)
***	2, 4, 5, 13	EDSE 4006 Visual Arts Curriculum 3 (4cps)
***	4, 5, 13, 14	EDSE 4007 History Curriculum 3 (4cps)
***		EDSE 4008 Geography Curriculum 3 (4cps)
***	4, 10, 13	EDSE 4009 Drama Curriculum 3 (4cps)
***	4, 13, 14, 15	EDSE 4010 TESOL Curriculum 3 (4cps)
***	3, 13, 15	EDSE 4011 English Curriculum 3 (4cps)
*	1	EDSE 4014 LOTE Curriculum 3A (4cps)
*	1	EDSE 4015 LOTE Curriculum 3B (4cps)
***	2, 6, 13	EDSE 4018 Commerce/Economics Curriculum 3 (4cps)
***	4, 13, 14, 15	EDSE 5001 TESOL As A Third Teaching Area (12cps)
*	6	EDSE 5002 TESOL Prac (15 days) (4cps)
*		EDSE 5005 The Teacher in Texts and Media (16cps)
***		EDSE 5006 Meeting the Needs of Culturally Diverse students (16cps)

Bachelor of Education (Secondary: Human Movement and Health Education)

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
*	1	EDUF 2006 Educational Psychology (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
*	1, 2	EDUF 3001 Psychology of Learning and Teaching (4cps)
***	16	EDUF 3002 Adolescent Development (4cps)
*	1	EDUF 3003 Evaluation and Measurement in Education (4cps)
**	2, 7, 13	EDUF 3014 Cross Cultural Fieldwork in Education (4cps)
***	18	EDUF 3017 Curriculum: A Cultural Construct (4cps)

**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
**	3, 4, 11, 13	EDUF 3112 Sports, Leisure and Youth Policy (4cps)
*	1	EDUF 3114 Education Programs in Industrial Nations (4cps)
**	4, 10, 11, 13	EDUF 3115 Constructing Self & Knowledge (4cps)
*	1	EDUF 3121 Ethics and Education (4cps)
*	5	EDUF 3124 International and Development Education (4cps)
*	1	EDUF 3132 Australian Secondary Schooling (4cps)
***	4, 8	EDUF 3134 Developing Gendered Identity (4cps)
*	1	EDUF 3205 Beginning Educational Research (4cps)
*	1	EDUF 3206 Methodologies and Educational Research (4cps)
*	1	EDUF 4042 Secondary Special Course Honours A
*	1	EDUF 4043 Secondary Special Course Honours B
**		EDUH 1001 Foundations of PDHPE (6cps)
*		EDUH 1002 Motor Skill Acquisition (3cps)
*		EDUH 1003 Practical Study in Physical Education 1 (3cps)
**	10, 11	EDUH 1016 Human Bio-science (6cps)
*		EDUH 1017 Sports Mechanics (6cps)
*		EDUH 2001 Applied Anatomy and Physiology (4cps)
*		EDUH 2004 School Experience 1 (2cps)
*		EDUH 2005 Determinants of Health (4cps)
		EDUH 2006 Practical Studies in PE 2 (6cps)
**		EDUH 2007 Teaching and Learning in PDHPE (4cps)
		EDUH 3013 Bio-mechanics (4cps)
*		EDUH 3014 Assessment and Evaluation in PDHPE (4cps)
**		EDUH 3015 Teaching PDHPE 2 (4cps)
**		EDUH 3016 Foundations of Health Education (4cps)
*		EDUH 3023 Exercise Physiology (4cps)
*		EDUH 3024 Health Education Pedagogy 2 (4cps)
*		EDUH 3025 Applied Skills in Physical Education 3 (4cps)
*		EDUH 3026 Teaching Practice 2 (4cps)
*		EDUH 4001 Contemporary Studies in PDHPE (4cps)
*		EDUH 4013 Adapted PDHPE (4cps)
		EDUH 4014 Sport Psychology (4cps)
*		EDUH 4015 Administration of PDHPE and Sport (4cps)
		EDUH 4016 Health Education Pedagogy 3 (4cps)
**	11	EDUH 4017 Planning for Healthy Behaviour 1 (4cps)
		EDUH 4023 Sports Medicine (4cps)
		EDUH 4024 Health Education Pedagogy 4 (4cps)
*		EDUH 4026 Applied Skills in Physical Education 4 (4cps)
*		EDUH 4027 Teaching Practice 3 (4cps)
***		EDUH 4029 Mental Health Promotion (4cps)
*		EDUH 4030 Coaching Concepts (4cps) (Ses: 1,2)
*		EDUH 4032 Empirical Studies in Exercise Physiology (4cps) (Ses: 1,2)
*		EDUH 4034 Recreation Leadership and Management (4cps)

