



Australian Government

Department of Education, Employment and Workplace Relations

# What Works. The Work Program

Improving outcomes for Indigenous students

## Stepping up

What works in pre-service  
teacher education



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**What Works.  
The Work Program**

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*I remember when I was a young teacher and was called into the Principal's office following the yearly reading test. He wanted to know why several of the boys in my class had progressed in leaps and bounds, with reading ages increasing by as much as three years, and it was only in later years that I wondered if he thought there was something sinister going on. I loved what I was doing, loved getting to know the kids and their strengths and weaknesses. I was lucky that when I was doing my teacher training I had good teachers, and good mentoring teachers while on professional experience. I learned so much from those experienced and caring adults.*

*It has always been my belief that teachers figure largely in the life of a child. This belief was brought home to me quite recently when I was talking with a consultant whose job it is to embed Indigenous perspectives in a national program.*

*We talked at length about what Indigenous perspectives are, and clarified that many elements in the document were art and craft activities rather than Indigenous perspectives. I was told that Indigenous kids were engaged, and blossomed, when participating in the units of work – that the 'perspectives' worked.*

*My response was to say that it was because the teachers were engaged and enthusiastic; that the teachers had a wonderful document from which to hang their lessons; and that the teachers had participated in in-service education and were excited about what they were doing.*

*This belief is borne out by research, particularly research that was undertaken during the What Works project, where ordinary people, doing ordinary things, did them with commitment and enthusiasm.*

*Pre-service teacher education that incorporates What Works principles allows ordinary people to do extraordinary things for the benefit of Aboriginal and Torres Strait Islander kids. The contributors to **Stepping up: What Works in pre-service teacher education** have that vision and have generously shared their experiences and programs towards that end.*



## Background

Unfortunately for Australia, the full benefits of education have yet to be realised for the Indigenous peoples. At the beginning of the 21st century, ameliorating Indigenous educational disadvantage was presented as ‘an urgent national priority’ by MCEETYA (2000a, p.1). Although the rate of Indigenous students’ access to, participation in, and retention in education has shown improvements in some recent decades, equitable outcomes are not being achieved (Hunter & Schwab, 2003). Improvements in Indigenous education remain dwarfed by the magnitude of the discrepancy between Indigenous and non-Indigenous educational achievements (Ridgeway, 2002). According to the Commonwealth of Australia: ‘serious gaps between Indigenous and non-Indigenous outcomes remain in [English] literacy, numeracy, student attendance, retention into senior secondary education, year 12 certificates and some completion rates in VET and higher education (2002, p.xviii).

This statement was made by Mellor & Corrigan (2004) regarding the then current state of Indigenous educational disadvantage. As we write late in 2008 there has been no change to the situation as described four years ago.

The authors of the current paper hold the very firm belief that extending the *What Works* materials and their attendant philosophies into the tertiary sector can only benefit Aboriginal and Torres Strait Islander children.

The *What Works* materials and programs were developed from a set of Strategic Results Projects (SRPs) conducted throughout Australia in the late 1990s. There were two types of projects funded by the Commonwealth Government: ‘capital’ projects, to upgrade the educational infrastructure of non-government providers; and ‘non-capital’ projects. The *What Works* project was about non-capital projects.

The SRPs were about many things but, significantly, they were about ordinary people working together to achieve something new and exciting.

The question that was asked initially and one that people submitting needed to address was:

What changes to education and student support delivery practices will result in improved Indigenous learning outcomes within a relatively short period of time?

The projects ranged in scale from small single-site operations to large systemic initiatives. Thirty-one projects operated at various sites and these sites ranged from inner urban areas of capital cities to remote outback areas. Basically, the SRPs were a series of experiments.

The work was not conducted in exceptional circumstances; it was carried out in ordinary preschools, schools and training institutions, under conventional conditions.

The process of discovery within the SRPs was not innovative; not different; not radical.

The reason the SRPs worked was because people were choosing to make them do so, and these were mainly Aboriginal and Torres Strait Islander community members, and teachers in schools, all of whom held a firm belief in the prospect of success and had the will to make it occur. They were effective school–community partnerships.

It is almost certain that, sometime in their teaching careers, Australian teachers will have one or more Aboriginal/Torres Strait Islander students in their classes.

The full report of these projects could be read as a lengthy description of cases of good teaching practice; not especially exceptional, but applied with commitment and a determination to achieve success for all involved. Good relationships, trust, flexibility, individual concern, problem-solving, perseverance, thoughtful observation and careful investigation of good teaching strategies and possibilities, and knowledge of students' backgrounds: that is what good teaching is. This is what teachers can do.

The Report of the SRPs *What Works: Improving outcomes for Indigenous students* led to an Australian Government Program that has operated as training and development for schools for the past eight years, a program hosted by National Curriculum Services (NCS) and the Australian Curriculum Studies Association (ACSA).

The project has produced the following publications:

- *What Works. The Work Program: Improving outcomes for Indigenous students. The Guidebook*
- *What Works. The Work Program: Improving outcomes for Indigenous students. The Workbook*
- *What Works. The Work Program: Improving outcomes for Indigenous students. CD-ROM*
- *What Works. The Work Program: Improving outcomes for Indigenous students. Successful practice*
- *What Works. The Work Program: Improving outcomes for Indigenous students. Website: [www.whatworks.edu.au](http://www.whatworks.edu.au)*
- *Core Issue 1 – Setting up for success*
- *Core Issue 2 – Reducing suspensions*
- *Core Issue 3 – [English] Literacy for succeeding at school*
- *Core Issue 4 – Numeracy*
- *Core Issue 5 – Engagement*
- *Core Issue 6 – Boarding*
- *Core Issue 7 – International issues*

Between 2005 and October 2008 the program has conducted 950 professional learning activities involving 26,130 participants. There has also been 102 presentations delivered to 7,620 pre-service teachers in tertiary institutions.

The project also recognised that this program and its attendant materials should be of interest to those engaged in pre-service university teacher education studies.

To advance this over the past four years, three workshops of mostly Schools of Education staff have been held to introduce them to the program. These were facilitated by ACSA together with NCS. At these early meetings several possible semester courses were presented by Professor Paul Hughes of The University of South Australia, Senior Lecturer Simone Ilulka Tur of Flinders University, and Dr Kaye Price from the University of Canberra, based upon their experiences. At the last of these meetings other lecturers presented a number of extra ideas that related to possible course structures.

This *What Works* tertiary publication is the outcome.

**Paul Hughes & Kaye Price**

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## **Purpose: to assist pre-service teacher educators to incorporate *What Works* materials in their programs**

Aboriginal and Torres Strait Islander students are often the most misunderstood of all participants in the Australian education system.

As a teacher educator, I work with pre-service teachers in the areas of Aboriginal and Torres Strait Islander education. On return from professional experience, pre-service teachers relate incidents involving Aboriginal/Torres Strait Islander students. The oft repeated ‘Oh. Don’t worry about him. He’s Indigenous,’ is both disturbing and depressing. A student who is ignored is unlikely to leave school with confidence or successful outcomes.

It is exceedingly important to improve outcomes for Aboriginal and Torres Strait Islander students, and to do so we must improve the graduate attributes of our teachers. Australian teachers, on leaving teacher education institutions, must be culturally competent.

We, as a total population, depend on teachers for the skills we attain, the knowledge we gain and the attitudes we cultivate over the years of schooling. By working with pre-service teachers with these three components of cultural competency in mind, we can do the very best to change student outcomes.

The task for Australia’s teachers is to work with Aboriginal and Torres Strait Islander students toward improving their levels of numeracy and English literacy with the aim of successful school completions leading to profitable post-school options.

As discussed in the literature review, the major influences on students’ achievement are at the teacher level. The most convincing of all arguments comes from John Hattie (2003), who after extensive research, concluded that:

... it is what teachers know [knowledge], do [skills] and care about [attitudes] in this learning equation ... the answer lies in the person who gently closes the classroom door and performs the teaching act ... the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling (2003, p.2).

The *What Works* materials give teacher educators and teachers access to a vast number of people who are engaged in improving outcomes for Aboriginal and Torres Strait Islander young people. The *What Works* materials present important examples of strategies that have led to success for Aboriginal and Torres Strait Islander students. The *What Works* materials are about real people in real places. Above all, the *What Works* materials can be adapted successfully for use in a variety of locations and situations.

Pre-service teachers have the right to experience a sound education that will equip them to be successful teachers of Aboriginal and Torres Strait Islander students. They have the right to cultural competency and the right to compete in education systems that require them to have the requisite knowledge, skills and attitudes. Australian students need teachers with the education and confidence to be effective and successful. Teachers and schools must be ready for our students. *Stepping Up: What works in pre-service teacher education* has been developed with this in mind.

Kaye Price

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*Pre-service teacher education in the field of Aboriginal and Torres Strait Islander education is an enduring topic. This review by Rhonda G Craven, Centre for Educational Research, University of Western Sydney, and Kaye Price, Ngunnawal Indigenous Higher Education Centre, University of Canberra, addresses some of the literature in relation to teachers and teacher influence on kids and how this relates to pre-service teacher education. This brief review of the literature provides us with some concrete evidence of how important teachers are. One Voice Institute of Elemental Ethics and Education says ‘Those who can, do...ONLY because they had GREAT teachers.’*

## **The literature**

Within tertiary institutions, the subject of Aboriginal and Torres Strait Islander education has been a major concern for many years (e.g. Bourke et al. 1993; Budby 1982a, 1982b; Willmot 1986, 1979; Hughes 1987, 1988, 1999; Hughes & Willmot, 1982; Phillips & Lampert 2005) beginning with deliberations conducted by the National Aboriginal Education Committee, and continuing until the present. One of the many problems has been the complete absence, until relatively recently, of Aboriginal and Torres Strait Islander people within the higher education sector and, as related by Mackinlay & Dunbar-Hall (2003, p.1) ‘the lack of any meaningful curriculum content to convey to non-Indigenous Australian students the reality of Indigenous lived experiences’. The report from the 1999 national survey of teachers in Australian schools,<sup>1</sup> in which there were six priority areas, demonstrated that the ‘proportion of teachers who ticked none of the possible responses was the largest ... 86.3% for Indigenous Studies. This indicated that the respondents had neither pre- nor in-service training in the area. In relation to each of the six areas, the majority of teachers who had undertaken training in the priority areas had done so on an in-service basis’ (1999).

