

Assignment Two

Annotated Timeline

by

Alan Hubbard

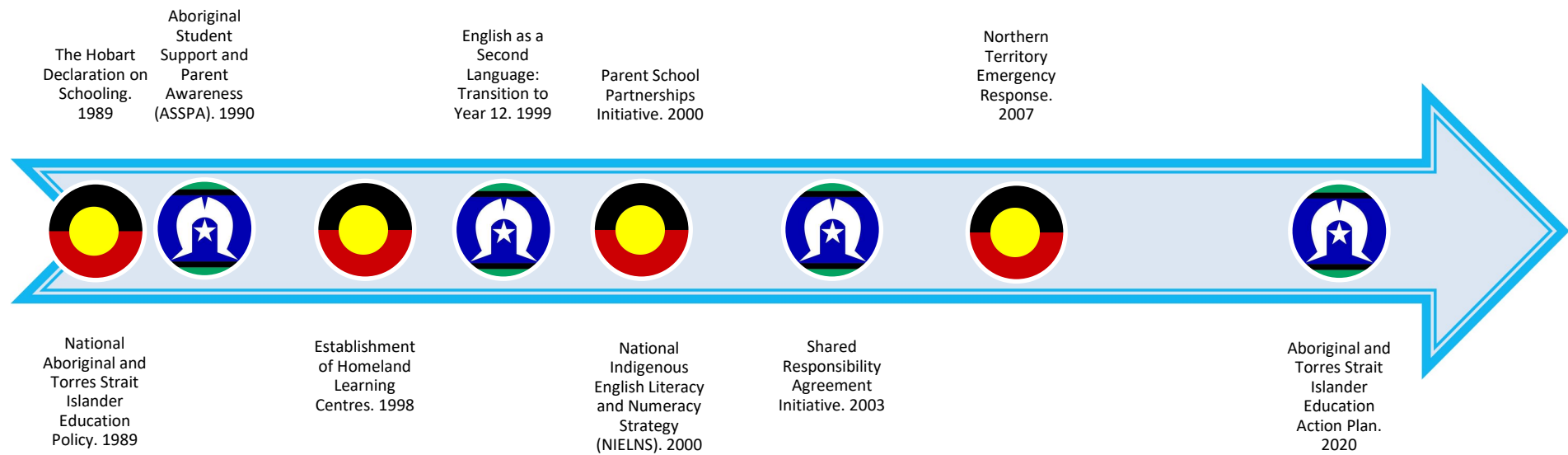
S326012

for

Mrs Lisa Oliver

EST 203 Teaching Indigenous Learners

Word count: 1563



- Title: The Hobart Declaration on Schooling 1989

- Date: 1989

- State or National Level: National Agreement, not enforced at each level

• Resulting Classroom Practice: As the agreement was the first of its kind and not authoritative in its delivery to all schools within Australia, there was little practical change within the classroom. However, it did start a change from the national level to facilitate change toward set common goals which was then reviewed through the Hobart, Adelaide, Melbourne and Alice Springs Declarations.

• Impact on Indigenous Students: The gathering of State and Federal Education Ministers, and the inclusion of specific language to include and articulate the importance of Aboriginal and Torres Strait Islander students, their culture and their needs, gave a high policy level directive to allow for greater discussion and inclusion of diverse needs. It also directed the provision for understanding and respect for cultural heritage, particularly with regard to those of Aboriginal and Torres Strait Islander ethnic groups. (Council, 1989)

- Title: National Aboriginal and Torres Strait Islander Education Policy 1989

- Date: 1989

- State or National Level: National Led policy agreed upon by all States and Territories

• Resulting Classroom Practice: This policy directed a large number of goals toward Aboriginal and Torres Strait Islander students, families and communities. Furthermore, the goals are seemingly unachievable and not done in consultation with Aboriginal and Torres Strait Islander leaders or representatives. One of the aims was to “achieve the participation of all Aboriginal [and Torres Strait Islander] children in compulsory schooling”. More than three decades later, this is still not achieved nor likely to be achieved. Nakata (1995) criticises

the lack of transparency, suitable knowledge of the issues by “experts” and the refusal to acknowledge and follow data and information derived from research. (Department of Employment Education and Training, 1989)

- Impact on Indigenous Students: Analysis of the policy found that the resulting practices were erosive to Indigenous culture and identity. The education continued to make assumptions regarding the culture of Aboriginal and Torres Strait Islanders without firstly understanding them. (McConaghy, 1998)

- Title: Aboriginal Student Support and Parent Awareness (ASSPA)
- Date: 1990
- State or National Level: National
- Resulting Classroom Practice: ASSPA provides funding for a variety of engagement opportunities to enhance students’ education and lifestyle situations.
- Impact on Indigenous Students: ASSPA provides opportunities for schools and community groups to provide resources and funding to ensure that students are gaining the experiences and requirements to be able to more adequately engage with school. Some of these include the provision of breakfast or lunch.