***		EDUH 4036 Cross Cultural Aspects of PE & Sport (4cps)
**		EDUH 4040 Issues in Nutrition Education (4cps)
*	1	EDUH 4043 Human Movement and Health Ed Ind Study (4cps) (Ses: 1, 2)
*	1	EDUH 4045 Human Movement & Health Ed Spec Project (4cps)(Ses: 1, 2)
*		EDUH 4046 Fitness Training: Theory and Practice (4cps)

Bachelor of Education (Secondary: Design and Technology)

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
*	1	EDUF 2006 Educational Psychology (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
*	1, 2	EDUF 3001 Psychology of Learning and Teaching (4cps)
***	16	EDUF 3002 Adolescent Development (4cps)
*	1	EDUF 3003 Evaluation and Measurement in Education (4cps)
**	2, 7, 13	EDUF 3014 Cross Cultural Fieldwork in Education (4cps)
***	18	EDUF 3017 Curriculum: A Cultural Construct (4cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
**	3, 4, 11, 13	EDUF 3112 Sports Leisure and Youth Policy (4cps)
*	1	EDUF 3114 Education Programs in Industrial Nations (4cps)
**	4, 10, 11, 13	EDUF 3115 Constructing Self & Knowledge (4cps)
*	1	EDUF 3121 Ethics and Education (4cps)
*	5	EDUF 3124 International and Development Education (4cps)
*	1	EDUF 3132 Australian Secondary Schooling (4cps)
***	4, 8	EDUF 3134 Developing Gendered Identity (4cps)
*	1	EDDT 3005 Professional Experience A (4cps)
*	1	EDDT 4013 Professional Experience B (6cps)
*	1	EDDT 2001 Information Processes and Technology 1 (2cps)
*	1	EDDT 2002 Information Processes and Technology 2 (2cps)
		EDDT 2003 Food Science 1 (2cps)
		EDDT 2004 Food Science 2 (2cps)
***	13	EDDT 2005 Teaching Technology 1A (2cps)
***	13	EDDT 2006 Teaching Technology 1B (2cps)
		EDDT 2007 Teaching and Learning 1 (D&T) (8cps)
		EDDT 2009 Design Fundamentals 1A (10cps)
		EDDT 2010 Design Fundamentals 1B (10cps)
*	1	EDDT 3001 Design Fundamentals 2A (12cps)
*	1	EDDT 3002 Design Fundamentals 2B (12cps)
***	13	EDDT 3003 Teaching Technology 2A (4cps)
***	13	EDDT 3004 Teaching Technology 2B (4cps)
		EDDT 4001 Teaching and Learning 2 (D&T) (8cps)

***	13	EDDT 4003 Teaching Technology 3A (2cps)
***	13	EDDT 4004 Teaching Technology 3B (2cps)
		EDDT 4005 Food Science 3 (3cps)
		EDDT 4006 Food Science 4 (3cps)
		EDDT 4007 Software Design & Development 1 (3cps)
		EDDT 4008 Software Design & Development 2 (3cps)
*	1	EDDT 4009 Teaching Tech (VET-IT) 1 (3cps)
*	1	EDDT 4010 Teaching Tech (VET-IT) 2 (3cps)
		EDDT 4011 Teaching Tech (VET-Hosp)1 (3cps)
		EDDT 4012 Teaching Tech (VET-Hosp) 2 (3cps)
		EDDT 4014 Graduating Design Project (10cps)

Bachelor of Education (Secondary Science) / Bachelor of Science

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
*	1	EDUF 2006 Educational Psychology (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
*	1, 2	EDUF 3001 Psychology of Learning and Teaching (4cps)
***	16	EDUF 3002 Adolescent Development (4cps)
*	1	EDUF 3003 Evaluation and Measurement in Education (4cps)
**	2, 7, 13	EDUF 3014 Cross Cultural Fieldwork in Education (4cps)
***	18	EDUF 3017 Curriculum: A Cultural Construct (4cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
**	3, 4, 11, 13	EDUF 3112 Sports Leisure and Youth Policy (4cps)
*	1	EDUF 3114 Education Programs in Industrial Nations (4cps)
**	4, 10, 11, 13	EDUF 3115 Constructing Self & Knowledge (4cps)
*	1	EDUF 3121 Ethics and Education (4cps)
**	5	EDUF 3124 International and Development Education (4cps)
*	1	EDUF 3132 Australian Secondary Schooling (4cps)
***	4, 8	EDUF 3134 Developing Gendered Identity (4cps)
*	1	EDUF 3205 Beginning Educational Research (Hons) 4cps)
*	1	EDUF 3206 Methodologies and Educational Research (Hons) (4cps)
*	2	EDSE 3003 Experience 1 15 days (4cps)
*	2	EDSE 4004 Professional Experience 2 25 days (4cps)
*	2	EDSE 4005 Technology Professional Experience (4cps)
*	2	EDSE 5007 Internship 2 (20 days) (8cps)
*	4	EDSE 3002 Craft Knowledge and Professional Practices 1 (8cps)
		EDSE 3009 Teaching Geography 2 (4cps)
**	1	EDSE 3018 Teaching Mathematics 2A (4cps)
**	1	EDSE 3019 Teaching Mathematics 2B (4cps)
*	1	EDSE 3025 Teaching Computer Studies 2 (4cps)
***	4, 5	EDSE 3031 Teaching Science 2 (Core) (4cps)

