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Report to the academic council of Nedlands college from the ad hoc committee on Aboriginal education

Aboriginal Education Committee

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REPORT
TO THE
ACADEMIC COUNCIL OF NEDLANDS COLLEGE
FROM THE
AD HOC COMMITTEE ON ABORIGINAL EDUCATION

(October, 1979)

*Compiled by Ms. M. Stepanoff
on behalf of the Aboriginal
Education Committee.*

REPORT TO ACADEMIC COUNCIL OF NEDLANDS COLLEGE BY THE AD HOC COMMITTEE ON ABORIGINAL EDUCATION

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1. COMMITTEE'S FRAME OF REFERENCE

1.1. FORMATION OF THE COMMITTEE

Resolution 78/118 of the Academic Council resolved that an ad hoc committee be formed to examine . . . and advise on the adequacy of preparation of Secondary Teachers College graduates in Aboriginal education.

The committee formed consists of college academic staff, and members of the community including Aboriginal representatives.

(Appendix 1)

1.2. BRIEF GIVEN TO THE COMMITTEE

The following expanded brief originating from the above recommendation was given to the committee:-

"Many graduates returning to College on ex-students' day as well as students on practice reported that they had found difficulties in handling classes that contained Aboriginal and part Aboriginal students, and suggested that the College should do more to prepare students in this area.

A conference on Aboriginal Education held at Mount Lawley College in 1977 made recommendations on the place of Aboriginal Education in initial teaching training.

The Academic Council of this College decided to form an ad hoc committee to advise the Courses Committee on the following points:-

- 1.2.1. The relevance of the recommendations from the National Conference to the training of students at the Nedlands College, with particular reference to pre-service teacher education.
- 1.2.2. The degree of need for special training of secondary school teachers for the teaching of classes containing Aboriginal students as compared with other ethnic groups.
- 1.2.3. The possibility of training students who propose teaching largely in Aboriginal areas as envisaged in the Conference Report.
- 1.2.4. The extent and weight of coverage needed, e.g. from an 'awareness' lecture at one extreme to a compulsory unit at the other.
- 1.2.5. To what extent the needs indicated above are met by current College programmes.
- 1.2.6. How, in practicable terms, the Committee recommendations could be implemented in the College programme.
- 1.2.7. Should special provision be made to:-
 - (a) enrol Aborigines at Nedlands College
 - (b) train Aborigines to teach in State High Schools
- 1.2.8. How appropriately Mount Lawley C.A.E. expertise in this field could help serve the interest of N.C.A.E. students."

1.3. FRAME OF REFERENCE DETERMINED BY THE COMMITTEE

While investigating and advising upon the aspects listed in the brief, the following points would be particularly noted:-

- 1.3.1. because of the multicultural nature of the Australian society, the college should consider the needs for multicultural education, including migrant education as well as Aboriginal education. Thus the investigation was expanded to include multicultural aspects, with the emphasis on Aboriginal education.
- 1.3.2. Initial emphasis would relate to the pre-service education of Diploma of Teaching students, though consideration will later need to be given to the graduate Diploma in Education, post-service Bachelor of Education and possibly in-service courses.
- 1.3.3. The main emphasis is not on the preparation of specialist teachers of Aboriginal or migrant children, but is on the preparation needed to equip all graduates from this college to teach in classes which include Aboriginal, part-Aboriginal and/or migrant children.

However, it should be noted that some need currently exists for specialist secondary teachers of Aborigines.
- 1.3.4. The emphasis is on practical training for the teaching of culturally-mixed classes, not for teaching about Aborigines or multiculturalism.

In Summary, the committee's final frame of reference consisted of the following three questions to consider:-

What are the current needs for specific training in multicultural and Aboriginal education?

To what extent does the College meet these needs?

In what ways could the College programme be altered to more effectively meet these needs?

2. NEEDS FOR SPECIFIC TRAINING: 1. REPORTS

Evidence of the needs for specific training is of two categories:-

- I. Reports or other records, predominantly by educationists, which illustrate difficulties or needs perceived in teaching.
- II. Cultural differences or difficulties to be considered.

The following reports strongly indicate a need for specific training -

2.1. EX-STUDENTS REPORTS (see report by NCAE Research Committee)

College graduates returning to college for Ex-Students' Day, particularly in 1978, reported difficulties in teaching classes that contain Aboriginal children, and suggested that the college should do more to prepare students in this area. Of 20 recent graduates subsequently approached informally, almost 2/3 made similar statements.

A survey of all 1976 and 1977 graduates who were appointed to schools was initiated, to obtain more specific and comprehensive data. These graduates mostly have one to 2½ years experience, thus are familiar both with the college course and the in-school situation. The broad aims of the survey were to find out the extent to which:-

- (a) a teacher is likely to have classes containing Aboriginal and/or migrant students, and the numbers thereof.
- (b) teachers believe these students are disadvantaged at school because of their different cultural background.
- (c) these teachers assessed the college course as an adequate preparation to cope with the educational needs of these students.

The results of the survey have not yet been fully analysed, however, a summary of preliminary results is given below. Details of the questionnaire and the responses, plus an analysis of specific comments made, are in Appendix 2.

(Appendix 2)

A follow-up detailed interview or questionnaire is scheduled to investigate:-

- (a) beginning teachers' expectations, perceptions of needs, and difficulties experienced in teaching classes which include students of Aboriginal and/or migrant background.
- (b) beginning teachers' assessment of the ways their college experience helped to meet those needs.
- (c) beginning teachers suggestions as to further ways in which the college could help to meet those needs.

The information derived from these interviews should assist in identifying any specific changes required for the college courses.

2.1.1. ANALYSIS OF SURVEY RESPONDENTS

Of the 390 questionnaires distributed in June 1979, 40 were returned due to non-location of the addressees. Response was made by 120 NCAE graduates, i.e. 34.3% of the total presumed to have been contacted.

(See Tables 1-9 and map in Appendix 2).

46 of the 1976 graduates and 73 of the 1977 graduates responded. 75 graduates have been teaching for between 1 and 2 years, and the great majority of the remainder (40) have taught for over 2 years. For most of the teachers (101) this is their first appointment, and for all the rest except one this is their second school. The schools involved are quite widespread throughout Western Australia, however, 53 of the 120 teachers are in the metropolitan area and 28 are in the South West/Southern regions. (See Map in Appendix 2). Respondents represented all the college Departments, through a surprisingly large proportion (24) were PHR majors. The great majority of teachers (109) are primarily teaching in the subject field in which they majored, while 7 are teaching in their minor fields and two are teaching mainly in a field not studied in College. Teaching load ranges from 16 to over 30 periods a week, though the mode is 26 classes per week. Average size of classes taught ranges from under 10 students (9 teachers) to over 30 students (21 teachers), while the mode is 26-30 students per class. The respondents appear to be substantially representative of the graduates of this college.

2.1.2. EXTENT OF TEACHER CONTACT WITH ABORIGINAL OR MIGRANT STUDENTS

(See Tables 10-13 of Appendix 2).

Teachers were asked if they had classes containing students who were Aboriginal, were children of migrant parents whose native language is not English, or were children of migrants from English-speaking countries.

Only five of the 120 teachers indicated that they had no classroom contact with any student of Aboriginal or migrant background. An overwhelmingly high proportion of teachers had classes which contained at least one such student - 80% of teachers had Aboriginal students and 73% had students of non-native English-language migrant background. Six teachers had classes which were wholly Aboriginal, while one had a class which only contained children of non-native English-language background. Some teachers (54) had classes in which the only minority representation was Aboriginal, others (67) which contained a minority only of non-English-language students, while 69 teachers had classes which contained some students from each of these categories simultaneously. Two teachers also referred to classes in which the "white" Australian students were the minority within the class group.

As well as the actual fact that a class is culturally mixed, the number of the minority group children in the class could have a considerable influence on the teaching process.

Generally, these groups are small. Of the 336 classes containing Aboriginal students, 228 (68%) had only 1-3 such

students, 64 (15.4%) had 4-6 and 54 (13%) had 7-9.

The number of these students for whom each teacher is responsible is also relevant. One-third of the teachers had 4-6 such children in their classes, while 23.3% had 1-3. However, while most teachers do not have many culturally-different students, a fairly substantial number (17 teachers, or 14%) have over 10 such students to consider.

The figures above, in conjunction with the data in section 2.5 and Appendix 5, indicate that a graduate of this college has a high probability of teaching culturally-mixed classes, possibly including both Aboriginal and non-English language migrant students. The numbers of such children in any class, though frequently small, ranges considerably and the situation can be compounded by the presence of both Aboriginal children and children to whom English is not the first or primary family language.

2.1.3. TEACHERS' PERCEPTION OF STUDENT DISADVANTAGE

(Table 14 of Appendix 2)

The teachers were asked whether they believe that the Aboriginal or migrant children are disadvantaged at school because of their different cultural background; 25% believed that these students are not disadvantaged, however 51% believed that they are. Interestingly, 17.5% stated that they were either unsure, or that they lacked appropriate experience on which to base judgements.