This is despite the National Aboriginal and Torres Strait Islander Education Policy’s goal, which is ‘to provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures’ (Commonwealth of Australia, 1989).

Although education is fundamental to Aboriginal and Torres Strait Islander children’s futures and fulfilment of life potential, for decades Aboriginal and Torres Strait Islander Australians’ educational outcomes have not been commensurate with those of their peers.

While it is essential that the results of research be used to plan and prepare in order to redress this iniquitous situation, there is a lack of empirical research in Aboriginal and Torres Strait Islander education, particularly in the schooling sector, on what actually works. This leads us back to what happens in teacher education institutions, and what pre-service teachers learn about Aboriginal and Torres Strait Islander education.<sup>2</sup>

Little is known about the actual drivers of Aboriginal and Torres Strait Islander students’ educational outcomes. However, examination of findings in the educational literature based on research with largely

1 10,019 teachers from Government and non-Government schools responded to this survey

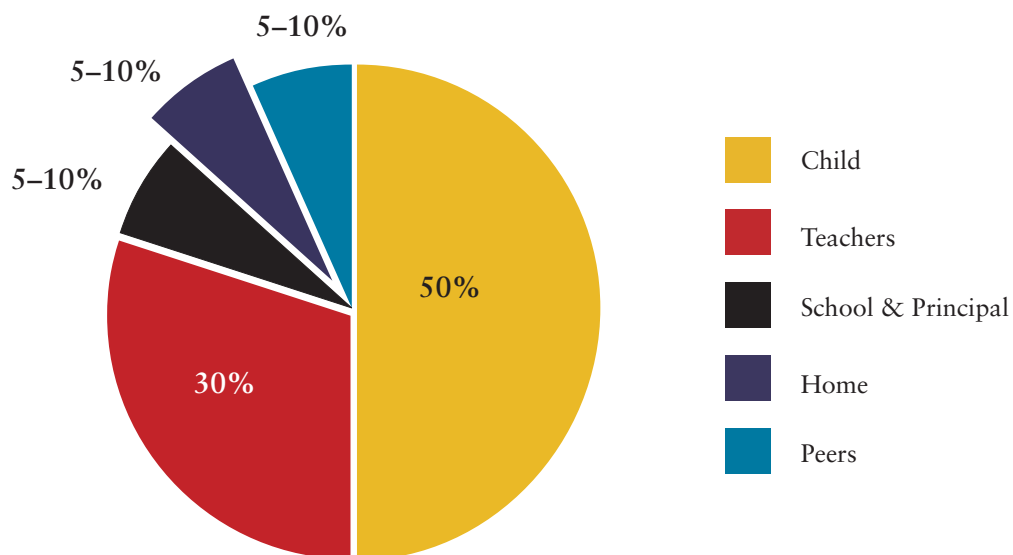
2 This refers to education both **for** and **about** Aboriginal and Torres Strait Islander Australians

non-Indigenous students offers potentially compelling new directions. John Hattie's 2003 'Meta-analysis: Major Sources of Variance in Achievement' synthesised over 500,000 primary research studies of the effects of various influences on student achievement (see Hattie, 2003 for an overview) and found that almost all education strategies have a positive effect on achievement. However, Hattie advocates that what we should be looking at are those attributes that have marked, as opposed to minor, effects.

Hattie (2003) identified the key major sources of variance in achievement (see Figure 1):

- Attributes of students (50%) predict achievement more than any other variable.
- Teachers account for a massive 30% of the variance in achievement outcomes.
- Home (5–10%) effects 'are more related to the levels of expectation and encouragement' (p.2).
- The role of the Principal in creating school climates (5–10%) that are responsive to students, emphasise psychological safety to learn, and focus on student learning.
- Peers account for 5–10% of the variance and their influence whilst it can be positive is minimal.

**FIGURE 1: EVIDENCE-BASED INFLUENCES ON STUDENT OUTCOMES**



Source: Hattie (2003)

Hattie also identified effect sizes for key influences and found that clearly the major influences on students' achievement were at the teacher level and were strategies that reflected quality teaching. He found that the largest effect sizes were for feedback, instructional quality, direct instruction, remediation, class environment, challenging goals, peer tutoring, mastery learning, homework, teacher style, questioning, advance organisers, simulation and games, and computer assisted instruction. Based on this rich research evidence, Hattie concluded that:

it is what teachers know, do, and care about which is very powerful in this learning equation... Interventions at the structural, home, policy, or school level is like searching for your wallet which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching act – the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling (2003, p.2).

Ken Rowe (2003) has also emphasised the importance of teacher quality as a key determinant of schooling outcomes, and advocates that there is a need to focus on ‘real’ effects from recent and emerging local and international research on educational effectiveness (Hill & Rowe, 1998). For example, the *Victorian Quality Schools Project* (see Hill & Rowe, 1998) examined variance in Australian student achievement data for [English] literacy and numeracy, taking into account the hierarchical nature of the data, for 13,700 students in primary and secondary schools.

In summing up the findings of next generation school effectiveness studies, Rowe concluded that:

the quality of teaching and learning provision are by far the most salient influences on students’ cognitive, affective, and behavioural outcomes of schooling – regardless of their gender or backgrounds (2003, p.1).

Rowe (2003, p.22) has also lamented that ‘there is a growing uneasiness related to how little is known about teacher quality from the students’ own perspectives’. We would add to this that there is astoundingly little known about what Aboriginal and Torres Strait Islander students see as the qualities of effective teachers, and the impact this has on educational outcomes.

## Pre-service education and Indigenous students’ educational outcomes

Very few studies have been undertaken in relation to pre-service education and Indigenous students’ education outcomes, however the Australian Education Union believes that all teachers employed in the public education system in Australia should complete a comprehensive sequence of Indigenous Studies as a minimum requirement for their employment (AEU, 2002). The AEU responds to the question ‘Why should teachers learn Indigenous Studies?’ by stating that:

Numerous publications both recent and dated, including the Federal Government’s flagship report on the Indigenous Strategic Results Projects (SRPs), *What works? Explorations in improving outcomes for Indigenous students* (McRae, et al. 2000) have all concluded that effective teaching practice is essential to improving educational outcomes for Aboriginal and Torres Strait Islander students (AEU, 2002).

Considering that all Australian teachers, at some time in their careers, will almost certainly have an Aboriginal or Torres Strait Islander student in class, Darcel Moyle’s statement, ‘All [teacher education] students have a right to learn about Aboriginal and Torres Strait Islander history and cultures from educators who have received quality training about Indigenous issues,’ is particularly important (*Koori Mail*, 2004). According to data collected by the Commonwealth Grants Commission, more than 60% of government primary schools and more than 80% of secondary schools have Aboriginal and Torres Strait Islander students enrolled (CGC, 2008).

The AEU advocates mandatory Indigenous Studies within pre-service teacher education. However, teacher education institutions confront several particular challenges in developing mandatory Aboriginal Studies subjects in pre-service primary teacher education programs. In response to this dilemma, Rhonda Craven, Christine Halse, Herb Marsh, Janet Mooney and James Wilson-Miller were contracted to investigate the impact of mandatory Aboriginal Studies subjects on pre-service primary teachers. On the basis of competitive submissions and a selection process, contracts were offered to three tertiary institutions for the preparation of in-depth case studies describing the processes involved in successfully introducing a mandatory Aboriginal Studies course in their pre-service primary teacher education programs.

*‘Teaching the teachers mandatory Aboriginal Studies: Volume 2: “Case studies of exemplary practice in preservice teacher education”’* (Commonwealth of Australia, 2005) provides case studies of the development, implementation and evaluation of successful core subjects.<sup>3</sup>

3 Case studies can be found at <[http://www.dest.gov.au/sectors/higher\\_education/publications\\_resources/profiles/teaching\\_teachers\\_volume\\_2.htm](http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/teaching_teachers_volume_2.htm)> (accessed 17 September 2008)

This report builds on ‘*Volume 1: “Teaching the teachers Aboriginal Studies: impact on teaching”*’ (Commonwealth of Australia, 2005), which has a focus on the content covered in Aboriginal Studies subjects and strategies used by teacher education institutions to introduce mandatory Aboriginal Studies, as well as any barriers or difficulties that can prevent such courses being introduced.<sup>4</sup>

In terms of impact, the report found that teachers who undertook an Aboriginal Studies subject increased their knowledge of the subject matter, had a better self-concept and confidence in teaching Aboriginal Studies and Aboriginal students, and overall found it valuable.

The report also found that successful strategies depended on external factors such as the political climate, lobbying by key organisations, and state government education boards’ requirements regarding Aboriginal Studies units. Internal factors needed for success included support by key people such as the Vice-Chancellor, as well as being able to build on existing units of Aboriginal Studies.

The types of barriers to Aboriginal Studies being included in pre-service teacher education included timing, funding and the already full curriculum.

Participants were pre-service teachers ( $n = 797$ ) from 16 Australian universities, nine with mandatory Aboriginal Studies subjects ( $n = 408$ ), three offering electives ( $n = 160$ ), five offering perspectives across the teacher education curriculum ( $n = 229$ ), from five Australian States. A series of one-way Analyses of Variance (ANOVAS) was undertaken to test for differences across the three different types of courses (mandatory, elective, and perspectives) and an Analysis of Covariance (ANCOVA) to control for effects prior to taking such courses.

It was found that mandatory courses had a more positive impact, compared with elective or perspectives courses, on:

- pre-service teachers’ knowledge of subject matter;
- Aboriginal Studies teaching self-concepts in a range of desirable self-concept facets;
- values in regard to teaching both Aboriginal Studies and Aboriginal students;
- pre-service teachers’ perceptions of the extent to which they intend to teach their future students about Aboriginal Studies;
- their perceived ability to implement education system requirements; and
- the diversity of Aboriginal Studies content taught.

Pre-service teachers who have undertaken mandatory subjects, compared with pre-service teachers who have undertaken perspectives courses, feel they are more capable of teaching Aboriginal students and Aboriginal Studies and furthermore are more likely to enjoy doing so.