The provision of healthy and sufficient nutrition to students can benefit students and the school in a number of ways. Behaviour management is a significant factor in ensuring students achieve and attend schooling. Whilst nutrition can easily be considered a welfare issue, that does not directly relate to education and therefore, not the Department, by providing proper nutrition, students can then more effectively interact with the environment they are placed in. (Parliament of Australia, n.d.)

There has been significant opposition to the ASSPA program, including from the Department of Education. This includes denial of resources based on the description above

and for similar proposals that do not fit within the strict guidelines of the Department, further these restrictions have been applied inconsistently. Simply, student education must be considered holistically, if students are hungry, tired or unfulfilled in other aspects of their lives, they are likely to be unable or unwilling to engage with the curriculum and their education.

- Title: Est of Homeland Learning Centres
- Date: 1998
- State or National Level: Northern Territory
- Resulting Classroom Practice: The program increased availability of teaching staff, qualified and not, to remote areas that would not normally have access to any schooling. Facilities are below standard, with many buildings being constructed by families and the community with no or little expertise. When facilities were constructed by governments, they were built at low cost and without electricity or flushing toilets.

- Impact on Indigenous Students: The Homeland Learning Centres were aimed to provide facilities and staff to remote communities that are unable to hold full time school staff. The principle of the project plan was bold, however through its development is largely seen to be unsuitable and does not deliver the community expected outputs. The staff allocation is for one full-time non-qualified assistant teacher per every 17 students and a visiting or non-resident teacher per every 22 students. However, in reality, a qualified teacher will spend one to two weeks at the school before returning to their home location, in a Fly-in-Fly-out arrangement. (Deslandes, 1979. van Gelderen & Guthadjaka, 2019)

Whilst the complaints, that the government or Department of Education is not providing suitable education to students within the remote communities, the reality of the issue is that the individual teachers available and willing to teach within these environments

is a rare commodity. Further, those that are initially willing to accept these conditions, in principle, when faced with the reality, are unable to effectively integrate into the environment and return to their previous locations.

- Title: English as a Second Language: Transition to Year 12 Policy Released
- Date: 1999
- State or National Level: Northern Territory
- Resulting Classroom Practice: The Policy articulates the levels at which students are to achieve throughout specified Year levels. Importantly, the Policy describes the rate of students that speak English as a second language, or not at all. It describes the numerous situations where and how this occurs, giving context to why a student may have little or no English literacy.

- Impact on Indigenous Students: Whilst this affects a vast proportion of students, not just Australian born, the situations where Aboriginal and Torres Strait Islander students will have limited English comprehension is commonly due to the lack of use in the home or within community, as there is no need for it.

The policy focuses on language to enable students to be able to interact with the curriculum and its content, after establishing the literacy skills to communicate and maintain relationships. As this is focused on English literacy, it does not specify techniques to manage cultural knowledge. (Department of Education. Northern Territory Government, 1999)

- Title: Parent School Partnerships Initiative
- Date: Mid-2000s
- State or National Level: National

- Resulting Classroom Practice: Improved attendance, literacy and numeracy, retention and completion of Year 12.

- Impact on Indigenous Students: Parent and school engagement is often associated with greater school attendance, engagement and improved academic achievement.

The benefit of a deliberate relationship between the school and parents is twofold. Firstly, parents can become engaged with their child(rens) learning and understand the benefits of schooling. Secondly, and perhaps more importantly, the school and staff can engage more deeply with the social background of their students. This can provide teachers greater context to apply and create greater engagement from their students and counter stereotypic beliefs about the abilities of parents to engage with their child(rens) curriculum and the perception that home environments are unsuitable to education and learning. (Lea, et al., 2011)

Further, this engagement cannot be superficial in nature. When opinions of parents and community leaders are solicited, they must be carefully considered and used to improve curriculum outcomes, rather than see them as obstacles to a successful education.

- Title: Shared Responsibility Agreement Initiative
- Date: 2003
- State or National Level: National
- Resulting Classroom Practice: One of the main policy aims was to enforce school attendance, specifically for Aboriginal and Torres Strait Islander students.
- Impact on Indigenous Students: Policies such as “no school, no pool” and variations of this, present a simple and superficially effective consequence to truancy. However, the correctional nature is harsh and punishes the student for potentially, circumstances outside

their control. Further, the use of behaviour and consequence, as negative reinforcement is at odds with current research. (Kelly and Pohl, 2018)

In a study, by Lehmann, et al., (2003) health related benefits of the access to a public pool was examined in two Western Australian Indigenous communities; specifically, pyoderma or skin sores, and perforation of tympanic membranes in the inner ear. The introduction or re-establishment of the public pools in these communities drastically reduced the rates of these diseases. The use of this facility as a repercussion for school attendance is increasingly detrimental to the education of Indigenous students as the use of pools also improves an individual's health. (de Plevitz, 2006)