The stated "lack of experience" was probably a valid comment which might also have been applied to some other respondents who did answer more definitely one way or the other. However, it is worth noting that after 3 or 4 years' training and up to 2½ years teaching this feeling persisted. It is also important that twice as many of these teachers believe that these students are disadvantaged in school by their cultural background, than believe the contrary.

2.1.4. COLLEGE PREPARATION FOR TEACHING STUDENTS FROM DIFFERENT CULTURAL BACKGROUNDS

(Table 15 of Appendix 2)

The teachers were asked to assess the adequacy of the college course in terms of preparation to cope with the educational needs of students who are culturally different. Though 19% of the respondents said that the course was adequate for these needs, 69.2% (83 teachers) stated that the course offered inadequate preparation. Six teachers, most with less than one year's teaching, felt they lacked appropriate experience to make a decision.

Some of the comments made by teachers in this context are illuminating and potentially helpful. A tentative classification with examples highlights some of the perceived inadequacies

of the course:-

(a) The existing course

"I feel the college course undertaken by me in no way prepared me to teach children of a different ethnic/cultural background".

(b) Practical training

"There was insufficient practical preparation".
"College students would benefit from first-hand information, such as lectures by individuals from different cultures" and ... "frequent contact with Aboriginal schools and communities".

(c) Curriculum needs

"Little attention to language disabilities".

(d) Awareness of individual needs

"We were taught how to teach only the average student".
"Too much treating of 'norms'".

(e) Understanding of cultural differences

"I didn't understand the different attitudes to people, school and society that the different members of the Aboriginal community would have".

(f) Teacher expectations and the reality

"I had no idea of the type of problems faced in this school".
"Thank God someone knows we need help!"

2.1.5. SUMMARY

The results of this survey very substantially support the viewpoint stated by college graduates at recent Ex-Students Days that they have difficulties in teaching classes containing Aboriginal and/or migrant students (especially the former), that these students are educationally disadvantaged, and that N.C.A.E. should do more to prepare college students in this area. Figures and comments from the survey in Appendix 2, further expand the summary given here, and the follow-up interviews will be of considerable assistance in determining specific needs.

2.2. REPORT ON THE NATIONAL CONFERENCE ON "PREPARING TEACHERS FOR ABORIGINAL EDUCATION" (PERTH, 1977)

The recommendations of this conference embody many principles upon which this committee's proposals are founded. The committee strongly supports in relation to this college the recommendations summarized below:-

(Appendix 3)

- Rec. 1.* That Aboriginal (and Multicultural) Studies be a fully integrated core element in all teacher education courses.
- Rec. 2.* That appropriate and preferably extended practice teaching periods be arranged for any students who propose teaching largely in Aboriginal (or migrant) areas.
- Rec. 3.* That all courses recognise the multicultural aspects of society with respect to course content and structure, and student selection policies.
- Rec. 4.* That "Teaching English as a Second Language" be a core element of pre-service teacher education, with due emphasis on cultural background of language usage.
- Rec. 6.* That study of community involvement in the development of school programmes and policies should be included in curriculum studies courses.
- Rec. 16.* That, in view of the desire of Aboriginal communities for literacy programmes for adult Aborigines, training for such a need emphasizing the teaching of English as a second language, be available at both the pre-service and in-service levels.
- Rec. 18.* That traditional Aboriginal learning techniques be recognized and that these be incorporated into the teaching strategies used for Aboriginal children.

The following recommendations from the conference are less immediately applicable to the current situation of the college, but should be reconsidered if any relevant changes eventuate:-

- Rec. 5.* That Colleges of Advanced Education with a significant Aboriginal enrolment should offer units which are Aboriginal in purpose, style and content and should involve Aboriginal representatives in the construction of those units.
- Rec. 7.* That in-service courses in teaching Aboriginal and other cultural groups be made available.
- Rec. 9.* That if Aboriginal Teaching Aides are introduced at the secondary level, a suitable alternative Diploma of Teaching course based on a combination of external and internal study plus credit for simultaneous teaching activities, be introduced.

2.3. TRENDS IN THE EDUCATION DEPARTMENT OF W.A.

Increasingly, school curricula are reflecting a new emphasis on multiculturalism. This is evidenced by the two examples cited below:-

2.3.1. HOME ECONOMICS

The new T.A.E. syllabus introduced in 1978 has an innovative 20% component on The Family and The Home Environment. A

significant thrust of this section is related to the study of ethnic situations and influences in these areas

2.3.2. SOCIAL STUDIES

In the September, 1979 issue of *Axis*, the journal produced for Social Studies teachers by Curriculum Branch, there is a detailed section on "Developing the Multicultural Curriculum". As pointed out on page 8, "multiculturalism is about all national groups (in Australia) including our Aboriginal peoples and those of British origin. Multicultural curriculum is necessary to prepare students for participating with understanding, tolerance and appreciation in this society". The article discusses learning objectives, key concepts, learning activities and resources.

2.4. REPORTS FROM OTHER COLLEGES

A survey of fifteen other colleges of advanced education was conducted to investigate arrangements made in relation to the preparation of teachers for Aboriginal and multicultural education, and to consider the relevance of their experience to this college.

A summary of the main findings follows:- (details are in Appendix 4)

(Appendix 4)

- 2.4.1. Only two of the eleven respondent colleges had no specific unit provided. All other colleges had between 2 and 25 related units available to trainee secondary teachers. At the two colleges with only two relevant units, these units were compulsory for all students.
- 2.4.2. Currently about 2/3 of these colleges provide specific core units, compulsory for all students. As of 1980, two of the remaining colleges will be introducing core units, and one will commence a post-graduate Diploma in Multicultural Studies.
- 2.4.3. Six of the colleges offer post-graduate education in multicultural studies, and two colleges allocate 1/4 to 1/8 of their post-service Bachelor of Education programmes to compulsory multicultural studies.
- 2.4.4. Four of the eleven colleges indicated that in 1980 the amount of multicultural studies within these colleges would increase, and two others indicated a desire to do so. One college is introducing a "bridging" course for Aboriginal students.
- 2.4.5. In no instance was any unit noted that required less than three contact hours per week per semester. Over half (especially the core units) required four contact hours or equivalent per week.
- 2.4.6. In only two instances were such units introduced in the first year of the Tertiary study. Response to specific enquiry indicated that most colleges introduced the initial unit at the beginning of the second year of the course to allow students to mature further or to acquire an initial introduction to teaching first, then to add more specific elective units

later in the course if desired.

2.4.7. Almost all the core or base units cover three main themes:-

- (a) cultural factors (traditional and contemporary).
- (b) language factors.
- (c) educational aspects and teaching techniques.

2.4.8. The core units all operate on an inter-disciplinary basis, involving staff from the relevant disciplines or subject departments.

2.4.9. Several of the respondents voluntarily added that it is essential that the Aboriginal/multicultural theme be integrated throughout the college courses as far as possible, not simply isolated into a single unit.

2.4.10. There is a clear trend in teacher education over the past two years towards an increase in the coverage of both multicultural and Aboriginal studies, with a proportionately greater increase in the area of migrant education than Aboriginal education because the former was previously under represented.

In summary, the information above was collated subsequent to the committee's investigation of the needs that exist for specific college education in this field, and reflects and reinforces both the committee's findings in regard to such a need and their recommendations for meeting this need.

The four colleges which did not respond to our request may include some with no relevant units, however the eleven colleges reported on here represent a wide range of teacher training institutions and do indicate very wide perception of need for specific training in multicultural and Aboriginal education for Australian teachers.

2.5. DEMOGRAPHIC REALITIES

Demographic factors clearly demonstrate three main points:-

- (a) that Australia is a multicultural society and that both the size and variety of ethnic subcultures is increasing.
- (b) that the chance that a teacher will be teaching a class which includes some Aboriginal and/or migrant children is high, and increasing.
- (c) that educational level attained is unequal when correlated with ethno-cultural origin, especially for Aboriginal students.

2.5.1. ABORIGINAL ASPECTS

Summarized below are some relevant data, with details and map provided in Appendix 5.

(Appendix 5)

- (a) Percent of population which is identified by the censuses as Aboriginal:-

(Note: that the *Borrie Report of the National Population Enquiry* suggests that these census figures probably understate the number of people of Aboriginal descent by over 30%).

	1961	1966	1971	1976
Western Australia	2.18	2.17	2.13	2.3
Australia	0.71	0.69	0.89	1.2

- (b) Number of Aboriginal children in secondary schools in W.A. in 1979 is 1,833, which constitutes 3.15% of the secondary school population of 58,000. The 1978 equivalent was 2.8%, thus the proportion of Aboriginal secondary students is increasing. (see page 61)
- (c) 4.4% of W.A. primary enrolments are Aboriginal, which suggests by comparison to the above that the percentage of secondary school enrolments which is Aboriginal will probably increase in the near future.
- (d) 52% of W.A. Aboriginal secondary students are in the metropolitan or near-metropolitan regions (see map in Appendix 5), which suggests that the majority of Aboriginal students are not in predominantly-Aboriginal communities.
- (e) The number of Aboriginal children in Perth metropolitan schools has risen rapidly, as the percentage of W.A. Aboriginal people in Perth has risen from 4% to 22% since 1966.
- (f) Distribution of students throughout particular schools in W.A. further demonstrates the above two points, and the very high chance that a teacher will be teaching a class which includes several Aboriginal children.
(See lists in Appendix 5, and ex-students' reports in section 2.1)
- (g) Grade distribution of Aboriginal children in W.A. secondary schools illustrate the lower education level attained by Aboriginal children compared to other Australian children. This is particularly evident in the much lower retention rate for Years 11 and 12.
(See data on page 68).