These results are important in that this is the first study to empirically test what works in teacher education courses for different modes of delivery.

Other relevant literature includes Phillips and Lampert (2005) who have edited a collection of chapters and who provided us with a number of first-hand accounts of teachers and teaching. In relation to pre-service teacher perspectives, Miller, Dunn and Currell (2005) discuss preparation for their ‘role as future educators’ and how in the task ahead there is not just one answer. They discuss cultural racism and pre-service teacher expectations.

## What works?

As described by Bin-Sallik (2005), new ways of thinking are required, which need to be tested with scientific and systematic investigations. She emphasised that:

4 Volume I includes a literature review, research findings and an analysis of the case studies. Volume II includes all the information related to the case studies that were conducted at the Australian Catholic University, University of Southern Queensland and University of Western Sydney. These case studies show that collaboration between schools of education and Aboriginal education units, direct interaction between students and Indigenous people, cultures and societies through the use of Indigenous guest speakers, practicum and field experiences all contributed to successful implementation of Aboriginal studies. Each case study provides information on context, features, staffing and structure of the subject, topics taught, effective strategies, resources, student reflections and assessment tasks.

Scholarly research can make an important difference and identify much needed fresh insights on how to address critical educational issues of our time... [T]here is indeed a dire need to establish a concerted national programme of Indigenous Education research to develop a body of scholarly literature that can really put to the test presumed successful strategies, identify causal mechanisms that make a difference, and generate new solutions that are demonstrated by research to result in tangible outcomes (Bin-Sallik, 2005: iv).

Which aspects of quality teaching have the largest impact on Aboriginal and Torres Strait Islander students' educational outcomes remains to be determined, however Hattie's meta-analysis (see Figure 1), while based on non-Indigenous samples, provides a starting point. Clearly the strongest effects are for feedback, instructional quality, direct instruction, remediation, class environment, challenging goals, peer tutoring, mastery learning, homework, teacher style, questioning, advance organisers, simulation and games, and computer assisted instruction.

Many involved in Aboriginal and Torres Strait Islander education seem to presume that they know what will work, and this has resulted in a plethora of recommendations that would be neither realistic nor cost effective to implement systemically. Rather than a scatter-gun approach, we advocate taking the very best available theory, research and practice, and developing theoretical models that we test and revise or refute based on empirical evidence. In such models we need to focus our attention on what factors are most likely to produce desirable educational outcomes. Hattie and Rowe's work shows us the way: clearly teachers make the difference. This also implies that a prime catalyst for change in Aboriginal and Torres Strait Islander education is particular teachers within schools, not entire schools.

Large-scale empirical studies such as those by Craven et al. (2005); and Zubrick et al. (2005) also offer important insights. Aboriginal and Torres Strait Islander children are unlikely to succeed if the drivers of educational success are not addressed.

Given Hattie has found that approximately 50% of the variance in achievement outcomes is explained at the individual level we cannot continue to ignore the power of directly targeting individual attributes that seed success. Importantly, a rich body of evidence-based empirical research has demonstrated that self-concept shares a causal and reciprocal relationship with achievement. As such, enhancing self-concept is a potent intervention for improving Aboriginal and Torres Strait Islander students' achievement and wellbeing. Similarly other psychological constructs (e.g., motivation, resilience, perceived discrimination) are also hypothesised to be drivers of success.

The findings of recent empirical research with pre-service and serving teachers by Craven et al. (2005a) offer tangible evidence that strengthening teacher education is essential and fundamental to seeding success in Aboriginal and Torres Strait Islander education. Mandatory courses, combined with a multi-faceted approach to the teacher education curriculum, produce teachers who are equipped with the knowledge, skills, and attitudes to make a real difference.

We have presented a snapshot of literature and research evidence that points us to teacher education imperatives. The following case studies illustrate ongoing initiatives.

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*As stated in What Works: The Work Program, case studies are driven by the perspectives of the people, places and point in time of their documentation. The case studies available in this program provide invaluable information about culturally acceptable practice as well as ideas for engaging learning experiences that in turn should enhance the academic achievements of Aboriginal and Torres Strait Islander students from the very early years of learning through to senior secondary level – and beyond. Dr Yvonne Carnellor of Curtin University has found it particularly useful to develop a table that addresses strategies and core issues. The case studies referred to are all available on the What Works website.*

## **Using case studies to enhance teaching practice**

These case studies ‘present important examples of strategies that have led to success for Indigenous students’ (*What Works*, 2006:1), and can thus be effectively used to guide pre-service teachers in relation to whole school policy development, lesson planning, and appropriate delivery. The case studies are available at <[www.whatworks.edu.au](http://www.whatworks.edu.au)>.

### **What Works case studies**

The *What Works* case studies cover a broad range of topics illustrating for pre-service teachers ways in which Aboriginal and Torres Strait Islander students have been assisted to achieve success in their education. The data have been collected using a variety of strategies: observational visits; interviews; formal document searches; and students’ work samples. These cases have been gathered over time and some changes have occurred but the basic information provides examples of success that might be used as a model for teaching.

The following table highlights the strategies and issues addressed in each case study.

### **References**

*What Works: Successful Practice*, 2006. <[www.whatworks.edu.au](http://www.whatworks.edu.au)> accessed 14 October 2008

**TABLE 1: STRATEGIES/ISSUES ADDRESSED IN CASE STUDIES**

	Relationships	Racism	Discrimination	Language/Literacy/Numeracy	Feedback	Self concept/Self esteem	Engagement	Adapting/Modifying Pedagogy
Augusta Park P.S., SA	•			•	•	•	•	•
The AAMT Project: 'Improving outcomes in Numeracy.'	•		•	•	•	•		•
Bonnyrigg H.S., NSW 'Using the Spidergram.'	•			•			•	•
Bourke P.S., NSW 'A needs – based Community School.'				•		•	•	•
'Indigenous adults in Schools' Vic Cert.3 in Aboriginal & Torres Strait Islander Education	•			•		•		•
'Students' cultures & heritage.' Tas		•	•			•		•
Badu Island S.S., Torres Strait, Qld 'Our school is your school too.'	•			•		•		•
Vocational Pathways: Booroongen Djugun College. Kempsey, NSW	•			•	•	•	•	•
'Accessing school and succeeding when you get there.' Cairns West S.S., Qld	•			•		•	•	•
Working Systematically: 'Strong and Smart.' Cherbourg S.S., Qld	•	•	•	•			•	•
The Middle Years: 'Indigenous adults in the School.' Courallie H.S. Moree, NSW	•	•	•	•	•	•	•	•
Students' cultures & heritage: 'Red, Yellow & Black.' Darlington P.S., NSW	•				•	•		•
Vocational Pathways: 'Work-based learning & Promotion of Indigenous Enterprises.' N NSW	•		•			•	•	•
Forming Partnerships: 'Working together for a Brighter future.' Ceduna Lutheran School, SA	•					•		•
Improving outcomes in Literacy: 'The "Deadly Ways to Learn" project.' WA	•			•		•	•	•
Case management, data focus & partnership. Doomadgee S.S., Lower Gulf of Carpentaria, Qld	•		•	•	•		•	•

TABLE 1: CON'T

	Relationships	Racism	Discrimination	Language/Literacy/Numeracy	Feedback	Self concept/Self esteem	Engagement	Adapting/Modifying Pedagogy
The Early Years: successful transition from home to School for Aboriginal preschoolers. Rural NSW	●			●				●
The Early Years: why Aboriginal people use ECE services, & why they don't. Rural SA	●	●	●					
The Senior Years: the Gumala Mirnuwarni Education Project. N WA	●		●			●	●	●
Hearing & Literacy. NT	●			●				●
Improving Outcomes in Literacy: 'Teach what you want known.' Tas				●	●		●	●
The Early Years: 'Being serious about transition – Taking the school into the community.' Kempsey	●			●	●		●	●
Students' cultures & heritage: The Ganai Project, Latrobe Valley, Vic	●		●	●	●	●	●	●
Indigenous adults on site: working as a team at Healy S.S. Murijunda, Mt Isa, Qld	●							●
Students' cultures & heritage – A sign of recognition. 'The Kurna Heritage.' SA								
The Middle Years: Karama P.S.'s Transition Program. Darwin, NT			●			●		●
Improving Outcomes in Literacy: 'Intensive work in the early years.' Kimberley Literacy Project. WA	●			●		●	●	●
Communities & networks for students: 'Bringing indigenous students together.' Ipswich, Qld	●			●	●	●	●	●
Listening to Indigenous students: 'We need to Learn more about Aboriginal cultures.' ACT	●		●		●	●	●	●
'The Marlak Mereny & Koorin Bush foods & Medicine' Project. Merriden S.H.S., WA	●			●		●	●	●
Working systematically: 'It's an ownership thing. That's what it is.' Murri School, Brisbane, Qld	●						●	●
Students' cultures & heritage: Narrabundah P.S., ACT	●			●		●	●	●

TABLE 1: CON'T

	Relationships	Racism	Discrimination	Language/Literacy/Numeracy	Feedback	Self concept/Self esteem	Engagement	Adapting/Modifying Pedagogy
Students' culture & heritage: Nidja Noongar Boodjar Noonook Nyininy. SW WA	●		●	●			●	●
Working systematically: Kormilda College, NT	●				●	●	●	●
Improving outcomes in literacy: 'Interactive video -conferencing.' The Literacy Links projects. Vic	●			●		●	●	●
An Indigenous presence: 'Working with the Community.' Moruya P.S., NSW	●		●	●	●	●	●	●
The Middle Years: 'Taking VET to the students.' Murrumbidgee College of Agriculture, NSW	●			●	●		●	●
The Middle years: 'Getting a taste of future options.' New England Institute of TAFE, NSW	●					●	●	●
The Full Service School: 'It's the relationships that count.' Rockhampton S.H.S., Qld	●			●			●	●
Improving outcomes in numeracy: 'What's going on in your head.'				●			●	●
Working systematically: 'Real justice: "Justice without alienation."' Queanbeyan P.S., NSW	●						●	●
Appropriate curriculum development: 'Every-one is involved & everyone is doing the planning.' Tas	●			●			●	●
Improving outcomes in literacy: 'Deadly writin', readin' & talkin'.' Salisbury N. P.S., SA	●			●	●		●	●
'Genuine partnerships with the Aboriginal Community.' S. Merredin P.S., WA	●			●				●
The Access Program: 'Integrated curriculum, Teamwork & a disciplined rapport.' Perth, WA	●		●	●	●	●	●	●
Road Open: The Kimberley DVD. 'A sharing of culture.' Broome, WA	●			●	●	●	●	●