		EDSE 3041 Teaching Geography 1 (6cps)
**	1	EDSE 3045 Teaching Mathematics 1A (6cps)
**	1	EDSE 3046 Teaching Mathematics 1B (6cps)
*	1	EDSE 3049 Teaching Computer Studies 1 (6cps)
*	1	EDSE 3051 Teaching Science (Core) (6cps)
*	1	EDSE 3052 Teaching Science Elective (Chemistry) (6cps)
**	5, 8, 10	EDSE 3053 Teaching Science Elective (Snr Sci) (6cps)
		EDSE 3054 Teaching Science Elective (Biology) (6cps)
*	4	EDSE 4003 Craft Knowledge and Professional Practices 2 (8cps).
		EDSE 4001 Information Technology in the Classroom (4cps) (Ses:1,2)
*	1	EDSE 4002 Information Technology Curriculum Project (8cps)
		EDSE 4008 Geography Curriculum 3 (4cps)
**	1	EDSE 4012 Mathematics Curriculum 3A (4cps)
**	1	EDSE 4013 Mathematics Curriculum 3B (4cps)
*	1	EDSE 4016 Computer Studies Curriculum 3 (4cps)
***	4, 7, 11	EDSE 4019 Science Curriculum 3 (Core) (4cps)
***	7, 11	EDSE 4020 Science Curriculum 4 (Sci Hist & Phil) (4cps)
***	4, 14,15, 16	EDSE 5001 TESOL As A Third Teaching Area (12cps)
*	6	EDSE 5002 TESOL Prac (15 days) (4cps)
*		EDSE 5005 The Teacher in Texts and Media (16cps)
***		EDSE 5006 Meeting the Needs of Culturally Diverse students (16cps)
*	1	EDSE 5003 Hons Thesis I (4cps)
*	1	EDSE 5004 Hons Thesis II (12cps)

Bachelor of Education (Secondary) / Bachelor of Arts (Psychology)

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
		EDSE 4001 Information Technology in the classroom (4cps)
*	6	EDSP 2001 Counselling Practicum 1 (2cps)
*	6	EDSP 3001 Teaching Practicum 1 (2cps)
***	4, 11, 13	EDSP 3002 Teaching and Learning (Psychology) (4cps)
		Psychology 4 (28cps)
		Psycho-educational Assessment (4cps)
		Adolescent School Counselling (4cps)
		Curriculum unit 3 (6cps)
*	6	Counselling Practicum 2 (2cps)

*	6	Teaching Practicum 2 (4cps)
		Psychology 4 (20cps)
		Behavioural Management of Youth (4cps)
		Issues in School Counselling (4cps)
*	6	Counselling Practicum 3 (2cps)
*	6	Teaching Practicum 3 (2cps)

Bachelor of Education (Secondary) / Bachelor of Science (Psychology)

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and education (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)
*		EDSP 2001 Counselling Practicum 1 (2cps)
*		EDSP 3001 Teaching Practicum 1 (2cps)
***	4, 11, 13	EDSP 3002 Teaching and Learning (Psychology) (4cps)
		EDSE 4001 Information Technology in the classroom (4cps)
		Psychology 4 (28cps)
		Psychoeducational Assessment (4cps)
		Adolescent School Counselling (4cps)
		Curriculum unit 3 (6cps)
*		Counselling Practicum 2 (2cps)
*		Teaching Practicum 2 (4cps)
		Psychology 4 (20cps)
		Behavioural Management of Youth (4cps)
		Issues in School Counselling (4cps)
*		Counselling Practicum 3 (2cps)
*		Teaching Practicum 3 (2cps)

Bachelor of Education (Secondary: Maths) / Bachelor of Science

PERSPECTIVE		UNIT CODE & NAME
***	4, 5, 7, 8, 9	EDUF 1018 Education, Teachers and Teaching (6cps)
**	11, 13	EDUF 1019 Human Development and Education (6cps)
*	1	EDUF 2006 Educational Psychology (6cps)
***	18	EDUF 2007 Social Perspectives on Education (6cps)
*	1, 2	EDUF 3001 Psychology of Learning and Teaching (4cps)
***	16	EDUF 3002 Adolescent Development (4cps)
*	1	EDUF 3003 Evaluation and Measurement in Education (4cps)
**	2, 7, 12, 13	EDUF 3014 Cross Cultural Fieldwork in Education (4cps)
***	18	EDUF 3017 Curriculum: A Cultural Construct (4cps)
**	1	EDUF 3021 Special Education: Inclusive Schools (4cps)