2.5.2. MIGRANT ASPECTS

The following data illustrates the multicultural nature of Australian society, and the changing size and variety of migrant groups. Data is predominantly from the Australian Bureau of Statistics, plus reference to *Australian Labour Party National Commission of Enquiry Discussion Papers*, published by the Australian Political Studies Association in 1979.

- (a) The table below shows the percentage and national origin of Australia's overseas-born population, including distinctions between countries which have or have not English as the sole or prime language.

COUNTRY OF ORIGIN	% TOTAL AUSTRALIAN POPULATION		
	1966	1971	1976
U.K., N.Z., U.S.A., Canada (English language)	8.29	9.16	9.25
Other European (non-English language)	8.49	8.69	8.07
TOTAL EUROPEAN	16.78	17.85	17.32
NON-EUROPEAN	1.59	2.37	2.75
TOTAL OVERSEAS-BORN AS % OF TOTAL AUSTRALIAN POPULATION	18.37%	20.22%	20.07%

- (b) As pointed out in the A.P.S.A. book referred to above (1979, p. 94), Australia has the largest overseas-born population of any country except Israel (i.e. 2,718,865 in 1976).
- (c) The estimated number of different ethnic groups in Australia is about 100, with about 90 languages represented.
- (d) Notable in the above table is the large proportion of non-British migrants, and particularly the increase in non-European migrants. In 1975 there were about 1.8 million non-British migrants in Australia, in a total population of about 12½ million. Migrants from the Middle East and the Far East comprised about 13% of the total immigrant population in 1971, but in 1976 constituted 37% thereof.
- (e) In addition to actual overseas-born population, children born in Australia to overseas-born parents and thus frequently living in a different home cultural and language environment must be considered. There are approximately 700,000 Australian-born children of non-British, mostly non-English-language migrant families.
- (f) Approximately 400,000 of those children whose first and prime family language is not English are in primary or secondary schools. (About 100,000 of them also attend ethnic schools after normal school hours, to preserve their language and/or culture).
- (g) Obviously, inability to speak the local language is a considerable handicap. In 1976, 1.4% of Australia's total population could speak no English. This represented 0.2% of the Australian born population, and 5.8% of the total migrant population.

2.5.3. SUMMARY

While briefly illustrating the wide cultural diversity in our society, the above data about both Aborigines and migrants particularly indicates the number of current and potential secondary school students who are not only of different cultural background in general to the mainstream Australian culture, but to whom English is not the first or primary language.

The policy of the major parties of Australian Federal Government now recognises this changed population composition, the multicultural nature of the society, and changed world relationships (i.e. more towards Asia). The Galbally Report is a basis of official government policy, which now encourages in some ways a philosophy of cultural pluralism compared to the previous assimilationist or integrationist approach.

2.6. FURTHER INVESTIGATION INITIATED

The following investigations have been commenced but are not yet completed, however this was primarily prevented by the amount of time required.

Evidence already presented establishes the need for specific relevant training and for some alterations within our college programme to meet these needs, but these investigations should provide considerably more, practical information about specific content to be included.

2.6.1. RECENT N.C.A.E. GRADUATES

As shown in 2.1., College graduates of 1976 and 1977 who were appointed to schools and therefore have one or two years' recent experience are being surveyed on their expectations, needs and/or difficulties in this context, ways in which their college experience helped them to meet those needs, and suggestions of further ways in which college could have helped. Final analysis of questionnaires plus follow-up interviews will further clarify the situation discussed in 2.1 and provide specific information about perceived course needs. (see report by NCAE Research Committee, December, 1979).

2.6.2. N.C.A.E. Practice-Teaching Advisory Committee

This committee was requested for advice on the following:-

- (a) the possibility of instituting a specialist practicum for those students considering teaching in predominantly Aboriginal or migrant schools.
 - (b) general information on relevant needs and difficulties experienced in culturally-mixed classrooms, possibly with comments related to the teaching of specific subject areas..
- The response to request (a) is incorporated in 5.2.3. of this report, and the detailed response to request (b) is forthcoming.

2.6.3. EDUCATION DEPARTMENT SUBJECT SUPERINTENDENTS

Statements on specific difficulties encountered in each subject area plus general comments were requested.

2.6.4. SELECTED METROPOLITAN AND NEAR-METROPOLITAN SECONDARY SCHOOLS WITH SIGNIFICANT ABORIGINAL OR MIGRANT POPULATION

The committee is arranging to visit a selection of such schools in order to:-

- (a) gain first-hand impressions of the total situation of these students.
- (b) discuss professional needs and teacher-education with school staff.
- (c) discuss main needs felt by Aboriginal/migrant students.
- (d) meet a number of Aboriginal/migrant parents for similar discussions.

These visits are to be made during practice-teaching periods and other interested college staff will be invited to participate.

2.6.5. STUDENTS OF THE ADULT ABORIGINAL GENERAL STUDIES PROGRAMME OF PERTH TECHNICAL COLLEGE

These students study a course which is in part aimed at passing T.A.E. examinations to enable mature-age entry to tertiary institutions.

Continuing contact has been established, to enable their relevant experiences to contribute towards the development of N.C.A.E.'s programme.

2.6.6. W.A.I.T. ABORIGINAL BRIDGING COURSE

This 12 month programme prepares Aboriginal people for tertiary study. Many graduates of this programme are outstanding successes in subsequent tertiary study, particularly in the teacher-training course at Mount Lawley C.A.E.

Selection criteria for and content of this course may have relevance to N.C.A.E., and the increasing number of graduates provides a potential source of suitable Aboriginal students for N.C.A.E.

2.6.7. CURRENT N.C.A.E. STUDENTS' DISSERTATIONS

Several Bachelor of Education students this year as part of their course-work are investigating aspects of Aboriginal or migrant education, particularly in relation to specific subject areas. This may reflect perceived teacher needs.

3. NEEDS FOR SPECIFIC TRAINING: II. CULTURAL MISMATCH

The reports and research discussed in the previous section indicate the degree to which Australian society is multicultural, some educators' perceptions of the need for special training for teachers of multi-cultural classes, and some responses to that perceived need. This section discusses cultural differences which are seen to contribute to this need for special training. The emphasis here has been placed on the education of Aborigines.

There are various sets of cultural inputs into any school, from the different segments of the society related to the school. These sets of cultural values and practises overlap, complement and conflict to varying degrees, and in the case of Aboriginal children attending predominantly Euro-Australian schools the conflict between values can become quite marked. Briefly listed below are some potential sources of difficulties which may develop as a result of this cultural mismatch between the teacher, whose cultural identity is Euro-Australian and who holds the values and attitudes of the non-Aboriginal student, and the Aboriginal student, who identifies with and is influenced by the cultural expectations of the Aboriginal community. Some cultural characteristics and attitudes which could be counter-productive to the formal learning potential of Aboriginal students are enumerated under three headings:-

- I. The Teacher
- II. Aboriginal Students
- III. Aboriginal Parents

3.1. THE TEACHER

The teacher is employed by a Euro-Australian bureaucratic authority in schools where the learning programme and the majority of the materials embody the values and attitudes of the dominant society.

Relevant cultural characteristics of schools include:-

- (a) Language used is Standard English.
- (b) Learning is motivated and sustained by competition.
- (c) Work ethic demands individual endeavour, dedication and punctuality.
- (d) Tangible rewards and praise are employed to stimulate individuality and competition.
- (e) Ownership and materialism are revered.
- (f) Upward social and educational mobility is expected.
- (g) Educational programmes reflect Euro-Australian cultural maintenance (history, literature, etc.).
- (h) Attitudes are largely European-centred and ethnocentric.
- (i) Aims to Europeanize the students, consciously or unconsciously.
- (j) Authority is vested in a non-kin, frequently non-local, stranger, who usually only remains for up to 2 years.
- (k) School activities are dominated by a rigid timetable.

- (l) Classes are graded by age.
- (m) School environment is isolated from the community and physically restraining.
- (n) Negative or neutral attitude towards ethnic minorities
- (o) Culturally-biased testing instruments for student placement and measurement of academic progress are used.

3.2. ABORIGINAL STUDENTS

Aboriginal children enter school with sets of values and cultural expectations which may be reflected on a continuum of social and cultural adaptations from traditional Aboriginal norms to those which are synonymous with the norms of Euro-Australian society.