TABLE 1: CON'T

	Relationships	Racism	Discrimination	Language/Literacy/Numeracy	Feedback	Self concept/Self esteem	Engagement	Adapting/Modifying Pedagogy
Indigenous adults in schools: 'I feel like I'm teaching my own family.' Beagle Bay, WA	●					●		
The Senior Year: 'The Secondary Pathways Project.' SA	●			●			●	●
'The Everyday business of Teaching.' St Joseph's School, Wyndham, WA	●			●	●	●	●	●
'Training for employment opportunities through a TAFE/Lands Council partnership.' W NSW	●					●	●	●
'Aim high like a seahawk.' Yarabah S.S., Qld	●			●		●	●	●
Classroom organisation: Numeracy. Whole group Focus: Introducing the concept.	●			●			●	●



*In pre-service education, different universities across Australia carry out different activities in relation to Aboriginal and Torres Strait Islander education. Here, we asked Jo-Anne Reid what works at Charles Sturt University.*

## **Supporting teacher educators to attend to Aboriginal and Torres Strait Islander Australia**

*At the Dubbo Campus of Charles Sturt University, NAIDOC in 2008 was celebrated with the awarding of scholarships to Aboriginal students in law, nursing and teacher education, along with performances by Wiradjuri and Gamilaroi people who danced and sang for an audience of local community members and play group, pre-school, kindergarten, primary, secondary and tertiary students, and their families and teachers. The Teacher Education staff provided information to school students about studying at the University, and in particular about studying to become a teacher. But this event didn't 'just happen' for the community, students and staff of the University. Just as for teachers in schools everywhere, there are people in the background in Higher Education settings making things happen!*

We can assume that as a reader having chosen to open these pages, you share with us the commitment to improve Aboriginal and Torres Strait Islander education, and are willing to do something to improve practices towards this end. This section provides suggestions for how academics can incorporate into university settings ideas from the *What Works* program in schools, and how they can use institutional research and teaching development mechanisms to secure funding and resources to support their efforts.

### **Why we need to improve our knowledge of what works for teacher education**

When the Australian House of Representatives Standing Committee on Education and Vocational Training released the report of its inquiry into teacher education, *Top of the Class* (Hartsuyker 2007), the committee of inquiry explicitly noted the need to increase the numbers of Indigenous teachers as part of a national strategy to increase the success and retention rates of Aboriginal and Torres Strait Islander students in Australian schools (Hartsuyker 2007, p.38).

Given the close relationship between education, schooling and the social and economic health of the nation, the task of improving the diversity of teacher education is framed as a challenge for research and practice.

*Top of the Class* acknowledged the significant contributions that Aboriginal and Torres Strait Islander teachers make in Australian school communities. What is often forgotten is that teachers who have grown up with Aboriginal/Torres Strait Islander cultural heritage substantively augment Australian school cultures in a second way. Aboriginal and Torres Strait Islander teachers bring to their teaching/learning experiences the possibility of contributing to, and enriching, academics' pedagogical knowledge and skills. They make use of this knowledge of education in their teaching, and because they are often bicultural or bi-dialectal (Reid & Owens 2005) they not only recognise the possibilities and challenges facing students who speak non-standard English, they can access broader cultural knowledge networks to inform their teaching (Santoro & Reid 2006). But at the present time, the number of Aboriginal and Torres Strait Islander teachers in schools around Australia is still disproportionate to the Aboriginal and Torres Strait Islander population. Teacher education

must therefore ensure that non-Indigenous teachers are well prepared to teach Aboriginal and Torres Strait Islander students.

As noted above in the literature review, the meta-analytical work of Hattie (2003) identified that teachers account for a massive 30% of the variance in achievement outcomes between children. That teachers can make such a difference in the life chances of their students means that teacher educators must ensure that their student teachers have access to information and practice that will prepare them to organise, manage and prepare their classrooms in ways that will improve outcomes for all the students for whom they are responsible, including Aboriginal and Torres Strait Islander students.

It also means that as teachers in universities, teacher educators have an obligation to find out what works to support and improve outcomes for the Aboriginal and Torres Strait Islander student teachers who are in our programs, and to make the environment of the university setting as welcoming and supportive as possible for all students from diverse cultural and language backgrounds. As teacher educators we cannot afford to ignore or just pay lip service to the importance of teaching our teachers how to teach Aboriginal and Torres Strait Islander students and Aboriginal and Torres Strait Islander Studies effectively. We have to aim for continuous improvement in our own practice and the institutional contexts in which our students learn.

## Education for rebuilding a 'Sorry' nation

Teacher education always occurs in the context of its particular time and space. The goal of reconciliation has been an ongoing moral and ethical imperative for some teacher educators and programs, and has guided the vision of quality teacher education aimed at social justice and equity in those programs. This can be claimed regardless of policy imperatives of state and national governments directed at improving education provision for Aboriginal and Torres Strait Islander students in Australian schools.

However, in an Australia moving towards nationalisation of curriculum and teacher education standards (and in the wake of the 13 February 2008 apology by the Prime Minister of Australia to Aboriginal and Torres Strait Islander people) we have a renewed and shared obligation to do things differently. As teacher educators, and more generally as staff in university settings, we play a key role in informing and supporting new generations of teachers to engage in a process of nation building that will change wider social attitudes, beliefs and practices involving Aboriginal and Torres Strait Islander people. Teacher education programs are increasingly becoming accountable to government for the quality of the preparation they provide aspiring teachers. But in cases where teacher educators do not share a sense of moral responsibility for our actions as education professionals, ethical considerations can become secondary to instrumental approaches to Aboriginal and Torres Strait Islander education and teacher education, emphasising compliance rather than commitment. In such instances, there is little chance that the programs have a significant impact on student teachers.

And sometimes, even when groups of teacher educators try to work collaboratively in their institutions and programs to develop practices that respect and build on Aboriginal and Torres Strait Islander cultures, they have little access to research evidence that clearly demonstrates exactly what works in tertiary settings. For this reason, academics' practice is often haphazard and superficial, so that students are subjected to repetitive sloganising and poorly understood accounts of Aboriginal and Torres Strait Islander history and cultures, rather than a fully integrated and sustained engagement with the research and with its pedagogical implications.

## Aboriginal and Torres Strait Islander teacher education in university settings

It is important to remember that universities are *not* schools, and that they are not *like* schools – particularly in terms of the amount of formal timetabled learning activity provided by the institution itself. While students can and do form study groups to share their learning, read independently and access tutorial assistance in classes or online forums, the situation in most universities is that students are not collectively engaged in shared tasks over sustained periods of time. Much of the learning that takes place is ultimately individualistic, competitive and strategically focussed on achieving an optimum grade and positioning for future employment. There are still too few Aboriginal and Torres Strait Islander academics in teacher education programs,

and where ‘guest lectures’ and single subjects are provided, their efficacy remains limited unless they are contextualised and augmented by the rest of the teacher education experience.

Any attention to Aboriginal and Torres Strait Islander studies and strategies for teaching Aboriginal and Torres Strait Islander students is usually welcomed by pre-service teachers with an eye on their future professional work, but there is no systematic attention to the improvement of tertiary offerings in teacher education. Worse, in some situations, as a result of decades of under-funding in the tertiary sector, the quality of what is on offer is poor, resulting in employers and graduates being quoted as claiming that there has been insufficient attention to working with Aboriginal and Torres Strait Islander students in the pre-service curriculum.

In this way, university-level teacher educators face a double responsibility in terms of:

- ensuring that our own teaching practice supports Aboriginal and Torres Strait Islander pre-service teachers to achieve quality educational outcomes; and
- ensuring that both Aboriginal and Torres Strait Islander and non-Indigenous pre-service teachers in our courses are adequately prepared to know what works for Aboriginal and Torres Strait Islander children in classrooms, and are prepared to take action in order to ensure that they provide optimum learning environments for Aboriginal and Torres Strait Islander students in all facets of schooling.

The next section looks at how teacher educators can work towards the ultimate goal of teacher education reform that will support increasing numbers of high-quality Aboriginal and Torres Strait Islander teachers graduating from teacher education programs around Australia, and contribute to a ‘concerted national program’ as referred to in the literature review above.

## Finding out what works in teacher education – the role of action research

In the absence of such a formal national research program, academics committed to improving educational outcomes for Aboriginal and Torres Strait Islander students can take steps to find our own practical answers and solutions – by researching our own practice.

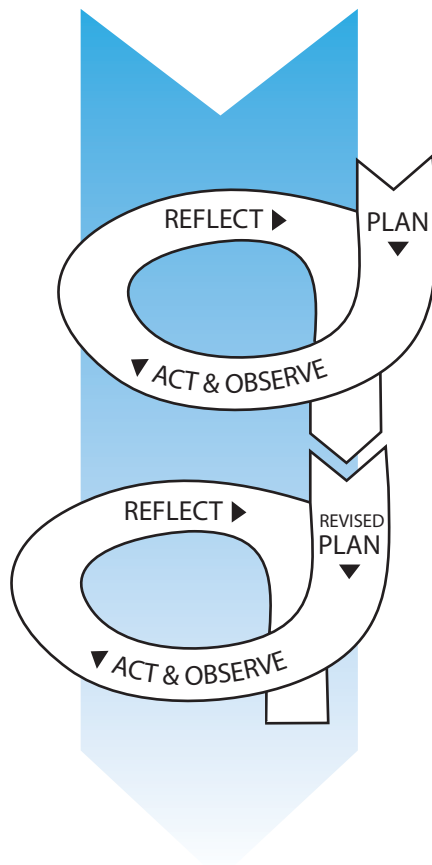
The use of the principles and strategies of action research as a tool for improving understandings of practice is not new (Carr and Kemmis 1982). We know that action research, with others who share a commitment to change, can be successful in changing inequitable and unhealthy educational situations and in altering the patterns of organisation, language and inter-relationship they produce. It is important to understand the motivation for, and justice of, educational practices, as well as to improve our understanding of these practices and the situations in which we carry them out. Carr and Kemmis’s action research spiral provides a useful and well-tried model for thinking about what is happening in a situation of practice, planning changes that the practitioner hopes will improve that situation, implementing the changes, and reflecting again on what has happened... and so on.