**	3, 4, 11, 13	EDUF 3112 Sports Leisure and Youth Policy (4cps)
*	1	EDUF 3114 Education Programs in Industrial Nations (4cps)
**	4, 10, 11, 13	EDUF 3115 Constructing Self & Knowledge (4cps)
*	1	EDUF 3121 Ethics and Education (4cps)
*	5	EDUF 3124 International and Development Education (4cps)
*	1	EDUF 3132 Australian Secondary Schooling (4cps)
***	4, 8	EDUF 3134 Developing Gendered Identity (4cps)
*	1	EDUF 3205 Beginning Educational Research (Hons) 4cps)
*	1	EDUF 3206 Methodologies and Educational Research (Hons) (4cps)
*	2	EDSE 3003 Professional Experience 1 15 days (4cps)
*	2	EDSE 4004 Professional Experience 2 25 days (4cps)
*	2	EDSE 4005 Technology Professional Experience (4cps)
*	2	EDSE 5007 Internship 2 (20 days) (8cps)
*	4	EDSE 3002 Craft Knowledge and Professional Practices 1 (8cps)
**	1	EDSE 3045 Teaching Mathematics 1A (6cps)
**	1	EDSE 3046 Teaching Mathematics 1B (6cps)
**	1	EDSE 3018 Teaching Mathematics 2A (4cps)
**	1	EDSE 3019 Teaching Mathematics 2B (4cps)
*	4	EDSE 4003 Craft Knowledge and Professional Practices 2 (8cps)
		EDSE 4001 Information Technology in the Classroom (4cps) (Ses: 1,2)
*	1	EDSE 4002 Information Technology Curriculum Project (8cps)
**	1	EDSE 4012 Mathematics Curriculum 3A (4cps)
**	1	EDSE 4013 Mathematics Curriculum 3B (4cps)
***	4, 13, 14,15	EDSE 5001 TESOL As A Third Teaching Area (12cps)
*	6	EDSE 5002 TESOL Prac (15 days) (4cps)
*		EDSE 5005 The Teacher in Texts and Media (16cps)
***		EDSE 5006 Meeting the Needs of Culturally Diverse students (16cps)
*	1	EDSE 5003 Hons Thesis I (4cps)
*	1	EDSE 5004 Hons Thesis II (12cps)

Bachelor of Social Work and Bachelor of Social Work/Bachelor of Arts

PERSPECTIVE		UNIT CODE & NAME
*	1	SCWK 2001 Psychology for Social Work 201 (8cps)
*	1	SCWK 2002 Psychology for Social Work 202 (8cps)
		SCWK 2003 Sociology for Social Work (8cps)
***	1, 4, 7, 8	SCWK 3001 Issue Based Learning unit 1 (6cps)
***	1, 4, 7	SCWK 3002 Issue Based Learning unit 2 (6cps)
*	1	SCWK 3003 Preparation Seminar 301 (6cps)
**	8, 9, 11	SCWK 3004 Skills Workshop 301 (6cps)

*	1	SCWK 3005 Field Education 1 (24cps)
***	1, 4, 5, 7, 8, 9	SCWK 4002 Integrative Studies 402 (6cps)
***	4, 7, 8, 9, 11	SCWK 4003 Issue Based Learning unit 3 (9cps)
*	1	SCWK 4004 Issue Based Learning unit 4 (9cps)
*	1	SCWK 4005 Field Education 2A (15cps)
*	1	SCWK 4001 Field Education 2 (cps)
		SCWK 4006 Field Education 2b (9cps)

Faculty of Education and Social Work Graduate Units

PERSPECTIVE		UNIT CODE & NAME
*	1	EDPA 5001 Organisational theory, management and administration (6cps)
*	1	EDPA 5011 Organisational Culture and Change (6cps)
*	1	EDPA 5013 Evaluation of educational programs (6cps)
		EDPA 6013 Issues in professional development
*		EDPA 6015 Management and leadership (6cps)
*	1	EDPA 6016 Organisations as learning communities (6cps)
		EDPA 6017 School-based management and effective schools (6cps)
		EDPA 6018 Social policy process (6cps)
*	1	EDPA 6019 Special project (in management and HRD) (6cps)
*	1	EDPA 6020 Political Economy of Education: financing education, issues and research (6cps)
		EDPA 6103 Evaluation of Education Programs
		EDPB 5002 Globalisation and education (6cps)
		EDPB 5014 Inter-cultural education: principles and strategies (6cps)
		EDPB 5016 Global poverty, social policy and education (6cps)
		EDPB 5017 International policy trends in education (6cps)
		EDPB 5018 Research methods in International education (6cps)
		EDPB 6013 Internationalisation of education (6cps)
*	1	EDPC 5002 Information technology and the teaching and learning process (6cps)
*	1	EDPC 5003 Teaching, learning and the Internet (on-line) (6cps)
*	5	EDPC 5012 Workshop on the evaluation of educational software (6cps)
*	5	EDPC 5015 Emerging information technologies and educational change (6cps)
*	5	EDPC 6017 Educational technology project (Master of Education only) (6cps)
		EDPC 6018 Designing computer assisted learning environments (6cps)
**	1, 9	EDPD 5001 Students with special educational needs (6cps)
		EDPD 5011 Integrating process: sharing responsibilities (6cps)
		EDPD 5012 Preventing and managing disruptive behaviour (6cps)
**	2, 7, 8	EDPD 5013 Teaching students with special educational needs (6cps)