Some important variables which have a potential to interfere with Aboriginal formal learning capacity would be those related to:-

- (a) The first language of the student, which may be Aboriginal vernacular or a dialectic form of English.
- (b) The maintenance of the group (community; kin; friends) as opposed to individualism, materialism and competition.
- (c) The non-representation of Aboriginal culture in the school programme, methods and learning materials.
- (d) Nature of relationship between adults, between adult and child, and between male and female.
- (e) Kin-based interaction and/or avoidance patterns.
- (f) Different attitudes to work and to time.
- (g) Aims of schooling, which may not be understood or which may be in conflict with the Aboriginal community's goals.
- (h) Early and possibly repeated failure, which leads to low self-confidence, "shame syndrome", futility and a negative self-fulfilling prophecy.
- (i) Internal conflict between two opposing sets of cultural values, due to marginality.

3.3. ABORIGINAL PARENTS

Aboriginal parents are often non-supportive, passive or diametrically opposed to school and schooling. In addition to some of the points listed above, this could be due to:-

- (a) School being an alien institution to tradition Aboriginal society.
- (b) Schools being isolated from the community, both physically and socially.
- (c) Little or no possibility of meaningful input by parents into schools perceived by parents.
- (d) A fear of teachers, non-Aboriginal authority and consequently of Europeanized education.

- (e) A conflict arising from a desire to maintain a traditional Aboriginal lifestyle or aspects of traditional lifestyle which may be mutually exclusive to educational or academic aspirations.
- (f) Attitudes to formal discipline, orderliness and time.
- (g) Depressed socio-economic conditions with resultant and self-perpetuating influence on health, housing and employment prospects.

In Summary, it is difficult in such a brief summary to avoid artificially polarized perspectives, and it must be reiterated that not all Aboriginal students encounter all the above points of cultural mismatch. However, the evidence is clear that sufficient differences and conflicts exist between generalized Euro-Australian and Aboriginal values and culture to create a considerable potential for difficulties in formal education. Teachers should be aware both of the cultural mismatch and the possible educational repercussions thereof on Aboriginal children. In addition, there is an obligation to help all Australian children to learn to live effectively in the Australian society as it is and will be - and that is a multicultural society, with considerable cultural differences and mismatch between various groups.

4. COLLEGE PROVISION FOR THESE NEEDS

4.1. METHOD OF APPROACH

The committee saw five main ways in which this College may provide for the needs discussed:-

- 4.1.1. Provision of units which specifically, in part or in whole, relate to Aboriginal or multicultural studies.
- 4.1.2. Provision of units not directly referring to this field, but the content of which could be readily applied by the graduates.
- 4.1.3. Integration of multicultural principles across the curriculum.
- 4.1.4. Encouragement of Aboriginal enrolment.
- 4.1.5. Non-formal and/or extra-curricular provision.

The main emphasis in this section will be on points 4.1.1. to 4.1.3., i.e., formal teaching within the College. The subject of Aboriginal entry to the College will be discussed in Part 5.3, though it is relevant to note here that no special policy is currently operative on this matter.

Section 4.1.5 touches on the "other side" of student life - that part not related to the formal study requirements but to the personal growth and development of the maturing individual into a well-informed, socially aware, and broad-based adult. The committee did not focus on this point, though some aspects are worth consideration.

In order to investigate the ways in which and the extent to which N.C.A.E.'s formal programme meets the needs under consideration, the Head of each Department was interviewed plus most of the lecturers presenting specific units known to have relevant content. Each interviewee was briefly informed of the committee's aims, then asked the following questions:-

- (a) Does your department present any units which specifically relate to Aborigines or to Aboriginal education or to multi-cultural Australia or migrant education?
- (b) If so,
 - (i) what is the unit's name and number?
 - (ii) is it compulsory and if so to which students?
 - (iii) how many students, at what level, study this unit?
 - (iv) how much contact time is spent on this topic in this unit (i.e., semester hour equivalent)?
 - (v) do you think most students could easily apply that material in the classroom?
- (c) Do you present any units which indirectly apply to these areas?
- (d) If so, questions as in b) above were asked.

4.2. RESULTS

Details of responses are given in *Appendix 6*. Because of the nature of the responses the data could not be tabulated more clearly nor in accordance with the sections indicated above, however, sufficient evidence emerged for the following generalizations to be made.

- 4.2.1. Judging by the number of units which include at least brief reference to Aboriginal or migrant aspects, allied with specific comments made by staff, the need to consider these aspects is fairly widely recognised.
- 4.2.2. In the EDU stream, all Diploma of Teaching students have 2 hours in EDU 3522 specifically related to Aboriginal education, and brief references to Aboriginal and/or migrant aspects in EDU 1200 and possibly in EDU 3520. Material presented in EDU 2300 and EDU 3520 which relates to curriculum theory, lesson planning, individual differences, etc., though not specifically relevant, could be applied by some students. However, difficulties reported by ex-students tends to indicate that the application process is not an easy one.
- 4.2.3. The great majority of students get little or no exposure to relevant course material except for those brief and/or indirect references in the EDU stream.
- 4.2.4. Departments of Social Sciences and English are the only Departments which offer any unit with more than $\frac{1}{4}$ of that unit related to Aboriginal and/or multicultural aspects.
- 4.2.5. From the reports there appears to be a conspicuous lack in the teaching methods areas with respect to the course coverage of multiculturalism.
- 4.2.6. In those departments with Aboriginal or multi-cultural inclusions in their courses, reference is usually only to Aboriginal or multicultural/migrant aspects, but not to both. The Aboriginal theme is used far more frequently.
- 4.2.7. There appears to be little or no conscious integration of relevant material between units and departments.
- 4.2.8. Inclusion of relevant materials is at the discretion of the individual lecturers involved. No college or department policy appears to exist, to ensure such inclusion.

4.3. CONCLUSIONS

After consideration of the educational needs expressed in Parts 2 and 3 and in view of the results of the survey of units presented in the College, the following conclusions were reached:-

- 4.3.1. A definite need exists for a core unit (compulsory to all Diploma of Teaching students) on Aboriginal and multi-cultural studies with a strong education component, in order to sensitize all the students to the multicultural nature of our society, and the influences on education in secondary schools.
- 4.3.2. More emphasis is needed on the methods and techniques of teaching culturally - heterogeneous classes, possibly including more direct application of some relevant material presented in the Education Studies stream.
- 4.3.3. As the teaching of classes containing a high proportion of Aboriginal and migrant students requires special skills, and as the need for such teachers exists (particularly in Aboriginal education), suitable schools could be identified and offered to students for selection for practice-teaching in the same way in which country practices are now arranged.
- 4.3.4. Proportionately more emphasis should be given to the migrant aspect of multicultural Australian society than is currently given, without reducing the amount of content devoted to Aboriginal aspects.
- 4.3.5. A need exists to illustrate the differences and similarities between Euro-Australian culture and the Aboriginal and migrant cultures, rather than to over-emphasize the problems arising from these differences.
- 4.3.6. The reintroduction of LAN 1175 and LAN 1275 "Teaching English as a Foreign Language" was a response to perceived existent student needs and interests.
- 4.3.7. The number of students selecting research topics related to Aboriginal education indicates the high interest in this area, and possibly reflects teacher-need in the case of Bachelor of Education students. Departments known to have been involved include English, Manual Arts, Social Sciences, Science, Library Studies, Music and Home Economics.
- 4.3.8. Many staff comments (some are reported in Appendix 6) clearly demonstrate recognition of the need for specific training in this area. However, this was expanded frequently by a statement that "we don't know how". These comments indicate that an appropriate staff development programme could be of interest, and that if suitable staff were available, greater emphasis would be placed on Aboriginal and migrant aspects in some departments.

- 4.3.9. Some comments indicate that the role of the Aboriginal Education Branch of the Education Department is not widely known and in fact that some staff are unaware of its existence.
- 4.3.10. Non-formal or extra-curricular functions in a College may add considerably to a student's development into a socially-aware and critical adult who is well-equipped to undertake the responsible and multi-faceted role of a teacher. Various college-wide non-curricular activities, particularly involving members of the general community, help to make students aware of the "real world outside", including the multi-cultural nature of Australian society. In this aspect N.C.A.E. is partly restricted by its small size, however, an expansion of current activities and improved communication about events both inside the College and in the local community (not just related to the matter under discussion) may be desirable .

5. PROPOSAL FOR CHANGE

5.1. RECOGNITION OF CONSTRAINTS

Initially it must be emphasized that throughout this investigation the committee has been very conscious of the existence of various college constraints within which any suggestions must be implemented. In particular, we considered the following:-

- (a) that student's contact hours should not be increased.
- (b) that students retain a reasonable number of electives with no further "prescribed electives".
- (c) that any major restructuring of the Diploma of Teaching course to accommodate a new core sequence in view of the above situation, is not probable in the short-term, though minor restructuring may be feasible.
- (d) that some staff currently feel incapable of teaching in this area.
- (e) that the college does not have any current means of making special provision for Aboriginal or ethnic students.
- (f) that funding restrictions impose limitations on provision of additional staff or resources.
- (g) that a report from this committee is required with some speed, if any changes approved are to be implemented soon.