Kemmis and McTaggart’s model of this cycle (see Figure 1) is a helpful way to clarify the steps of the research design of a study of academic work (based both in our own teaching and in external references to other people’s work and associated research) that can assist us to make planning decisions in the context of our own practice.

What is important for academics wanting to research their own practice, though, is the need for this research to be *collaborative* – both with students and with colleagues. Forming an action group of even two people who would like to make a difference for Aboriginal and Torres Strait Islander education means that the reflection stages of each cycle will be richer and more likely to involve reference to a wider body of knowledge. Each time you plan to make a change, implement it in your teaching or work space, observe what happens, or gather other evidence of what has happened as a result of the change you made, and then reflect on what it means for your students, your practice, the institution and education more generally, you are moving inexorably towards social reform. What makes this action research, though, is the commitment to share it publicly with a critical audience through publication. I will come back to this after a brief discussion about how to begin.



FIGURE 1. THE ACTION RESEARCH SPIRAL



Kemmis & McTaggart (1988, p.11)

### From little things, big things grow...<sup>1</sup>

There is one key principle to finding out what works for you, in your institution: start small, and make sure it's sustainable. Always start where it's easy – it is the little things that make a difference. For instance, as a research question for your institution, what would be the difference in student experience and understanding of Aboriginal and Torres Strait Islander education if you attempted to make the following small changes?

### Little changes in language, organisation and relationships

#### 1. Changing the *language* about Aboriginal and Torres Strait Islander issues in teaching:

- a. Start with an Acknowledgement of Country<sup>2</sup> at the beginning of all mass lectures and formal presentations. Write the acknowledgement out in full at the start of lecture notes, or on your power point presentation. That way, students will get to see the acknowledgment themselves and you won't feel uncomfortable if you stumble or get it a bit wrong the first few times you do it.
  - The first time you notice an Aboriginal or Torres Strait Islander student take silent note of your action, you'll know for certain you've done the right thing.
  - After a few weeks of lectures, pause to inquire whether students have any questions about why you have named only one Language Group in your acknowledgement.

<sup>1</sup> Kev Carmody and Paul Kelly 'From Little Things Big Things Grow', *Comedy Album*, 1991

<sup>2</sup> If your university doesn't have one, the following are two examples of acceptable words that may be used when giving an Acknowledgement of Country: I/we would like to acknowledge that this meeting is being held on the traditional lands of the (appropriate group) people; or I/we would like to acknowledge the traditional custodians of this land and pay my/our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia. <<http://www.apapdc.edu.au/daretolead/>> accessed 12 September 2008

- Discuss how they can find out what to say when they are in a school on professional experience. In this way your language makes an assumption that this is a usual practice in educational settings and that they need to think about it, and it also positions them as agentic in this responsibility.
- b. Include reference to Aboriginal and Torres Strait Islander research, texts and resources, including the *What Works* material in your reading lists.
- *What Works* materials at <[www.whatworks.edu.au](http://www.whatworks.edu.au)>
  - Dare to Lead resources can be found at <[www.daretolead.edu.au](http://www.daretolead.edu.au)>
  - You don't need to highlight this material or point it out especially – but make sure that it is there, 'naturally' when your students open their study materials for your subject.
  - The Indij Readers series: <<http://www.indijreaders.com.au>> may be helpful for primary teachers.

**2. Changing the *organisation* of the way your teacher education practice acknowledges and supports Reconciliation:**

- a. Have your university develop, in consultation with the Aboriginal and Torres Strait Islander Centre, an Acknowledgement of Country. In the meantime, talk with your Dean or Head of School about including an Acknowledgement of Country at the beginning of all formal staff meetings, seminars and committee meetings in your school or faculty. The DTL acknowledgement can be a good place to start.
- b. Make sure your university library, or curriculum resource centre has purchased copies of the resources you have recommended to pre-service teachers, so that they can easily access them when they look.

**3. Changing the *relationships* between teacher education practice and local Aboriginal and Torres Strait Islander communities and representatives:**

- a. Initiate an annual school or faculty observance of Sorry Day. This can be as simple as posting a message to the student online forum at the start or in the second week of the academic year. It could be more than this, but the organisation of this should not be the responsibility of the Aboriginal and Torres Strait Islander or Indigenous Support Centre.
- Visit the Aboriginal and Torres Strait Islander or Indigenous Support Centre at your university in the first instance and ask to talk with staff members about your ideas.
- b. Invite a representative from the Centre to inform staff about their role in the university.
- c. Have your faculty and students initiate NAIDOC events in your community/in your university each year.
- d. Purchase a set of small flags or banners to be displayed in the foyer or office of your school.
- Displaying the Aboriginal and Torres Strait Islander flags along with the Australian national flag sends clear messages of respect and acknowledgement and is a gesture of welcome to the local community and to Aboriginal and Torres Strait Islander pre-service teachers in your faculty.
- e. Introduce yourself to your local Aboriginal Education Consultative Group (or Indigenous Education Consultative Body) and ask for volunteers to talk with pre-service teachers, and to talk with you and your team about how you can work with the community to improve the experience of pre-service teachers in relation to teaching Aboriginal and Torres Strait Islander children.

These are all small steps – and making any one of these changes will mean that your own practice will be changed. But if you and your colleagues decide to implement a raft of these small changes, they become a program of activity that can be seen as researching your teaching and the effects of changes in the social setting in which you practice. Consider the effect of two more small changes...

4. Add a question about how well your students feel that Aboriginal and Torres Strait Islander issues are dealt with in your subject to the formal student evaluation of teaching form that you use.

Encourage your colleagues to do the same – you are now researching your practice!

5. Think about applying for a faculty or university research grant or a teaching development grant to make this a formal and ‘countable’ part of your academic work.

You may gain funding for improving the quality of teaching in university settings.

While there is every opportunity for individual academics to undertake the sort of systematic inquiry and reflection involved in action research into their practice in most tertiary settings today, this sort of ‘research-practice’ is often limited due to the range of demands that we increasingly experience on our time and energy. However, current emphasis on improving the research capacities of education faculties and improving the quality of teaching and learning in universities allows us to buy in to these performative discourses of academic accountability for purposes that will support scholarship into Aboriginal and Torres Strait Islander education reform. Applying for funding will allow us to bring in community members, pay research assistants to collate data from student surveys or comments, find literature related to our areas of concern, or support us to meet for reflection meetings with colleagues.

In terms of research support, university seed grants, small grants and competitive grants schemes can be utilised to enable time for action research into subject, course and institutional reform. Applying for teaching grants may also be useful and strategic, depending on the plans and aims of particular schools and faculties. The investment into improving the quality of teaching, largely through the work of the Australian Learning and Teaching Council (ALTC <<http://www.altc.edu.au/carrick/go>>) means that many institutions are keen to support staff wishing to improve their own practice and student learning.

Using these mechanisms to prepare student teachers more effectively to teach Aboriginal and Torres Strait Islander students when they graduate allows academic staff to keep engaged and interested in teaching practice as well as working to increase student participation. In pre-service teacher education programs at the current time, collective self-reflective inquiry undertaken by academics is the sort of teaching development work that can be funded, and is seen as a significant form of scholarship that is valued by the university.

The documentation for grant applications for teaching and learning development grants in many universities will contain wording similar to this from Charles Sturt University, which, for example, states that:

Systematic and rigorous reflection on university learning and teaching by academic staff includes the development and evaluation of new approaches to teaching, critical discourse about learning and teaching, and analyses of professional and institutional cultures and frameworks as they bear on learning and teaching (CSU 2008: <<http://www.csu.edu.au/division/landt/reschol/reschol.htm>> accessed 23 September 2008).

These aims are congruent with the process of action research, as described above, and will permit us to bring social-reform agendas into teaching and administrative areas of the university, with the confidence that our work is valuable in developing our knowledge about our teaching, and also about what works for teacher education aimed at improving broader educational outcomes for Aboriginal and Torres Strait Islander students.

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CSU <<http://www.csu.edu.au/division/landt/reschol/reschol.htm>> accessed 23 August 2008

Dare to Lead <<http://www.daretolead.edu.au>>

Indij Readers series <<http://www.indijreaders.com.au/>>



*This case study describes the use of the What Works materials within a second year subject in James Cook University's undergraduate teacher education program. It has been written by **Juanita Sellwood**, a lecturer in the School of Education at the Cairns Campus of James Cook University, who hopes this case study can provide ideas and insights for using the materials in similar programs in other Australian universities.*

## **Engaging with *What Works* materials in undergraduate teacher education**

The subject entitled *Education for Cultural Diversity*, a core second year subject in the undergraduate program, focuses on diversity as a significant factor in Australian society and in an increasingly globalised world. Key concepts covered in the subject focus on 'race', gender, socio-economic status, location and themes relating to the construction of identities. The subject highlights the ongoing educational disadvantage experienced by Indigenous people within Australian society (Department of Education Science and Training, 2006). Indigenous examples are used as case studies to explore the key concepts.

The specific focus on issues in Aboriginal and Torres Strait Islander education is vital, given James Cook University's geographical location in an area of one of the largest populations of Aboriginal and Torres Strait Islander peoples in Australia. In addition, schools close by in the Cape York area currently comprise enrolments of 2197 students of whom 1450 are Aboriginal/Torres Strait Islander (Department of Education, Training and the Arts, 2006).

