



The Australian Journal of **INDIGENOUS EDUCATION**

This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

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for Aboriginal teachers would depend on the length of teaching experience and the academic or schooling background of the teacher.

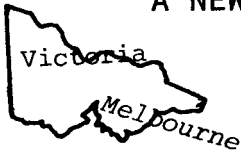
It should be noted too that this study is not concerned with effectiveness of teaching, but with the differences in lesson organisation and communication. It would be fair to comment that all lessons observed appeared well organised, with neither group appearing to have better organisation than the other.

It is recommended that this study be followed by a more comprehensive look into teacher communication and organisation styles, with perhaps more selective criteria that also looks at lesson effectiveness.

It is further recommended that the socio-linguistic rules for white Australians actually be itemised and introduced as part of the English language syllabus in Aboriginal schools to ensure that children can understand and predict non-Aboriginal methods of communication in the classroom, in the community and in the wider Australian society.

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A NEW COURSE : AUSTRALIAN RACE RELATIONS



*S. Stone

Australian Race Relations is a new Group Two Year 12 subject recently accredited by the Victorian Institute of Secondary Education for teaching in 1984.

Such a course is long overdue. It is necessary that all Australians understand the attitudes of the conquerors and the consequences of the manner in which this country was taken. Only then can Aboriginal land rights and other claims for compensation be properly appreciated.

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* Ms Sharman Stone, Upper Yarra High-Technical School.

COURSE DEVELOPMENT

For four years I taught courses about the realities of Australia's European occupation to final year and post-graduate students at a teacher training institution. The reaction of these, mostly mature-aged, women typically moved from shocked disbelief to anger that they had not until that late stage in their education been fully informed of the "settlement" process. Most had not heard of, for example, the miscegenation policies, or even Aboriginal resistance.

I went on to checking the content of many Aboriginal studies programs in primary and secondary schools, and I considered the number of students (or teachers) choosing to take the Aboriginal electives in the Australian History Year 12 course. I concluded that, despite the considerable shift in official attitude towards Australia as a multi-cultural, multi-racial society, ignorance of the development of attitudes and practices towards Aborigines generally prevailed and was being perpetuated in Victorian schools. And so, over several years, painstakingly, this course was developed.

Because a degree of social maturity is required to be able to analyse your own and another's values, the course was planned for the Year 12 student. The totally school-based assessment and student-teacher negotiation fits the Group 2 subject format, although we regret the stigma attached to these subjects as being, somehow, "soft options". This course is indeed rigorous.

Because it was essential that the black as well as the white perception of our historical and contemporary race relations was addressed, I took the proposed course to the Victorian Aboriginal Education Consultative Group for consideration. Errol West, Nerida Blair and Wendy Brabham, all then working with the Aboriginal Education Service, were nominated to help guide the course through its later stages. Both Aboriginal and non-Aboriginal specialists sat on the V.I.S.E. accreditation sub-committee. The final course reflects the balanced input.

With the course accredited, the next stage is to convince some teachers to offer it. Given that many interested teachers may initially be unfamiliar with some of the subject material, we have taken care to provide extensive lists of resources: human, written, film, and other. The course description itself is immensely detailed, and an initial inservice followed by regular meetings is offered for teacher guidance.

It is suggested that even if Australian Race Relations is not able to be offered as a Year 12 subject, the course description booklet is itself an invaluable guide and resource to any teaching Aboriginal or Australian Society Studies in secondary schools.

For further information or a copy of the course description, contact the Victorian Institute of Secondary Education, 582 St Kilda Road, Melbourne. Telephone (03) 519921. Course description booklets cost \$1.50. An inservice for interested teachers will be publicised by V.I.S.E. shortly. [This was held on October 6th].

Sharman Stone, course developer, can be contacted at Upper Yarra High-Technical School, Yarra Junction, Victoria. Telephone 059 671534 or after hours, 7354208.

COURSE EXTRACT

AUSTRALIAN RACE RELATIONS Group 2

AIMS OF COURSE

To enable students

1. to identify and analyse the past and contemporary official and community attitudes and behaviour in relation to a culturally and racially different people, the Australian Aborigines;
2. to examine their own value positions in relation to the Australian Aborigines;
3. to create an accurate knowledge and understanding of the process of British conquest over the original owners, the Aboriginal people of Australia;
4. to understand the political, physical and psychological consequences of the defeat for the conquered and the non-Aboriginal Australian.

REPORTING METHOD

Letter grades S/N (satisfactory/unsatisfactory) and descriptive assessment negotiated between student and teacher.

CONTENT

The course consists of six units, a social survey and research elective. ALL must be completed.

Units

1. a) central concepts defined
b) development of European thought concerning man's physical and cultural diversity
2. Traditional Aboriginal life-ways
3. British eighteenth-century culture
4. British invasion, Aboriginal defeats and land loss
5. After conquest: protection and exploitation
6. From exclusion to 'integration' and 'self-determination'

A case study approach is used to focus the unit studies.

Social Survey

Students examine community race-related attitudes and levels of information held about Aboriginal issues and culture.

Research Elective

Through the research process students focus their special interests in a particular issue by studying a topic of their choice, relevant to the course aims.

PRESCRIBED TEXTS

No prescribed texts. See course description for literature, and audio-visual reference lists.

ASSESSMENT

School-based assessment. Subject total 100%. All topics and/or presentation methods for assessment purposes are negotiated between the student and teacher.

LENGTH OF COURSE

Approximately four hours per week for 30 weeks.

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