It is within this framework that this committee proposes the following multiple alterations and additions to the college programme, and suggestions of ways in which they could be implemented.

5.2. PROPOSED COURSE ALTERATIONS

5.2.1. MULTICULTURAL THEME

The need exists for college courses consciously to recognise the multicultural nature of Australian society, including migrant groups but with the main emphasis initially on Aboriginal aspects.

5.2.2. CORE UNIT

The committee very strongly urges that a core unit, compulsory to all Diploma of Teaching students, be introduced in order to sensitize students to the needs of a multi-cultural classroom.

(a) Content

Three strands relevant to multiculturalism and Aborigines are required:-

- i. cultural aspects
- ii. language aspects
- iii. education and teaching aspects

(b) Presentation

Due to the nature of the unit it is highly desirable or essential that this core unit be presented on an inter-departmental basis. As the main and initial emphasis is on cultural aspects it is suggested that the unit be co-ordinated by the Social Sciences Department.

(c) Credits

Due to the considerable importance of this subject and the wide range and amount of material highly desirable for inclusion, the committee would prefer to recommend a three-credit, three-hour semester unit. However, in view of the difficulties of introducing such a unit at the moment due to college structural constraints previously discussed we suggest that a compromise two-credit unit be introduced for 1981, and that the Academic Council discuss introduction of a three-credit unit for 1982 or 1983, with the Reaccreditation panel later this year.

(d) Course Position

The committee suggests that this core unit be presented in the first semester of Year Two of the Diploma of Teaching course, for the following reasons:-

- (i) presentation at an earlier stage could have reduced effectiveness due to possible student immaturity
- (ii) students will have already acquired an initial introduction to teaching through both previous study and practice-teaching.
- (iii) presentation at this stage enables later selection of specifically-relevant elective units and practice-teaching.
- (iv) in Year One a pattern for two-credit core General Studies units has been established, and the proposed core unit can be viewed as a continuance of that pattern.
- (v) allocation of two credits to this unit from the four credits currently allowed for elective studies will still enable one elective unit to be studied.

RECOMMENDATION I:-

That a compulsory two-credit core unit on Multicultural Studies emphasizing Aboriginal Studies be introduced in Year 2, Semester 3 of the Diploma of Teaching course in 1981, as an inter-departmental unit co-ordinated by the Social Sciences Department, and that this unit be also made available to post-service Bachelor of Education students.

5.2.3. PRACTICE-TEACHING

Some students may indicate a particular interest in or aptitude for teaching in schools which are predominantly Aboriginal or contain a very high proportion of migrant students. The committee recommends that appropriate practice-teaching experience be arranged for these students, allied to a short sequence of related preparatory seminars.

These practices should be advertised in advance and applications should be invited in a similar manner to the current practice concerning country practices. The two week Year 2, Semester 4 practice period could provide a useful introduction to such teaching, but the main emphasis should be on the eight week A.T.P. as it provides more realistic and extensive experience. It would be highly advisable that those students requesting such a practice also study a relevant elective unit in Aboriginal or Migrant Education either as an elective unit at N.C.A.E. if such a unit is introduced, or by agreement study appropriate unit/s at Mt. Lawley C.A.E.

It should be noted that:-

- (a) the Superintendent of Aboriginal Education has indicated that these practices could be arranged on a mutually helpful basis and that a distinct possibility exists that the Branch could provide assistance in arranging the practices, and in the provision of supervisory staff and/or funds.
- (b) a student who undergoes the suggested special practice and who has possibly also done some elective studies in that area could enhance his immediate employment position, as long as he meets the other requirements for appointment. Currently teaching positions in Aboriginal Education may be available.
- (c) the Head of the Practice Teaching Department agrees in principle with the acceptability and feasibility of the suggestions above.

RECOMMENDATION 2:-

That appropriate practice-teaching arrangements be made to accommodate those students showing interest or aptitude in teaching in schools containing a majority of Aboriginal or migrant children.

5.2.4. ELECTIVE UNITS

In view of the importance of the area of concern, the diverse subject areas involved and the possibility that some students may choose to focus on the teaching of Aboriginal or migrant children, the following six elective units are proposed. Two are available for 1980, and it is recommended that the others be approved for introduction by 1981.

These electives should be programmed in a way that enables a student to follow either the Aboriginal stream or the Migrant stream or both. They should also in the near future be made available for enrolment by post-service Bachelor of Education students.

These elective units should have no specific pre-requisites, though it is advisable that the new core unit be studied either previously or concurrently.

(a) Teaching English as a Second Language

LAN 1175 AND LAN 1275 was reintroduced in 1979. It is highly desirable that these units, with due emphasis on both migrant and Aboriginal aspects, become a compulsory unit for all English-major students. There are no specific pre-requisites. 1979 enrolment is 11 students. (all are elective enrolments).

(b) Aboriginal Studies

This unit would focus on traditional and contemporary Aboriginal culture and social organization, similarities to and differences from Euro-Australian culture, and the relationship between these two cultures. ANT 2200 offered by the Social Sciences Department could be altered or an appropriate new unit introduced to provide a 3-credit semester unit, with no specific pre-requisites, as of 1981. Currently ANT 2200 is available internally in second semester and externally in both semesters. 1979 enrolment is about 50 students (about 60% are elective enrolments).

(c) Aboriginal Education

This unit would focus on development of an understanding of classroom situations involving Aboriginal children, and appropriate techniques and strategies for the teaching of classes including Aboriginal children. Education Studies Department would be responsible for such a unit, though inclusion of lecturers from other subject areas in relation to particular aspects could be desirable.

(d) Migrant Studies

This unit would focus on sociocultural features of major ethnic groups in Australia, plus different forms of inter-cultural relationships. Social Sciences Department would be responsible for the unit.

(e) Migrant Education

This unit could focus on difficulties encountered in migrant education, effective teaching practises in cross-cultural situations, and the theoretical and political bases of migrant education programmes. Education Studies Department would probably be responsible for the unit.

RECOMMENDATION 3:-

That LAN 1175 and LAN 1275, with due emphasis on both migrant and Aboriginal aspects and including a section on the teaching of Standard English as a second dialect, become compulsory for all English-major students.

RECOMMENDATION 4:-

That the following elective units with no pre-requisites be introduced in 1981, programmed by the Departments concerned to ensure maximum student choice, and also made available to post-service Bachelor of Education students.

- 4.1. *Aboriginal Studies (Social Sciences Department)*
- 4.2. *Aboriginal Education (Education Studies Department)*
- 4.3. *Migrant Studies (Social Sciences Department)*
- 4.4. *Migrant Education (Education Studies Department)*

5.2.5. EXISTING UNITS

There are several ways in which the current college course can be altered to more effectively reflect the multicultural nature of Australian society and to more adequately prepare our students to teach in it.

(a) Methods Units

A conspicuous lack of reference to multicultural influences was reported by staff of most Departments and by the students surveyed. Each Department's methodology units should consciously focus students' attention onto multicultural factors in specific subject areas, and develop appropriate techniques and resources.

(b) Content Areas

While recognising the varying degrees of relevance and applicability in various subject areas, content units should recognise the multicultural nature of Australian society by deliberate inclusion where relevant of material reflecting Aboriginal and migrant culture and influences.

The initial need appears to be a proportionately greater inclusion of multicultural or migrant aspects than of Aboriginal aspects, until a balance is achieved.

(c) Education Studies Units

Sections 2.1 and 4.2.2. indicate that though some units such as EDU 2300 and EDU 3520 contain areas which have relevance to multicultural education, this material is not readily applicable by our graduates in the teaching of multicultural classes.

It is also recommended that coverage of community involvement in education, specifically including Aboriginal and other ethnic communities, be included in a core EDU unit.

(d) Integration

Where multicultural material is included in current units it is usually at the discretion of individual lecturers and frequently other members of the same department are unaware of its inclusion. To avoid a piecemeal and/or duplicative approach some degree of integration between units within a Department, and between Departments, is necessary.

RECOMMENDATION 5:-

That each Department examine and if necessary alter their existing units, to consciously focus students' attention on multicultural factors involved in education, to develop appropriate techniques and resources, and to integrate specific relevant coverage in different units.

5.2.6. IN-SERVICE PROGRAMME

The primary focus of this investigation has been on the Diploma of Teaching course, though the relevance to the post-experience Bachelor of Education course was previously noted. Interest in this area shown by some ex-graduates and other teachers also indicates a potential role for N.C.A.E. in the provision of relevant in-service courses for secondary teachers.

RECOMMENDATION 6:-

That the role of N.C.A.E. in the provision for secondary school teachers of in-service courses on multicultural and Aboriginal education be investigated.

5.3. ENTRY OF ABORIGINES TO N.C.A.E.

Currently there is only one known qualified Aboriginal secondary school teacher in Western Australia, and no Aborigines known to be training specifically for teaching in Western Australian secondary schools. This in part reflects the educational disadvantage which Aboriginal youth has undergone and in turn perpetuates both that disadvantage and the cultural imbalance associated with non-recognition of multiculturalism. It is desirable that there be more Aboriginal qualified teachers, for the following reasons:-

- (a) to more clearly reflect the multicultural nature of Australian society and Australian schools.
- (b) to encourage acceptance of and identification with schools, by members of Aboriginal communities.
- (c) to provide a model for other Aboriginal students.