		EDPD 5014 Teaching students with learning difficulties in basic skills (6cps)
**	1, 9	EDPD 5015 Meeting special educational needs through the curriculum (6cps)
		EDPD 5016 Specific learning disabilities (6cps)
		EDPD 6011 Students with behaviour disorders and emotional disturbances
**	1, 9	EDPD 6013 Reflective teaching in special education (6cps)
		EDPD 6015 The consultative process (6cps)
**	1, 9	EDPD 6018 Screening and assessment in special education (6cps)
*	2	EDPE 5001 Psychology of learning, knowing and thinking (6cps)
**	11, 13	EDPE 5002 Child development in social contexts: families schools and communities (6cps)
***	4	EDPE 5011 Learner motivation and learning environments (6cps)
**	11, 13	EDPE 6011 Learning and individual differences (6cps)
*	1	EDPE 6013 Learning and teaching thinking skills (6cps)
**	11, 13	EDPE 6015 Social development in childhood
**	11, 13	EDPE 6016 Adult learning and development (6cps)
*	1	EDPF 5001 Contemporary issues in teaching and curriculum (6cps)
		EDPF 5002 Research in teaching and curriculum (6cps)
		EDPF 5015 Professional development, mentoring and teacher induction (6cps)
***	4, 7,14	EDPF 5017 Use of textbooks in schools: issues and research (6cps)
***	5,7	EDPF 6014 Issues in teacher education (6cps)
*		EDPF 6016 Curriculum leadership and managing change (6cps)
		EDPG 5001 Language as Social Practice (6cps)
		EDPG 5011 Children's literature and literacy: from infancy to adolescence (6cps)
		EDPG 5012 Educational drama (6cps)
*	1	EDPG 5014 Changing dimensions of English teaching (6cps)
***	4, 15, 17	EDPG 6011 Theatre-in-Education; from child play to performance (6cps)
*	1	EDPG 6013 Multiliteracies learning and teaching – option for MEd (English/ Literacy) (6cps)
		EDPH 5001 Foundations of health education and health promotion (6cps)
***		EDPH 5011 Promoting health in a school setting (6cps)
***	7	EDPH 5012 Drugs and society
		EDPH 5013 Workplace health and safety
		EDPH 5016 Issues in sexual health (6cps)
***		EDPH 5017 Contemporary issues in school health and welfare
**	11	EDPH 5018 Determinants of health (6cps)
***		EDPH 6012 Practice of health education (6cps)
		EDPJ 5002 Perspectives on Language Development (6cps)

*		EDPJ 5011 Interaction in the multilingual classroom
		EDPJ 5013 Methodology and Language Teaching (6cps)
*	2	EDPJ 5015 Teaching Oral English (6cps)
*		EDPJ 5016 Grammar: Text and Context (6cps)
		EDPJ 5018 English for Business and Specific Purposes (6cps)
*	1	EDPJ 5019 Language in Primary / Elementary Grades (6cps)
***	4,16	EDPJ 5020 Literacy in Language Teaching (6cps)
*		EDPJ 5024 English in Academic Settings (6cps)
		EDPJ 6013 Advanced Study in Language Education A (6cps)
		EDPJ 6014 Advanced Study in Language Education B (6cps)
		EDPK 5001 Qualitative research methods in education (6cps)
*		EDPK 5002 Quantitative research methods in education (6cps)
		EDPK 5003 Developing a Research Project (6cps)
*		EDPK 5013 Statistical analysis in educational research (6cps)
*		EDPK 5014 Contemporary perspectives in social and education research (6cps)
		EDPK 5015 Evidence based Policy (6cps)
		EDPK 6012 Textual data analysis (6cps)
*		EDPK 6016 Advanced statistical analysis (6cps)
**	11	EDPM 5001 Introduction to civics education (6cps)
*		EDPN 5001 Coaching education
*		EDPN 5011 Sport psychology theory
		EDPN 5012 Application and research in the psychology of sport
*	1	EDPN 5013 Teaching skills for coaches (6cps)
*	1	EDPN 5014 Coaching effectiveness: evaluation (6cps)
*	2	EDPN 5015 Sport and technology (6cps)
*	1	EDPN 5016 Planning coaching programs (6cps)
*		EDPN 6011 Physical education and sport: comparative and international
*		EDPN 6012 Theory of speed and power in training
		EDPN 6013 Coaching practice
*		EDPN 6014 Contemporary issues in coaching (6cps)
***	18	EDPN 6015 Elite Athlete development (6cps)
*		EDPN 6016 Ethical and legal implications on coaching
*	1	EDPN 6017 Applying sport science to coaching (6cps)
*	1	EDPP 5002 Research in teaching and curriculum (6cps)
		EDPQ 6012 Research, history and the nature of science education (6cps)
***	10, 11	EDPR 5001 University teaching and learning (6cps)
***	10, 11	EDPR 5002 Reflection and practice in university teaching and learning (6cps)
***	10, 11	EDPR 5003 Research enhanced teaching and learning (6cps)
***	10, 11	EDPR 5011 The scholarship of university teaching and learning (6cps)