### **How did pre-service teachers engage with the materials?**

The outcome of pre-service teacher engagement with the materials was extremely positive. Professor Paul Hughes was invited as a guest lecturer in week 8 of the subject's study program. Two weeks prior to Paul's arrival students were each given a copy of the *What Works Workbook*, *Guidebook*, *Successful Practice* and the *Core Issues papers 1–6*. Students were divided into groups and were given one core issues paper to examine. Students were then required to give a presentation to the bigger group during Paul's visit. Paul then gave feedback on each presentation and provided opportunities for students to raise questions about Indigenous education issues they had identified whilst engaging in this task and throughout the subject. Most groups presented using a Powerpoint presentation. Many of the groups presented what they felt were key points in the issues papers, and some groups provided extra resources and further research insights into the core issue beyond what was expected. For example, one group presented the Core Issue of Numeracy and defined the differences between maths and numeracy. They then discussed with the class the consequences of innumeracy and what this might mean for the future lives of Indigenous children. Clearly, this task and the opportunity provided through Paul's visit extended students' thinking about how they might actively engage with these issues, and allowed them to explore possible classroom responses.

## How did James Cook University pre-service teachers benefit from engaging with the materials?

Asking the pre-service teachers to engage with *What Works* materials created a supportive platform for them and for me, as an Indigenous lecturer, to enter into a space where ‘difficult dialogues’ often arise, particularly when discussing issues of difference, ethnicity, race relations, power relations and social positioning that have impacted on education for Indigenous students. Furthermore, I have often been subjected to questioning and challenges from students that reveal prejudice regarding Indigenous peoples. I have also been told that I am too biased in my views of Indigenous education, although some students describe me as passionate about this subject. These materials focused attention on problem-solving and personal agency and away from negative stereotypes. This made dialogue easier for the students and for me.

## Suggestions for how these materials might enrich other areas of teacher preparation programs

During *professional experience*, students could investigate the schools’ programs for Indigenous students using the spidergram concept in the *What Works Workbook* (2005, p.8). Students could use discoveries from this investigation in the development of a resource or to inform their teaching of Indigenous students in their professional experience classroom.

After professional experience, pre-service teachers could use the checklist in the workbook to *self evaluate and reflect* on their teaching practice in regard to Aboriginal and Torres Strait Islander students and on ways to involve Indigenous communities in the school.

Students could synthesise ideas from the materials to address/acknowledge tensions and challenges in applying understandings to specific scenarios as well as provide evidence for appropriate responses. These scenarios could be authentic school-based scenarios from their own contemporary personal experiences that focus on social justice issues for Aboriginal and Torres Strait students.

## Final reflections...

The dynamics of an Indigenous lecturer delivering Indigenous content to mainly non-Indigenous students necessarily involves entering a contested space where things are not strictly Indigenous or Western but often complicated by what Nakata (2007, p.191) articulates as:

histories, politics, economies, multiple and interconnected discourses, social practices and knowledge technologies which condition how we all come to look at the world, how we come to know and understand our changing world, how we come to know and understand our changing realities in the everyday, and how and what knowledge we operationalise in our daily lives.

In these spaces, supportive materials such as the *What Works* resources allow pre-service teachers to understand how sensitive issues facing Indigenous students and their communities might be approached. Even more importantly, through learning about Indigenous peoples’ histories and inequitable educational experiences, pre-service teachers also learn about the positioning of their own cultures and what aspects are valued and recognised in schools as taken-for-granted or ‘normal’ aspects of schooling. It is these understandings that will make them better teachers of Indigenous students and indeed of ‘all’ children.

## References

- Department of Education Science and Training 2005, *The National Report to Parliament on Indigenous Education and Training, 2004*, Canberra.
- Department of Education, Training and the Arts 2006, *Bound for Success: Education Strategy for Cape York*, Brisbane: Strategic Policy and Education Futures Department of Education and the Arts.
- McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D.& Zbar, V. 2005, *What Works: The Work Program. Improving outcomes for Indigenous students. The Workbook*, 2nd edition. National Curriculum Services and the Australian Curriculum Studies Association, Canberra.
- Nakata, M. 2007, *Disciplining the savages: Savaging the disciplines*, Canberra, Aboriginal Studies Press.

*Ailsa Purdon lectures at Batchelor Institute of Indigenous Tertiary Education. In working with Indigenous pre-service teachers, she looks first and foremost at improving Aboriginal and Torres Strait Islander students' schooling. The following unit outline is one that can be adapted for use in pre-service teacher education programs.*

## **Making education work for Indigenous learners**

At the end of this unit students should be able to:

- identify a focus for improving the educational outcomes for Indigenous children;
- develop a background reconnaissance paper including the current achievement of children in an identified class and a range of approaches used previously;
- develop a set of goals, strategies and ways of assessing the outcomes of a teaching/learning cycle in the identified learning focus, implement the teaching/learning cycle and evaluate it; and
- reflect on the results of a teaching/learning cycle in terms of their work as teachers.

Introduce the unit with a brief review of the data relating to the outcomes of education for Indigenous learners. This would include the results of national testing programs, and other local/state jurisdiction/school testing programs.

Preparation for this activity could be incorporated into a practicum based task:

Identify the testing/evaluation tools and the data on learning outcomes that are kept in the school, especially those related to Aboriginal and Torres Strait Islander learners.

### **1. Orientation to the overall task**

A brief reconnaissance of the students' most recent school experience to focus ideas about a main area of interest/concern.

Describe:

- the school and or the class;
- aspects of the class that you enjoyed;
- aspects of the class you didn't enjoy;
- aspects of your teaching that you think are effective;
- aspects of your teaching you would like to improve; and
- aspects of the class you would like to know more about.

## 2. Introducing the *What Works* website

View the website <[www.whatworks.edu.au](http://www.whatworks.edu.au)>. Spend some time exploring the site.

Choose an area of your interest. Study at least two case studies and review:

- the objectives of the project;
- the activities/intervention;
- how the outcomes of the project were measured; and
- the outcomes of the project.

Share this review with your colleagues either at a tutorial session or on-line.

## 3. Introducing action research and learning

Excerpt, pp. 271–272: Action Research And Learning Summary. From Lorrie R. Gay & Peter W. Airasian. *Educational Research: Competencies For Analysis And Applications*, 7/e. Published by Allyn and Bacon/Merrill Education, Boston, MA. Copyright © 2003 by Pearson Education. Reprinted by permission of the publisher.

### SUMMARY

- 1 Good action research integrates theory, practice and application.

#### School Based Action Research

- 2 Key concepts of action research are conducted by educators, in schools and classrooms, applying mainly qualitative research and seek to focus on understanding and improvement of teaching.
- 3 Action research is typically focused on a particular issue within a single school.

#### Levels of Action Research

- 4 There are three levels of action research: individual researcher level, small groups of researchers and school wide research. The first two levels are the most commonly used.

#### Conducting Action Research

- 5 The four steps in action research are
  - a. select a topic or issue to study
  - b. collect pertinent data related to the topic
  - c. analyse and interpret the data
  - d. apply the research results

#### Identify the Topic of Issue

- 6 A good action research topic involves either a pressing problem or a learning about a promising practice. Good topics and research questions relate directly to the identified problem or issue.
- 7 Brainstorming is a good way to develop answerable questions. Answerable questions usually begin with “why”, “how”, or “what”. Include an intervention or implementation in a research question “What is the impact on X on Y?”.
- 8 Collect data: test results, work samples, observation notes, interview transcripts, surveys, questionnaires and many others.
- 9 Observations and interviews are two of the most common data sources.
- 10 When possible, use readily available data to increase a study’s efficiency and overall validity.



- 11 Research ethics must be fully implemented throughout any study. Researchers generally must still obtain permission and informed consent from all research participants. Consult the building principal or district office to be sure.

#### **Analyse the Data**

- 12 Analysing action research is similar to that for other forms of qualitative research. It is a cyclical process, ultimately narrowing the findings to a few key categories or features.
- 13 Most analysis involves creating categories. Use quantitative data analysis procedures when quantitative data is collected.

#### **Carry Out Action Plan and Share the Findings**

- 14 The final step in action research is to write up the results of the study so that other researchers can examine and critique the research process and its results.
- 15 The purpose of action research is to affect understanding and behaviour. Although research results often lead to new questions to examine, the primary intent of action research is to use collected data to alter or improve teaching practice.

Conduct a short literature review of the action research process. Draw a diagram of the action research process you will follow. Label it.

## 4. Developing a topic or focus for the project

Topics identified by previous students have included:

- implementation of diagnostic reading tests;
- developing more effective behaviour management and discipline strategies to reduce time out of school;
- factors that impact on student truancy;
- the impact of Indigenous Studies programs on the attitudes of non-Indigenous students; and
- developing Arrernte language programs using the Languages Other Than English framework.

#### **Reference:**

Taylor, Maurice, *Action research in workplace education*, <<http://www.nald.ca/clr/action/p3.htm>>, accessed 1 August 2005.

## 5. Assessment one

Broadening your reconnaissance – developing a background paper based on your topic.

This paper should reflect:

- evidence of a literature review on the topic – at least two primary sources and 15 secondary sources;
- a comparison of some of the theories relating to the topic;
- an outline of some (two) common classroom practices/methodologies used in this area;
- an evaluation of the current outcomes of these practices using both qualitative and quantitative data; and
- recommendations for action.

## 6. Some ethical issues

Frawley (2001) defines ethics as relating to relationships and the way in which we relate to the people we are researching.

The main issues are:

- confidentiality;
- informed consent;
- access to data; and
- control and equity of influence.

As a group discuss your understandings of each of these issues and develop a set of principles for working with schools, teachers, children and parents, particularly in Aboriginal and Torres Strait Islander communities.

### References:

- Fasoli and Jame 2007, 'Researching Remote Aboriginal Children's Services: it's all about rules', in *Contemporary Issues in Early Childhood*, Vol.8, No.4, 2007.
- Frawley, Jack 2001 'Research ethics: From Theory to practice', *Ngoonjook: Batchelor Journal of Education*, June 2001.
- Martin, Karen, 2008, *Please Knock Before You Enter: Aboriginal regulation of Outsiders and the Implications for Researchers*, Post Pressed, Teneriffe, Qld.

## 7. Getting ready to take action: *What Works: The Work Program. The Workbook*

Think about the school you would like to work in and the key features of it as a context for the work you want to undertake. Discuss with your practicum coordinator/unit lecturer:

- the school context;
- main features of the school;
- priority issues;
- the group you want to work with;
- partners in the project, including a mentor teacher; and
- protocols for undertaking the project.