Nedlands College, as the main producer of secondary teachers in Western Australia, has a prime responsibility in the preparation of people of Aboriginal descent for secondary school teaching, similar to the responsibility accepted by Mt. Lawley C.A.E. in relation to primary school teachers.

There appear to be four main issues involved:-

- I. selection of suitable Aboriginal or part-Aboriginal students.
- II. academic standards of final qualifications.
- III. sociocultural requirements.
- IV. funding.

5.3.1. SELECTION

The current college policy is that no special arrangements are made to encourage suitable Aboriginal applicants for entry. Very few Aborigines in Western Australia have attained full matriculant status, thus potential applicants would have to be considered under normal non-qualified mature-age entry requirements. This method is not wholly adequate, for the following reasons:-

- (a) cultural and subcultural differences and disadvantages, both previous and continuing, need to be taken into consideration.
- (b) assessment for entry should be based on an extended programme which focusses more on the skills required for teacher training and for teaching than on previous educational or other formal achievement.
- (c) entry to suitable 17-20 year old non-matriculants is not possible.
- (d) current publicity methods do not adequately inform potential Aboriginal applicants of a specific possibility of entry to N.C.A.E.
- (e) current application methods do not inform potential Aboriginal applicants of other similar applicants at an early stage, thus letting him/her know beforehand that this form of social support will be available.

Some arrangements for Aboriginal entry to N.C.A.E. would include:-

- (a) provision for the points made above.
- (b) co-operation from Mt. Lawley C.A.E. in determining specific testing and interview items.
- (c) initial liaison with the co-ordinators of the W.A.I.T. Bridging Programme and the Adult Aboriginal General Studies Programme of Perth Technical College to discover suitability of particular students completing those courses.
- (d) college membership of the Courses for Aborigines Group, in order to centralize specific advertisements, to channel suitable applicants, and provide further information and assistance as necessary. (The college has recently appointed a representative to this group).
- (e) appointment of a member of academic staff to be specifically responsible for the Aboriginal applicants and students (Note: that some special funding is available for this purpose).
- (f) experience from other colleges indicates that at least one-third and up to two-thirds of such Aboriginal students graduate, so this point could influence the number of Aboriginal applicants who are to be accepted for enrolment.

RECOMMENDATION 7:-

That special entry arrangements be made for non-qualified Aboriginal students, based on relevant criteria such as those successfully used by Mt. Lawley C.A.E. and that this be publicized by the Courses for Aborigines Group.

5.3.2. ACADEMIC STANDARDS OF FINAL QUALIFICATIONS

It is essential, both for the Aboriginal students and for the college, that any students who graduate from N.C.A.E. will have successfully studied the standard course for which they are enrolled. (This applies to any course offered

by this College, though the current focus is upon the Diploma of Teaching course). Mt. Lawley C.A.E., representative of other similar colleges, has graduated Aboriginal people successfully and at times creditably after the standard three-year course.

However, some positive discrimination and assistance such as follows will be necessary:-

- (a) an extended orientation programme at intake, for consolidation of study skills, familiarization with a tertiary institution, and provision of social support. (Note: that the withdrawal and/or failure rate of Aboriginal students increases if they are enrolled in isolation.)
- (b) appointment of a member of academic staff specifically responsible for the co-ordination of and liaison with the Aboriginal students. (see also 5.4.2(e) Funding).
- (c) provision of some special tutorial guidance.
- (d) possible extension of the course for an extra year, with Year One concentrating on some of the essential skills and possibly elective units. This committee recognises that the college is not currently structured to provide a special "bridging" or pre-diploma course, however suggests such a programme be considered.
- (e) Academic staff members will need to be aware of the culturally-based differences and difficulties which some Aboriginal students will face and try to compensate, especially in the initial periods, by a degree of sensitivity and particular assistance.

RECOMMENDATION 8:-

That a member of academic staff be specifically appointed to be responsible for Aboriginal applicants and students, and that the Commonwealth Departments of Education and of Aboriginal Affairs be requested to assist with funding for that position and associated expenditure.

RECOMMENDATION 9:-

That initially the standard College courses be offered to Aboriginal applicants, that an extended orientation programme at intake be arranged for non-matriculant Aboriginal students, and that the Academic Council of N.C.A.E. actively consider the introduction of a one-year pre-diploma "bridging" or introductory course.

5.4. OTHER GENERAL PROPOSALS

Judging by statements made by a large proportion of the staff who were interviewed, the desirability of a considerable increase in emphasis on the multicultural nature of Australian society, particularly in relation to education, is recognized, but considerable qualms exist in relation to putting into practise this recognition. The following points may assist in that respect.

5.4.1. COLLEGE STANDING COMMITTEE ON MULTICULTURAL EDUCATION

Such a committee, composed of people with considerable practical experience both in migrant and Aboriginal fields, could advise and assist on contents of units, integration between units, methods of teaching, pinpointing areas of difficulty within schools, and correlation and dissemination of information and resources including the results of the investigations mentioned in section 2.5 of this report. From this group could also come college representatives for the Multicultural Education Council of W.A. and the Courses for Aborigines Group.

RECOMMENDATION 10:-

That a standing committee on Multicultural Education be formed, initially including:-

- (i) representatives of the academic staff involved.*
- (ii) superintendent of Aboriginal Education or his representative.*
- (iii) head of Intercultural Studies Centre, Mt. Lawley C.A.E.*
- (iv) a representative of the Aboriginal Committee on Education of W.A.*
- (v) a representative of the Multicultural Education Council of W.A.*
- (vi) two appropriate student representatives.*

RECOMMENDATION 11:-

That N.C.A.E. become a member of the Multicultural Education Council of W.A. and the Courses for Aborigines Group, and appoint representatives

5.4.2. ASSISTANCE AVAILABLE

(a) Mt. Lawley C.A.E.

This College has well-established courses operating in its Intercultural Studies and Aboriginal Teacher Education Programmes. With the full agreement of the Head of the Intercultural Studies Centre, Mt. Lawley C.A.E., the following suggestions are made:-

- (i) that N.C.A.E. and Mt. Lawley C.A.E. actively co-operate in the provision and use of staff and other resources in relation to multicultural and Aboriginal education.*
- (ii) that until similar units become available at N.C.A.E. arrangements could be made to enable N.C.A.E. students to enrol for appropriate units at Mt. Lawley C.A.E., and that students should be informed of this possibility.*
- (iii) that N.C.A.E. staff and students should be made aware of the Mt. Lawley C.A.E. Graduate Diploma in Intercultural Studies, which is available on an external basis.*

(b) Aboriginal Education Branch, Education Department

Many staff do not appear aware of this Branch and its role. The Superintendent has offered the following specific assistance:-

- (i) participation in a relevant N.C.A.E. Staff Development programme.
- (ii) provision of guest lecturers where appropriate.
- (iii) assistance in arrangement, and possibly supervision, of specialist Aboriginal practice-teaching.

(c) Courses for Aborigines Group

Members of this group are representatives of tertiary and other post-secondary institutions, Commonwealth Departments of Aboriginal Affairs and of Education, Catholic Education Commission, etc. The group centralizes and disperses information about all post-secondary courses in W.A. in which Aborigines can enrol, advertises these courses, and refers applicants.

(d) Multicultural Education Council of W.A.

The council centralizes relevant information and certain services. Members include individual educators and appointed representatives of tertiary institutions.

(e) Funding

Some government assistance is available in relation to multicultural courses and specifically for the education of Aborigines. These funds include provision for staffing and some facilities and/or equipment. The main sources/contacts are the Commonwealth Departments of Aboriginal Affairs and of Education, who are currently completing consideration of applicants for funding for 1980 and 1981.

RECOMMENDATION 12:-

That N.C.A.E. investigate immediately the availability of funds for the introduction of units related to Aboriginal and migrant education, and for courses for Aborigines

5.4.3. STAFF DEVELOPMENT PROGRAMME

A staff development programme of 3 to 4 sessions is suggested, to occur before implementation of the recommendations of this report. Participants from outside the college would include the Superintendent of Aboriginal Education, the Head of the Intercultural Studies Centre of Mt. Lawley C.A.E., and Aboriginal contributors. A subject-oriented workshop with pre-set topics could be arranged. In addition, copies of this report could be circularized to all members of the academic staff prior to the formal activities, and the staff development programme should be announced in the Staff Newsletter.

An introductory staff development activity was presented by Mr. John Sherwood, Head of the Intercultural Studies Centre of Mt. Lawley C.A.E., in July, 1979.

5.4.4. NON-CURRICULAR ASPECTS

As discussed in section 4.3.10 of this report, non-curricular aspects of college life may add considerably to students' development. Though not a main focus of this committee, the following points do apply to the topic under investigation:-

(a) Common Lunch Hour

With the college schedule so full and no single period when all students and/or staff are free of formal commitments, it is very difficult to include in college life anything not directly related to specific units. A common lunch hour one day per week would enable a range of activities desirable for personal growth, college cohesion and simple relaxation. A working group of staff and student representatives could co-ordinate such activities, including some with a multi-cultural emphasis, during some common lunch hours. The committee suggests that a common lunch hour be introduced.