		EDPR 6011 The academic profession: challenges and changes in higher education (6cps)
		EDPR 6012 Developing flexible learning in Higher Education (6cps)
***	14	EDPT 5001 Issues in Aboriginal studies (6cps)
***	14	EDPT 5011 Teaching Aboriginal studies: a national priority (6cps)
**	8	EDPZ 5010 Individual Professional Learning Portfolio (6cps)
**	8	EDPZ 5822 Language skills for English teachers (6cps)
*		EDPZ 5823 The systems of English (6cps)
*		EDPZ 5824 The practice of English language teaching (6cps)
*		EDPZ 5825 Principles of English Language teaching (6cps)
**	8	EDPZ 6010 Individual Learning Leadership Portfolio (6cps)
*		EDPZ 6720 Dissertation (12cps)
*		EDPZ 6724 Dissertation Part 1 (6cps)
*		EDPZ 6725 Dissertation Part 2 (6cps)
*		EDPZ 6730 Essay 1 (6cps)
*		EDPZ 6731 Essay 2 (6cps)
***	4, 8, 9, 14	SCWK 5902 Family Violence: Australia and Canada (6cps)
**		SCWK 5902 Indigenous and First Nations' Children (6cps)
**	8, 10	SCWK 6902 Social Research (6cps)
		SCWK 6908 Authorised Independent Study & Report (6cps)
		SCWK 6910 Contemporary Community Work Policy and Practice (6cps)
*		SCWK 6914 Group Work (6cps)
*		SCWK 6917 Practice Development (6cps)
		SCWK 6918 Debates in Human Services Management (6cps)
		SCWK 6922 Gender and Social Policy (6cps)
*		SCWK 6927 Theories of Professional Practice Supervision (6cps)
		SCWK 6942 Dying: Ethics, Policy and Politics (6cps)
*		SCWK 6943 Social Work Practice: Theory Development (6cps)
*		SCWK 6944 Death, Dying and Mourning (6cps)
		SCWK 6945 Palliative Care: Policies and Practices (6cps)
*		SCWK 6948 Social Policy Frameworks (6cps)
**	7, 8, 11, 13	SCWK 6949 Global Social Policy (6cps)

Bachelor of Teaching and Master of Teaching (Primary)

PERSPECTIVE	UNIT & CODE NAME
	EDBT 5116 Primary Science & Technology 1 (1cps)
	EDBT 5117 Primary English 1 (2cps)
	EDBT 5118 Mathematics Education 1 (2cps)
	EDBT 5119 Creative Arts 1 (4cps) Visual Arts Drama Music

		EDBT 5120 Primary English 2 (2cps)
***	2, 13, 14, 15	EDBT 5121 TESOL (2cps)
***	1, 13, 15	EDBT 5122 Human Society & its Environs 1 (2cps)
		EDBT 5130 Introduction to Learning & Teaching (12cps)
*	1	EDBT 5131 Information Technology Education (4cps)
***	5, 7, 9	EDBT 5210 Teachers & Learners – Schools & Communities (4cps)
		EDBT 5216 Personal Development, Health & PE 1 (2cps)
*	6	EDBT 5219 First Practicum (10cps)
		EDBT 5312 Mathematics Education 2 (1cps)
		EDBT 6112 Primary Science & Technology 2 (1cps)
		EDBT 6113 Creative Arts 2 (1cps)
**	1, 10	EDBT 6114 Mathematics Education 3 (1cps)
***	3, 13, 15	EDBT 6116 Human Society & its Environs 2 (1cps)
		EDBT 6119 Honours 2 (only for Honours students) (2cps)
*	6	EDBT 6120 Practicum 2 (8cps)
**	1, 2, 7	EDBT 6121 Children with Special Needs (2cps)
		EDBT 6122 Primary English 3 (2cps)
		EDBT 6123 Personal Development, Health & PE 2 (2cps)
		EDBT 6124 Schools in their Communities (3cps)
*	3	EDBT 6125 Special Education (3cps)
*	6	EDMT 6200 Internship (0cps)
*	6	EDMT 6201 Post-Internship Conference (0cps)

Bachelor of Teaching and Master of Teaching (Secondary)