Develop and present the project outline as per the *What Works* program: Setting your goals – what do you want to achieve with your program?

- What is your first goal?
- What are your targets? Indicate milestones along the way (include a timeline to take place over at least six weeks).
- What do you expect to achieve?
- Baseline data – what data already exists?
- What you are going to do?
- How are you going to measure what happened?

### Reference:

*What Works: The Work Program The Workbook*, Commonwealth of Australia. 2005. <[www.whatworks.edu.au](http://www.whatworks.edu.au)>

## 8. Taking action

The plan outline above is carried out under supervision in the school/classroom over a six-week period (not necessarily a full-time placement).

Record what happened: keep a reflective diary but also collect samples of work.

What are your results? Collect data that record the changes or otherwise.

Decide what you would do next.

What is your second goal?

## 9. Assessment two

Presentation of what happened in the action learning project. This is an oral presentation to peers and staff in the last week of the unit.

The presentation should include:

- a description of your topic and what you were trying to achieve (this should include references to baseline data);
- an outline of what you planned to do including how you planned to measure any changes;
- what you actually did (Were there any things that you planned to do that you didn't do? Why didn't you do them?);
- what you found out (this should include presentation of results and data); and
- a description of how what you found out during the project will impact on the way you will teach.

## 10. Developing your presentation

You will be looking at some different strategies to develop a presentation using a range of technologies.

Discuss with the group some of the features of each strategy.

Think about presentations you have attended that have been disappointing. What made them disappointing?

Maybe:

- the presenter used a monotonous voice; or
- the presenter didn't really know their content.

Now think of a presentation that you found outstanding. What made it outstanding? Maybe:

- the presenter knew the topic well and spoke with enthusiasm and passion; or
- the speaker seemed to understand the audience well and engage with them.

Think about how you might develop your presentation. What tools might you use to support it? Give some of your reasons for choosing these tools. These might be related to:

- the content of your project;
- the kind of evidence you have collected; or
- the kind of visual or graphic evidence that you have collected as part of your project.

Think about the content of your presentation:

- how much time you have for your presentation – about 20 minutes;
- your audience – peers and your lecturer;
- what arguments, position, points you want to make;
- what evidence you have to support your points; and
- how you are going to present this evidence.

Go back to your project portfolio. What are the main points you want to make? What evidence or examples do you have for each of your points?

## 11. Make your presentation

Make your presentation to a group of colleagues from the school where you undertook the project or your peers at university.

A lecturer will attend the presentation at your school or at university and assess it against the criteria listed below.

### Summary of assessment requirements/criteria

#### Background Paper

- Is an area of interest – a field of teaching or education theory and practice – identified?
- Is the current situation relating to the area of interest presented in the paper?
- Is there evidence of research into the current situation including:
  - baseline data;
  - evidence; or
  - a personal statement/position on the current practice?

#### Structure

- Does the written format comply with guidelines?

Introduction:

- area of interest to be investigated; and
- outlining the background paper.

Body:

- establishment of current situation;
- expression of own position;
- proposed issue to be researched;
- supporting quotes from relevant readings; and
- appropriate referencing.

Conclusion:

- summary of issues raised in the background paper; and
- proposed research.
- Was objective language used?
- Were paragraphs used and consistent?
- Was bibliography completed and accurate?

**Project Portfolio**

- Background paper
- Project proposal
  - Area of research identified and key question presented
  - What are you going to do in your research?
  - How are you going to do research?
  - Timeline that covers whole process from beginning to end
  - What are you going to deliver at the end of the research?
  - What resources do you require to complete the research?
  - Expected outcomes and negotiated items
- Samples of materials that were used in the research
- Lesson plans
- Notes from observations
- Notes from interviews
- Completed surveys
- Research log
- Videos, audio recordings, charts, booklets
- Curriculum materials



*The following examples of lecture programs are designed to assist your thinking in relation to curriculum design and planning for the implementation of the What Works materials. They were developed by Paul Hughes, University of South Australia and Simone Ulalka Tur, Flinders University.*

*They are structured as lecture programs for three or eight weeks and are examples of skeletal frameworks to assist you to develop a lecture program.*

*The programs do not include assessment requirements (essay questions, tutorial presentations, units of work) but are provided for you to consider in relation to your education program offerings. Readings are examples that are used by the authors, and not a prescriptive list.*

## **Examples of incorporating What Works materials into pre-service programs**

Suggested approaches include:

- Linking *What Works* specifically to core Indigenous Education courses within universities. The content in the *What Works The Guidebook* can be a trigger for lecture series and/or tutorial discussion.
- Alternatively, three hours of lectures/tutorials per week within three- or eight-week programs could be developed. All lectures/tutorials need an action element to them. Participants can engage in a planning/action exercise.
- However, we do recommend a full semester, 13-week lecture program.

The examples we provide are three- and eight-week programs. They can be adjusted based on specific university contexts and Bachelor of Education degrees.

For pre-service teachers to effectively engage with *What Works* we believe a MINIMUM of three lectures and tutorials would be required.

From our perspective this could include:

*What Works* can be used to introduce pre-service teachers to a close study of the historical and contemporary understanding of Australian education from an Indigenous perspective. The examples that follow refer to a key report *What Works? Explorations in improving outcomes for Indigenous students* (2000). The report was prepared for the Commonwealth Department of Education, Training and Youth Affairs as part of the IESIP Indigenous Strategic Result Project on significant achievements in Australian education for Indigenous students.

*What Works* can provide the framework for a lecture/tutorial course for pre-service education students. Specifically, the courses analyse and critique Australian education for Aboriginal and Torres Strait Islander students in reference to curriculum provision, teacher practice, strategies and pedagogical practices. This

is demonstrated through projects in early childhood and school education to the end of secondary years, including Vocational Education Training (VET). Courses analyse themes derived from the projects, including: Home to School Transition; In Transit: The Middle Years; At Home at School: Supporting Students; In Motion: Dealing with Student Mobility; Literacy; Numeracy; and Cross Cultural Understanding.

Courses also refer to other key texts, policy and curriculum documents, resources and critical readings of Australian education as they relate to Indigenous students and education to develop a broader understanding of approaches, anti-racist education strategies and issues.

#### Course aims:

- Develop an understanding of historical and contemporary Australian education in regard to Indigenous students.
- Develop an understanding of policy and how it has shaped the Australian educational experience for Indigenous students.
- Develop an understanding of 'race' and racism as it impacts on Indigenous students and their schooling.
- Develop an understanding of the diversity of Indigenous communities and their identities.
- Develop an understanding of and skills for delivering culturally inclusive schooling and pedagogy for pre-service teachers.

#### Learning outcomes:

- Develop knowledge of historical and contemporary 'race' relations.
- Develop and demonstrate curriculum that is inclusive of Indigenous perspective(s).
- Develop through critical literacy, critically astute students who are able to analyse their own experiences within Australia and as it relates to Indigenous Australia.
- Develop knowledge and apply the key factors identified in the research projects that lead to improved outcomes for Indigenous students.
- Identify, develop and demonstrate teaching strategies for improved educational outcomes for Indigenous students.

## Three-week lecture and tutorial program

### Lecture 1

#### Historicise and politicise

Critically analyse Australian education as it relates to Indigenous Australian people.

This allows students to gain familiarity with the history of Indigenous education, and with key policies and initiatives regarding Indigenous education and improved educational outcomes for Indigenous students.

#### Tutorial tasks and questions

- Discuss significant initiatives (policy and approaches) within Indigenous education.
- Consider ways ahead for Indigenous education.
- Summarise key factors identified in *What Works* that foster success for Indigenous students.
- What is my responsibility as a future teacher to Indigenous students?

## Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D., & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

## Readings

Commonwealth of Australia 1996, *A National Strategy for the Education of Aboriginal and Torres Strait Islander People 1996–2002*, Ministerial Council on Education, Employment, Training and Youth Affairs. Curriculum Corporation Melbourne. [The MCEETYA Report]

Commonwealth of Australia 1995, *Indigenous Australia Today: An Overview by the Aboriginal and Torres Strait Islander Commission*, Australian Government Publishing Service, Canberra.

## Lecture 2

### Intellectualise and theorise

Analysis of educational theories, curriculum, Aboriginal and Torres Strait Islander perspectives across the curriculum and culturally responsive pedagogy.

### Indigenous perspectives across the curriculum

This session will assist in identifying what is an Indigenous/Aboriginal or Torres Strait Islander perspective within the curriculum. (Refer to *What Works, The Workbook*: Acknowledgment, recognition and support of Indigenous cultures)

### Tutorial tasks and questions

- Can I incorporate Indigenous perspective(s) in all subject areas?
- Should I incorporate Indigenous perspective(s) in all subject areas?
- How do I know where to find out about Indigenous knowledge(s) and perspectives in my local area?
- What do I need to consider when seeking advice from an Indigenous community or organisation?
- Contact your school's district office, which can offer advice on resources and contact people.
- Present a series of lesson plans with (an) Indigenous perspective(s).<sup>1</sup>

### How do I (the teacher) perceive Indigenous learners?

This session seeks to identify/deconstruct perceptions about Indigenous students. Prompting questions can assist in-group discussions.

### Tutorial tasks and questions

- What is good education?
- How do I factor in the needs of Indigenous students? Make a list.
- How do I know if I have an Indigenous student in the classroom? Are there any language considerations?
- How have concepts of 'race' informed the education of Indigenous students?
- How do I perceive myself in relation to Indigenous students?
- What do I think and know about Indigenous students?

<sup>1</sup> First year pre-service education students are not usually asked to develop lesson plans. This task would apply to third and fourth year students.



## Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edition, Australian Curriculum Studies Association and National Curriculum Services.