(b) Communication

Frequently guest speakers, films, visits, etc. are arranged for particular units, which may be of interest to staff and students not involved in those units. Also, community activities of relevance and interest frequently occur.

The committee suggests that it could be beneficial if notice of these occurrences were centralized and publicized, possibly in a specific section of the staff and student newsletters.

6. SUMMARY OF RECOMMENDATIONS

1. (page 24)

That a compulsory two-credit core unit on Multicultural Studies emphasizing Aboriginal Studies be introduced in Year 2, Semester 3 of the Diploma of Teaching course in 1981, as an interdepartmental unit co-ordinated by the Social Sciences Department, and that this unit be also made available to post-service Bachelor of Education students.

2. (page 25)

That appropriate practice-teaching arrangements be made to accommodate those students showing interest or aptitude in teaching in schools containing a majority of Aboriginal or migrant children.

3. (page 26)

That LAN 1175 and LAN 1275, with due emphasis on both migrant and Aboriginal aspects and including a section on the teaching of Standard English as a second dialect, become compulsory for all English-major students.

4. (page 26)

That the following elective units with no pre-requisites be introduced in 1981, programmed by the Departments concerned to ensure maximum student choice, and also made available to post-service Bachelor of Education students.

4.1. Aboriginal Studies (Social Sciences Department)

4.2. Aboriginal Education (Education Studies Department)

4.3. Migrant Studies (Social Sciences Department)

4.4. Migrant Education (Education Studies Department)

5. (page 27)

That each Department examine and if necessary alter their existing units to consciously focus students' attention on multicultural factors involved in education, to develop appropriate techniques and resources, and to integrate specific relevant coverage in different units.

6. (page 28)

That the role of N.C.A.E. in the provision for secondary school teachers, of in-service courses on multicultural and Aboriginal education be investigated.

7. (page 29)

That special entry arrangements be made for non-qualified Aboriginal students, based on relevant criteria such as those used successfully by Mt. Lawley C.A.E., and that this be publicized by the Courses for Aborigines Group.

8. (page 30)

That a member of academic staff be specifically appointed to be responsible for Aboriginal applicants and students, and that the Commonwealth Departments of Education and of Aboriginal Affairs be requested to assist with funding for that position and associated expenditure.

9. (page 30)

That initially the standard College courses be offered to Aboriginal applicants, that an extended orientation programme at intake be arranged for non-matriculant Aboriginal students, and that the Academic Council of N.C.A.E. actively consider the introduction of a one-year pre-diploma "bridging" or introductory course.

10. (page 31)

That a standing committee on multicultural education be formed, initially including:-

- (i) representatives of the academic staff involved.
- (ii) superintendent of Aboriginal Education or his representative.
- (iii) head of Intercultural Studies Centre, Mt. Lawley C.A.E.
- (iv) a representative of the Aboriginal Committee on Education of W.A.
- (v) a representative of the Multicultural Education Council of W.A.
- (vi) two appropriate student representatives.

11. (page 31)

That N.C.A.E. become a member of the Multicultural Education Council of W.A. and the Courses For Aborigines Group, and appoint representatives.

12. (page 32)

That N.C.A.E. investigate immediately the availability of funds for the introduction of units related to Aboriginal and migrant education and for courses for Aborigines.

MEMBERSHIP OF AD HOC COMMITTEE ON ABORIGINAL EDUCATION

CHAIRMAN:-

Dr. E. McGowan Head, Social Sciences Department, N.C.A.E.

EXECUTIVE OFFICER:-

Ms. M. Stepanoff Lecturer, (Anthropology/Sociology), N.C.A.E.

OTHER MEMBERS:-

Mr. T. Edwards Acting Senior Lecturer (Research), N.C.A.E.
 Dr. K. Jack Dean of Academic Studies, N.C.A.E.
 Rev. C. Jacobs National Aboriginal Conference, and Aboriginal
 Education Consultative Committee.
 Dr. J. Jones Acting Sub-Dean, Academic Services, N.C.A.E.
 Mr. C. Mounsey Superintendent, Aboriginal Education Branch,
 Education Department of W.A.
 Ms. C. Ross Lecturer, Adult Aboriginal General Studies
 Programme, Perth Technical College.
 Mr. J. Sherwood Head, Intercultural Studies Centre and Aboriginal
 Teacher Education Programme, Mt. Lawley C.A.E.

RESOURCE PERSONNEL:-

Mr. I. Bennell Community Adviser, Department of Aboriginal Affairs.
 Mr. R. Buzza Lecturer, Adult Aboriginal Literacy Programme,
 Perth Technical College and late of Commonwealth
 Employment Service. (Aboriginal section).
 Ms. E. Davies Co-ordinator of Aboriginal Students, Mt. Lawley C.A.E.
 Mr. J. Fleming Co-ordinator, Aboriginal Education, Catholic Education
 Commission.
 Mr. E. Haywood Adult Aboriginal Education, Department of Education.
 Dr. S. Kaldor Senior Lecturer (Linguistics), University of
 Western Australia.
 Mrs. M. Kaplan Special Projects Officer, N.C.A.E.
 Ms. C. Kaputin Co-ordinator, Aboriginal Bridging Course, W.A.I.T.
 Dr. J. Keirans Lecturer (Psychology), University of Western Australia.
 Mrs. M. McGrath Commonwealth Department of Education
 Dr. J. Metge Associate Professor (Anthropology), Victoria University
 at Wellington, N.Z.
 Mrs. D. Noräbruch Student, Adult Aboriginal General Studies Programme,
 Perth Technical College.
 Mrs. M. O'Brien Aboriginal Education Branch, Department of Education,
 and National Aboriginal Education Consultative
 Committee.
 Mr. C. Thackrah Senior Research Officer, Department of Aboriginal
 Affairs.
 Mrs. M. von Bamberger Lecturer (Anthropology), Churchlands C.A.E.
 Mr. R. Walley New Era Aboriginal Fellowship.

Academic staff in charge of multicultural/Aboriginal units at 12 Australian colleges.

APPENDIX 2

SURVEY OF 1976 AND 1977 GRADUATES FROM N.C.A.E.:

TEACHER EDUCATION, IN RELATION TO THE TEACHING OF CLASSES WHICH INCLUDE CHILDREN OF DIFFERENT CULTURAL BACKGROUNDS

SUMMARY OF RESULTS

1. NUMBER OF RESPONDENTS

(N=120)