- Title: Northern Territory Emergency Response
- Date: 2007
- State or National Level: Federal policy directed at a single State/Territory
- Resulting Classroom Practice: The Intervention resulted in numbers of communities being separated and external government organisations, such as the Australian Army, being utilized to provide governance and law enforcement within the identified communities. These actions greatly affected communities as the Intervention was executed in such a short timeframe there was no time for consultation with community leaders and representatives. (Macoun, 2011. Mekarle, 2007)

- Impact on Indigenous Students: The removal of individuals and groups from communities and the close governance of these groups by external organisations, bore a heavy impact on the students and children within the communities. Through the intervention, students' identity was challenged at a critical time when they are discovering and exploring their image of self. (Taylor and Carson, 2009)

- Title: Aboriginal and Torres Strait Islander Education Action Plan
- Date: April 2020
- State or National Level: National
- Resulting Classroom Practice: The Aboriginal and Torres Strait Islander Education

Action Plan facilitated further teacher education on Aboriginal and Torres Strait Islander students. This was developed by a committee which included Aboriginal and Torres Strait Islander community leaders. The Plan aims to further engage students in schooling and improve their outcomes from it. One of the key methods for achieving the plan outcomes is through greater engagement between communities of Aboriginal and Torres Strait Islanders, schools, and the families of students.

- Impact on Indigenous Students: Rhea, et al., (2012) reports the data that shows the improvements of student attendance, numeracy and literacy rates, and post school qualification completions. During the period 2006 - 2018, the rate of completion of Year 12 or AQF II or equivalent increased from 47.4 percent to 69 percent. Similar gains were seen through national literacy and numeracy assessments, particularly through the older years being assessed, Year 7 and Year 9. (Rhea, 2012)

References

- Australia. Department of Education, Science and Training (DEST) Hugh Watson Consulting (Australia). (2003). Final report of the national evaluation of National Indigenous English Literacy and Numeracy Strategy (NIELNS).
- Commonwealth Government of Australia. (2000). The National Indigenous English Literacy and Numeracy Strategy, 2000–2004.
- Council, A. E. (1989). The Hobart declaration on schooling. Retrieved, 1, 2005.
<http://www.educationcouncil.edu.au/EC/TheHobartDeclarationonSchooling1989.aspx>
- de Plevitz, L. (2006). No school, no funds: shared responsibility agreements and Indigenous education. *Indigenous Law Bulletin*, 6(22), 16.
- Department of Education. Northern Territory Government. (1999) *English as a Second Language Policy: Transition – Year 12*.
https://education.nt.gov.au/ESL_introduction.pdf
- Department of Employment Education and Training. (1989). National Aboriginal and Torres Strait Islander education policy: Joint policy statement.
https://www.dss.gov.au/aboriginal_and_torres_strait_islander_education_policy.pdf
- Deslandes, B. S. (1979). Homeland Centres education in the Maningrida (NT) District. *Aboriginal Child at School*, 7(2), 15.
- Kelly, J., & Pohl, B. (2018). Using structured positive and negative reinforcement to change student behavior in educational settings in order to achieve student academic success. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 5(1), 17-29. <https://doi.org/10.4995/muse.2018.6370>
- Lea, T., Thompson, H., McRae-Williams, E., & Wegner, A. (2011). Policy fuzz and fuzzy logic: Researching contemporary Indigenous education and parent–school engagement

in north Australia. *Journal of Education Policy*, 26(3), 321-339.

<https://doi.org/10.1080/02680939.2010.509813>

Lehmann, D., Tennant, M. T., Silva, D. T., McAullay, D., Lannigan, F., Coates, H., &

Stanley, F. J. (2003). Benefits of swimming pools in two remote Aboriginal communities in Western Australia: intervention study. *Bmj*, 327(7412), 415-419.

Ma Rhea, Z., Anderson, P., & Atkinson, B. (2012). Improving teaching in Aboriginal and Torres Strait Islander education: Australian professional standards for teachers.

Macoun, A. (2011). Aboriginality and the Northern Territory intervention. *Australian Journal of Political Science*, 46(3), 519-534.

McConaghy, C. (1998). Disrupting reproductive and erasive pedagogies: Educational policy processes in postcolonial Australia. *Discourse: studies in the cultural politics of education*, 19(3), 341-354.

Mekarle, A. A. M. (2007). *Little Children are Sacred. Report.*

http://www.inquirysaac.nt.gov.au/pdf/bipacsa_final_report.pdf

Nakata, M. (1995). Culture in education: A political strategy for us or for them?. *Ngoonjook*, (11), 40.

Parliament of Australia. (n.d.) Chapter 2 - Parental and Community Support and Awareness.

<https://www.aph.gov.au/Senate/indigenoused>

Taylor, A., & Carson, D. (2009). Indigenous mobility and the Northern Territory emergency response. *People and Place*, 17(1), 29.

van Gelderen, B., & Guthadjaka, K. (2019). School is home, home as school: Yolngu 'on country' and 'through country place-based education from Gawa Homeland. *Australian and International Journal of Rural Education*, 29(3), 56.