PERSPECTIVE		UNIT CODE & NAME
		EDBT 5130 Intro to Learning & Teaching (12cps)
*	1	EDBT 5131 Inform Technology Education (4cps)
		EDBT 5216 Personal Development, Health 7 Physical Education (Health/Sport) (2cps)
		EDBT 5429 Art Curriculum A (single) (3cps)
		EDBT 5344 Art Curriculum A (double) (6cps)
***	6	EDBT 5351 Drama Curriculum A (3cps)
*	1	EDBT 5397 Arabic Curriculum A (3cps)
*	1	EDBT 5401 Chinese Curriculum A (3cps)
***	6, 13, 14, 15	EDBT 5347 Commerce/ Economics Curriculum A (3cps)
		EDBT 5349 Computer Studies Curriculum A (3cps)
		EDBT 5353 English Curriculum A (3cps)
*	1	EDBT 5355 French Curriculum A (3cps)

		EDBT 5357 Geography Curriculum A (3cps)
*	1	EDBT 5359 German Curriculum A (3cps)
		EDBT 5216 Health Issues/Sport in Schools (2cps)
*	1	EDBT 5361 Hebrew Curriculum A(3cps)
**	2, 11	EDBT 5363 History (3cps)
*	1	EDBT 5361 Indonesian Curriculum A (3cps)
*	1	EDBT 5367 Italian (3cps)
*	1	EDBT 5369 Japanese (3cps)
*	1	EDBT 5371 Judaic Studies (3cps)
*	1	EDBT 5373 Korean (3cps)
**	1	EDBT 5377 Mathematics Curriculum A (single) (3cps)
**	1	EDBT 5375 Mathematics Curriculum A (double) (6cps)
*	1	EDBT 5379 Modern Greek Curriculum A (3cps)
***	4, 7, 9, 14, 15, 16, 17	EDBT 5381 Music Curriculum A (single) (3cps)
***	4, 7, 9, 14, 15, 16, 17	EDBT 5383 Music curriculum A (double) (6cps)
***	4, 7	EDBT 5387 Science Curriculum A (single) (3cps)
***	4, 7	EDBT 5385 Science Curriculum A (double) (6cps)
		EDBT 5391 Social Studies Curriculum A (3cps)
		EDBT 5389 Social Ed Curriculum A (double) (6cps)
***	13	EDBT 5425 TAS Curriculum A (single) (3cps)
***	13	EDBT 5393 TAS Curriculum A (double) (6cps)
		EDBT 5395 TESOL Curriculum A (3cps)
***	5, 7, 9	EDBT 5210 Teach & Learn – Schools & Comm (4cps)
*	6	EDBT 5219 First Practicum (10cps)
		EDBT 5461 Art Curriculum B (single) (4cps)
		EDBT 5462 Art Curriculum B (double) (8cps)
***	4, 15, 17	EDBT 5435 Drama Curriculum B (4cps)
*	1	EDBT 5464 Arabic Curriculum B (4cps)
*	1	EDBT 5465 Chinese Curriculum B (4cps)
***	6, 13, 14, 15	EDBT 5466 Commerce / Economics Curriculum B (4cps)
		EDBT 5467 Computer Studies Curriculum B (4cps)
		EDBT 5436 English Curriculum B (4cps)
*	1	EDBT 5437 French Curriculum B (4cps)
		EDBT 5438 Geography Curriculum B (4cps)
*	1	EDBT 5439 German Curriculum B (4cps)
*	1	EDBT 5440 Hebrew Curriculum B (4cps)
***	7, 13, 14, 15	EDBT 5441 History Curriculum B (4cps)
*	1	EDBT 5442 Indonesian Curriculum B (4cps)
*	1	EDBT 5443 Italian Curriculum B (4cps)
*	1	EDBT 5444 Japanese Curriculum B (4cps)
*	1	EDBT 5445 Judaic Studies Curriculum B (4cps)
*	1	EDBT 5446 Korean Curriculum B (4cps)