## Readings

- Cowlshaw, Gillian & Morris, B. 1997, *Race matters: Indigenous Australians and 'our' society*, Aboriginal Studies Press, Canberra.
- Craven, Rhonda (ed.) 1999, *Teaching Aboriginal Studies*, Allen and Unwin, St Leonards, NSW.
- Groome, Howard & Hamilton, Arthur 1995, *Meeting the needs of Aboriginal adolescents*, Commissioned Report No. 35, AGPS, Canberra.
- Groome, Howard 1995, *Working Purposefully with Aboriginal Students*, Social Science Press, Wentworth Falls, NSW.
- Hall, Stuart 1997, *Representation: Cultural representations and signifying practices* SAGE Publications, California.
- Harkins, Jean 1994, *Bridging two worlds: Aboriginal English and cross cultural understanding*, University of Queensland Press, St Lucia.
- Harris, Stephen & Malin, Merridy 1994, *Aboriginal kids in urban classrooms* Social Science Press, Wentworth Falls, NSW.
- Harris, Stephen 1990, *Two-way Aboriginal schooling: Education and cultural survival*, Aboriginal Studies Press, Canberra.
- Hollinsworth, David 1998, *Race and racism in Australia*, 2nd edition, Social Science Press, Katoomba, NSW.
- Jones, Kevin 1995, *Aboriginal children learning mathematics*, Edith Cowan University, WA.
- Keeffe, Kevin 1992, *From the Centre to the City: Aboriginal Education, Culture and Power*, Aboriginal Studies Press, Canberra.
- McCarthy, Cameron 1990, *Race and Curriculum*, The Falmer Press, London.
- McConaghy, Cathryn 2000, *Rethinking Indigenous Education: Culturalism, Colonialism and the Politics of Knowing*, Post Pressed, Flaxton, Qld.
- McIntosh, Peggy 1990, 'White Privilege: Unpacking the Invisible Knapsack', <http://mmcisaac.faculty.asu.edu/emc598ge/Unpacking.html> Accessed 15 October 2008
- Moore, Basil. 1993, 'Anti-racist education: South Australian Policy in Black Perspective', in *Critical Issues in Australian education into the 1990's*, Reid, A. & Johnson, B. (eds), Painters Prints, Adelaide.
- Partington, Gary (ed) 1998, *Perspectives on Aboriginal and Torres Strait Islander Education*, Social Science Press, Australia.
- Rizvi, Fazal 1993, 'Children and the grammar of popular racism'. In *Race, identity and representation in education*, Cameron McCarthy and Warren Crichlow (eds), Routledge, New York.

## Lecture 3

### Strategies, teaching action and outcomes

*What Works* presenters are available to deliver a lecture around the origins of *What Works*, identifying teaching strategies through school case studies that have improved Indigenous student educational outcomes, student profiling and action plans, goal and target setting, data analysis and culturally inclusive practices.

## Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

## Eight-week lecture and tutorial program

### Lecture 1

#### Analysis of Indigenous education

This familiarises students with the history of Indigenous education, and with key policies and initiatives regarding Indigenous education and improved educational outcomes for Indigenous students.

#### Tutorial tasks and questions

- Discuss significant initiatives (policy and approaches) within Indigenous education.
- Consider ways ahead for Indigenous education.
- Summarise key factors identified in *What Works* that foster success for Indigenous students.
- What is my responsibility as a future teacher of Indigenous students?

#### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

#### Readings

Commonwealth of Australia 1996, *A National Strategy for the Education of Aboriginal and Torres Strait Islander People 1996–2002*, Ministerial Council on Education, Employment, Training and Youth Affairs, Curriculum Corporation Melbourne. [The MCEETYA Report]

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Commonwealth of Australia 2000, *Katu Kalpa: Report on the inquiry into the effectiveness of education and training programs for Indigenous Australians*, Senate Employment, Workplace Relations, Small Business and Education References Committee, Canberra. [www.aph.gov.au/senate/committee/EET\\_CTTE/completed\\_inquiries/1999-02/indiged/report/contents.htm](http://www.aph.gov.au/senate/committee/EET_CTTE/completed_inquiries/1999-02/indiged/report/contents.htm) accessed 15 October 2008

### Lecture 2

#### The origins of *What Works*: Indigenous Education Strategic Initiatives Program

This workshop will identify project activity. Pre-service teachers will become familiar with the IESIP framework and analyse two projects. Participants will identify aims, targets and outcomes of the project.

#### Tutorial tasks and questions

- Why do you think outcomes improved/worsened?
- Identify the school setting – are there any considerations that the school/teacher may need to take into account based on the school context (e.g. community, attendance, racism)?
- How might the project be altered in approach to facilitate change? How were stakeholders incorporated into the project objectives?

#### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

## Lecture 3

### How do I (the teacher) perceive Indigenous learners?

This workshop seeks to identify/deconstruct perceptions about Indigenous students. Prompting questions can assist in-group discussions.

#### Tutorial tasks and questions

- What is good education?
- How do I (pre-service teacher) voice my own cultural heritage?
- How do I factor in the needs of Indigenous students? Make a list.
- How do I know if I have an Indigenous student in the classroom? Are there any language considerations?
- How have concepts of 'race' informed the education of Indigenous students?
- How do I perceive myself in relation to Indigenous students?
- What do I think and know about Indigenous students?

#### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edition, Australian Curriculum Studies Association and National Curriculum Services.

#### Readings

Cowlshaw, Gillian. & Morris, B. 1997, *Race matters: Indigenous Australians and 'our' society*, Aboriginal Studies Press, Canberra.

Groome, Howard & Hamilton, Arthur 1995, *Meeting the needs of Aboriginal adolescents*, Commissioned Report No. 35, AGPS, Canberra.

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McIntosh, Peggy 1990, 'White Privilege: Unpacking the Invisible Knapsack', <<http://mmcisaac.faculty.asu.edu/emc598ge/Unpacking.html>> accessed 15 October 2008.

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Rizvi, Fazal 1993, 'Children and the grammar of popular racism', in *Race, identity and representation in education*, Cameron McCarthy and Warren Crichlow (eds), Routledge, New York.

## Lecture 4

### Indigenous perspectives across the curriculum

This workshop will assist in identifying what is an Indigenous/Aboriginal or Torres Strait Islander perspective within the curriculum. (Refer to *The Workbook: Acknowledgment, recognition and support of Indigenous cultures*)

## Tutorial tasks and questions

- Can I incorporate Indigenous perspective(s) in all subject areas?
- Should I incorporate Indigenous perspective(s) in all subject areas?
- How do I know where to find out about Indigenous knowledge(s) and perspectives in my local area?
- What do I need to consider when seeking advice from an Indigenous community or organisation?
- Contact your school's district office for advice on resources, including contact people.
- Present a series of lesson plans with (an) Indigenous perspective(s).

## Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edition, Australian Curriculum Studies Association and National Curriculum Services.

## Readings

Craven, Rhonda (ed.) 1999, *Teaching Aboriginal Studies*, Allen and Unwin, St Leonards, NSW.

Harkins, Jean 1994, *Bridging two worlds: Aboriginal English and cross cultural understanding*, University of Queensland Press, St Lucia.

Harris, Stephen & Malin, Merridy 1994, *Aboriginal kids in urban classrooms*, Social Science Press, Wentworth Falls, NSW.

Harris, Stephen 1990, *Two-way Aboriginal schooling: Education and cultural survival*, Aboriginal Studies Press, Canberra.

Jones, Kevin 1995, *Aboriginal children learning mathematics*, Edith Cowan University, WA.

Keeffe, Kevin 1992, *From the Centre to the City: Aboriginal Education, Culture and Power*, Aboriginal Studies Press, Canberra.

Partington, Gary (ed.) 1998, *Perspectives on Aboriginal and Torres Strait Islander Education*, Social Science Press, Wentworth Falls, NSW.

## Lecture 5

### Student profiling and action plans

This workshop will identify the benefits of student profiling and outline how action plans can be established for individual students. Participants will discuss its relevance, discuss who the stakeholders are and facilitate a process where ownership of learning is developed.

### Tutorial tasks and questions

Participants will be given a case study to workshop, and complete a profiling exercise.

### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

### Readings

Commonwealth of Australia 1999, *National Indigenous English Literacy and Numeracy Strategy 2000–2004*, J.S. Macmillan Printing Group, Canberra.

## Lecture 6

### Goals and targets

This workshop will assist in defining and articulating what goals and targets are. The workshop will show how this could be achieved. A panel of teachers could be set up to share experiences.

### Tutorial tasks and questions

- What is a goal?
- What is a target?

### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

## Lecture 7

### Data analysis

This workshop will identify data analysis approaches.

### Tutorial tasks and questions

- Discuss how to collect data outlined in *What Works*.
- Discuss the following question: Does one teaching method apply to all Indigenous students? Consider your response in relation to educational theory (Multiple Intelligences, Bloom's Taxonomy).

### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services

## Lecture 8

### Culturally inclusive practices

This workshop will outline and suggest culturally inclusive practices within the micro and macro school/ community environment.

### Tutorial tasks and questions

List culturally inclusive practices. Read Sara's article 'Young & Black & Deadly: Strategies for improving outcomes for Indigenous Students'. Summarise and discuss culturally inclusive practices.

### Core reading

McRae, D., Ainsworth, G., Hughes, P., Price, K., Rowland, M., Warhurst, J., Woods, D. & Zbar, V., 2005, *What Works. The Work Program. Improving Outcomes for Indigenous Students – The Workbook and The Guidebook*, 2nd edn, Australian Curriculum Studies Association and National Curriculum Services.

### Readings

Apple, Michael 1996, *Cultural Politics and Education*, Open University Press, Buckingham.

Apple, Michael 1979, *Ideology and Curriculum*, Routledge & Kegan Paul, London.

- Education for Social Justice Research Group 1994, *Teaching for Resistance*, Texts in Humanities and The Centre for Studies in Educational Leadership, Adelaide, South Australia.
- Giroux, Henry 1988, *Teachers as intellectuals: towards a critical pedagogy of learning*, Bergin & Garvey, Granby, Massachusetts.
- Giroux, Henry 1985, *Theory and resistance in education: a pedagogy for the opposition*, Bergin & Garvey, South Hadley, Massachusetts.
- McLaren, Peter & Sleeter, Christine 1995, *Multicultural education, critical pedagogy and the politics of difference*, State University of New York Press, Albany.
- McLaren, Peter 1994, *Life in schools: an introduction to critical pedagogy in the foundations of education*, Longman, New York.
- Sara, Chris 2003, *Young & Black & Deadly: Strategies for improving outcomes for Indigenous Students*, Australian College of Education.



[www.whatworks.edu.au](http://www.whatworks.edu.au)