**	1	EDBT 5447 Mathematics Curriculum B (single) (4cps)
**	1	EDBT 5448 Mathematics Curriculum B (double) (8cps)
*	1	EDBT 5449 Modern Greek Curriculum B (4cps)
***	4, 7, 9, 14, 15, 16, 17	EDBT 5450 Music Curriculum B (single) (4cps)
***	4, 7, 9, 14, 15, 16, 17	EDBT 5451 Music Curriculum B (double) (8cps)
*	1	EDBT 5452 Science Curriculum B (single) (4cps)
*	1	EDBT 5453 Science Curriculum B (double) (8cps)
		EDBT 5454 Social Studies Curriculum B (4cps)
		EDBT 5455 Social Education Curriculum B (double) (8cps)
***	13	EDBT 5456 TAS Curriculum B (single) (4cps)
***	13	EDBT 5457 TAS Curriculum B (double) (8cps)
		EDBT 5459 TESOL Curriculum B (cps) (4cps)
		EDBT 6124 Schools in their Communities (3cps)
*	3	EDBT 6125 Special Education: Inclusive Schools (3cps)
*	6	EDBT 6120 Practicum 2 (8cps)
*	1	EDBT 6119 Honours 2 (2cps)
		EDBT 6359 Art Curriculum C (single) (4cps)
		EDBT 6360 Art Curriculum C (double) (8cps)
***	1, 4	EDBT 6361 Drama Curriculum C (4cps)
*	1	EDBT 6363 Arabic Curriculum C (4cps)
*	1	EDBT 6364 Chinese Curriculum C (4cps)
***	6, 13, 14, 15	EDBT 6365 Commerce/Economics Curriculum C (4cps)
		EDBT 6366 Computer Studies Curriculum C (4cps)
		EDBT 6367 English Curriculum C (4cps)
*	1	EDBT 6368 French Curriculum C (4cps)
		EDBT 6369 Geography Curriculum C (4cps)
*	1	EDBT 6370 German Curriculum C (4cps)
*	1	EDBT 6371 Hebrew Curriculum C (4cps)
***	2, 6, 11	EDBT 6372 History Curriculum C (4cps)
*	1	EDBT 6373 Indonesian Curriculum C (4cps)
*	1	EDBT 6374 Italian Curriculum C (4cps)
*	1	EDBT 6375 Japanese Curriculum C (4cps)
*	1	EDBT 6376 Judaic Studies Curriculum C (4cps)
*	1	EDBT 6377 Korean Curriculum C (4cps)
**	1	EDBT 6378 Mathematics Curriculum C (single) (4cps)
**	1	EDBT 6379 Mathematics Curriculum C (double) (8cps)
*	1	EDBT 6380 Modern Greek Curriculum C (4cps)
***	4, 7, 9, 14, 15, 16, 17	EDBT 6381 Music Curriculum C (single) (4cps)
***	4, 7, 9, 14, 15, 16, 17	EDBT 6382 Music Curriculum C (double) (8cps)
***	7	EDBT 6383 Science Curriculum C (single) (4cps)

***	7	EDBT 6384 Science Curriculum C (double) (8cps)
		EDBT 6385 Social Studies Curriculum C (4cps)
		EDBT 6386 Social Ed Curriculum C (double) (8cps)
***	13	EDBT 6387 TAS Curriculum C (single) (4cps)
***	13	EDBT 6388 TAS Curriculum C (double) (8cps)
		EDBT 6390 TESOL Curriculum C (4cps)
*	1	EDMT 6202 Honours Special Study (0cps)
*	6	EDMT 6200 Internship (0cps)
*	6	EDMT 6201 Post-Internship Conference (0cps)
		EDBT 5217 Options 1 (2cps)
		EDBT 6118 Options 2 (2cps)
<i>Options Programs – Secondary</i>		
*	3	Prevention of troublesome behaviour in the Australian Classroom
		Improving Spoken English
***	2, 15	Paradise or Problem
***	7	Classroom Relations and Management
**	4, 5, 10	Plato's Meno
		Vocational Education
		Teaching in Western NSW
		Suicide Awareness
		Developing reflection and empathy for effective teaching practice
		The comprehensive high school: Past, present and future
		Improving assessment in your teaching
		Evaluation Children's Development

25. Remarks on Unit Mapping

1. Prior to offering additional comments on the mapping exercise, Ms. N. Butcher has asked me to pass on her sincere thanks to members of staff for being incredibly generous in terms of their time given and their constructive comments.
2. Given the differing composition of degrees offered in the Faculty, it is not possible to compare the quality and effectiveness of Aboriginal studies/perspectives beyond the representation of the data as provided. Over time it may be possible to chart internal changes in units of study, however such comparisons would likely not be comparable given changing degree requirements.
3. Handbook entries and outlines are required well in advance and exigencies demand later changes in units and names. No doubt the continued development of on-line publication will help resolve this to an extent. Currently it would not be possible for an enrollee to assess the extent of teaching and learning about Aboriginal studies/perspectives through most Handbook entries and unit of study outlines. Some units can have disappeared by the beginning of the semester, and others may have been added.

4. It is accepted that different objectives of units and methods will help determine the content and form of Aboriginal studies/perspectives. Common delivery modes were:
 - lectures, both given by teaching staff and guest lecturers
 - unit of study readings, both compulsory and recommended
 - tutorial or workshop seminars
 - examination of perspectives within NSW Board of Studies syllabuses and NSW DET policy documents
 - students learning to plan lessons, programs of study and consultations, and
 - perspectives being introduced for discussion and examination within related topic areas.
5. In some units of study it was recognised that an Aboriginal perspective was not appropriate. The point was also made that perspectives were difficult to address given cuts in teaching hours and the need to cover “priority” material.
6. It is recognised that the mapping presented here is less than complete because units of study are currently being rewritten and reviewed. There may also be some error in Audit recording, and some responses from staff are outstanding.
7. One of the important outcomes of the analysis has been the serious attention staff put into accounting for the content and pedagogy in the teaching of Aboriginal studies/perspectives in particular units of study. In interviews and writing, staff have presented their own philosophical positions, including suggestions as to what deserves modification or retention, and why a strong and coherent program is necessary.