Male	60
Female	60
TOTAL	120

2. YEAR OF GRADUATION

1976	46
1977	73
No information	1
TOTAL	120

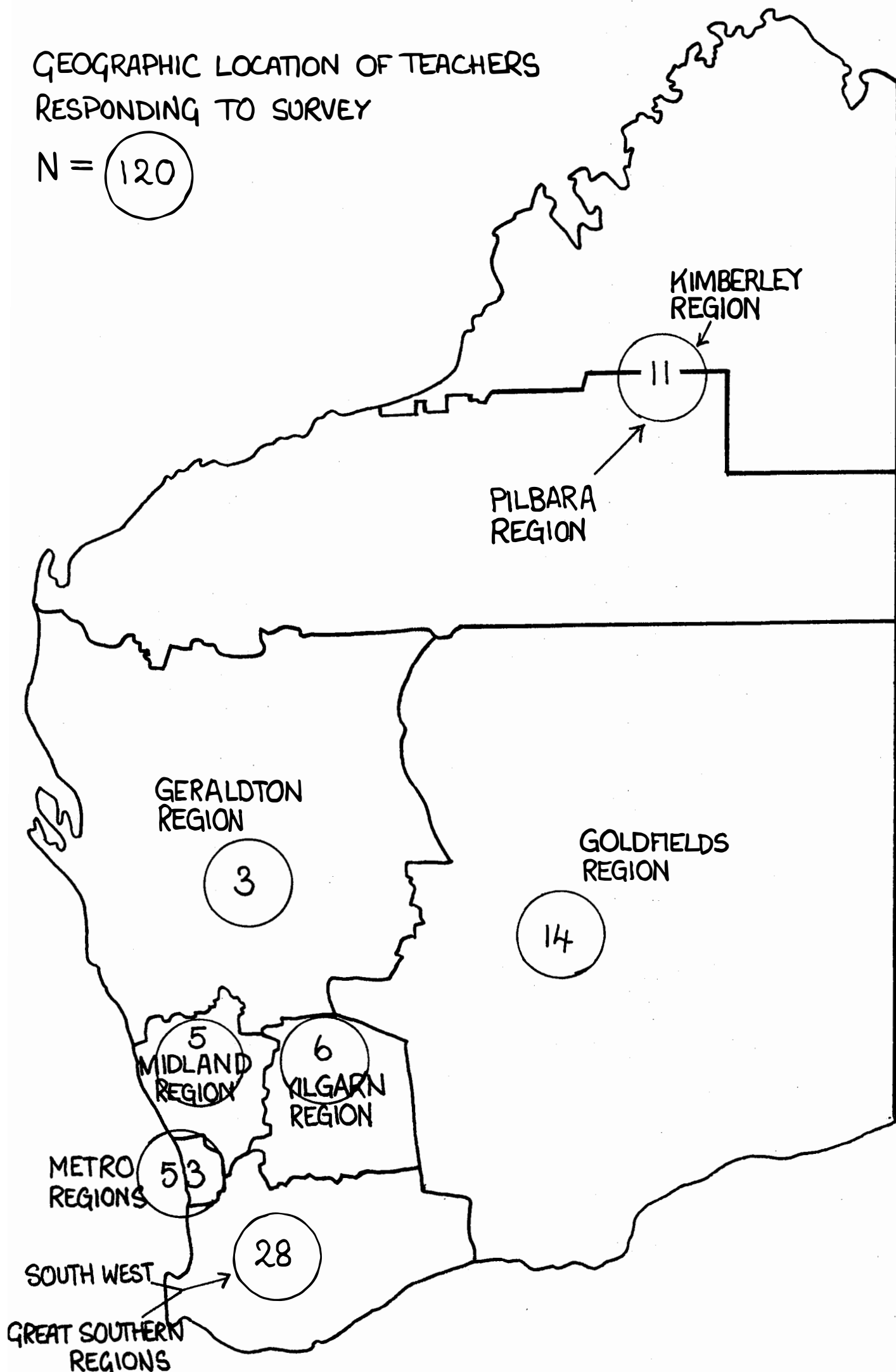
3. GEOGRAPHIC LOCATION OF SCHOOLS TO WHICH TEACHERS ARE CURRENTLY APPOINTED

Metropolitan Regions	53
Midlands Region	5
Southwest/Great Southern Regions	28
Yilgarn Region	6
Goldfields Region	14
Geraldton Region	3
Pilbara/Kimberley Regions	11
TOTAL	120

(See map on following page)

GEOGRAPHIC LOCATION OF TEACHERS RESPONDING TO SURVEY

N = 120



4. LENGTH OF TEACHING EXPERIENCE

Less than one year	5
One year but less than two years	75
Two years and more	40
TOTAL	120

5. NUMBER OF SCHOOL APPOINTMENTS SINCE GRADUATION

YEAR OF GRADUATION	NO. OF TEACHERS	NO. OF APPOINTMENTS		
		1	2	3
1976	43	37	9	
1977	77	64	9	1
	120	101	18	1

6. DISTRIBUTION OF MAJOR TEACHING FIELDS STUDIES AT COLLEGE

Art	2
Business Education	9
English	14
Communications	4
Home Economics	15
Languages	1
Library Studies	7
Manual Arts	15
Mathematics	7
Music	4
Phys/Health Ed.	24
Science	8
Social Science	10
No Information	1
TOTAL	120

7. TEACHING FIELD/S FOR WHICH RESPONSIBLE IN CURRENT POSITION

Mainly Major field	109
Mainly Minor field	7
Mainly in field other than those studied in College	2
No information	2
TOTAL	120

8. TEACHING LOAD

No. of periods per week	No. of teachers
10 periods or less	4*
11-15 periods	3*
16-20 periods	16
21-25 periods	15
26-30 periods	49
More than 30 periods	31
No information	2
TOTAL	120

* = teacher predominantly has Library or other duties

Average (i.e. mode) teaching load is 26-30 periods per week

9. AVERAGE SIZE OF CLASSES MAINLY TAUGHT

No. of students	No. of teachers
10 students or less	9
11-15 students	14
16-20 students	16
21-25 students	17
26-30 students	39
More than 30 students	21
No applicable	2*
No information	2
TOTAL	120

* = teacher predominantly has Library duties

Average (i.e. mode) class size is 26-30 students

10. NUMBER OF TEACHERS WITH CLASSROOM CONTACT WITH STUDENTS OF DIFFERENT ETHNIC BACKGROUND

ETHNIC BACKGROUND

	ABORIGINAL	NON-ENGLISH MIGRANT	ENGLISH MIGRANT
Contact	98	88	94
No Contact	22	31	23
Insufficient information		1	3
	120	120	120

Only five teachers indicated they had no classroom contact with students of Aboriginal or migrant background.

11. COMPOSITION OF CLASSES IN WHICH THERE ARE STUDENTS OF DIFFERENT BACKGROUNDS

Eight teachers stated they had no classes that included students of Aboriginal or non-English speaking migrant background.

Two teachers mentioned situations in which the "white" Australian student was the minority factor within a class group.

CLASS COMPOSITION	NUMBER OF TEACHERS
All Aboriginal Class	6
All Migrant (non-English) class	1
Minority groups within classes - Aboriginal only	54
- Non-English Migrant only	67
- Both Aboriginal and Migrant	69

12. EXTENT OF ABORIGINAL/MIGRANT EDUCATIONAL NEEDS AS INDICATED BY THE NUMBER OF CLASSES IN WHICH THESE STUDENTS ARE PRESENT

SIZE OF MINORITY GROUP	NUMBER OF CLASSES WHICH INCLUDE SPECIAL GROUPS	
	ABORIGINAL	NON-ENGLISH MIGRANT
1-3	228	265
4-6	72	64
7-9	23	54
10-12	12	17
13+	1	16
	336	416

13. NUMBER OF ABORIGINAL MIGRANT CHILDREN BEING TAUGHT BY VARIOUS TEACHERS

NUMBER OF ETHNIC STUDENTS PER TEACHER	NUMBER OF TEACHERS
None	5
1-3	28
4-6	40
7-9	14
10-12	12
13-15	11
16-18	2
19+	4
No information	4
	120

14. TEACHERS' RESPONSE TO THE STATUS OF STUDENTS FROM DIFFERENT CULTURAL
BACKGROUNDS IN AN AUSTRALIAN SCHOOL SETTING

	NUMBER	%
1. Disadvantaged	61	50.9
2. Not Disadvantaged	30	25.0
3. Unsure	15	12.5
4. No information	8	6.6
*5. Not applicable	6	5.0
	120	100

*Respondents stated they lacked appropriate experience.

15. COLLEGE COURSES AS PREPARATION FOR TEACHING STUDENTS FROM DIFFERENT CULTURAL BACKGROUNDS

	NUMBER	%
1. Adequate	23	19.18
2. Inadequate	83	69.18
3. Unsure	1	0.8
4. No information	7	5.84
*5. Not applicable	6	5.0
*Respondents stated they lacked appropriate experience	120	100

16. WILLINGNESS TO PARTICIPATE IN A FOLLOW-UP

	NUMBER	%
1. Yes	76	63.3
2. No	28	23.3
3. Undecided	2	1.6
4. No information	7	5.9
5. Not applicable	7	5.9
	120	100

APPENDIX 3

REPORT ON THE NATIONAL CONFERENCE

PREPARING TEACHERS FOR ABORIGINAL EDUCATION

RECOMMENDATIONS

PRE-SERVICE TEACHER EDUCATION

1. *To: All Colleges of Advanced Education and Universities*

- a. We recommend that recommendation 5.7 of the National Conference on Aboriginal Education 1976 be adopted, strongly endorsed and implemented immediately, inter alia.
'That training institutions incorporate Aboriginal Studies in all teacher education programmes as a fully integrated core element. That a working committee be established to examine the strategies involved.'
- b. We also recommend that lecturers and other staff involved in and associated with courses of Aboriginal and Intercultural Education actively seek to promote a positive and informed direction in all related courses of study, to the extent that community education in relation to Aboriginals is encouraged, diversified and made available more widely. And that such educational staff are made aware of the grave problems inherent in Ethno-centric attitudes.

2. *To: All Education Departments and all teacher education institutions*

For students who propose teaching largely in Aboriginal areas, practical teaching periods, where at all possible be extended and should take place largely in schools where there are significant numbers of Aboriginal students.

3. *To: All Colleges of Advanced Education and Universities*

We recommend that Colleges of Advanced Education and Universities ensure that units and courses recognize the multi-cultural aspects of society; With respect to -

- (a) student selection policies
- (b) course content and structure

Such changes will require co-operation between all departments within the institution.

4. *To: All Colleges of Advanced Education and Universities*

Given the multi-cultural nature of Australian society we recommend that Teaching English as a Second Language should be a core unit for pre-service teacher education, with due emphasis on the influence of cultural background on language usage.

5. *To: All Colleges of Advanced Education*

That Colleges of Advanced Education admitting significant numbers of Aboriginal students to their courses should:-

- (a) offer units that are Aboriginal in purpose, style and content,
- (b) invite Aboriginal representatives to advise and participate in the construction of these units.

6. *To: All Colleges of Advanced Education and Universities*

That the curriculum studies courses at teacher training institutions prepare teachers to accept community involvement in developing school based programs and in formulating school policies.

IN-SERVICE TEACHER EDUCATION

7. *To: All Public Service Boards and Statutory Authorities*

We recommend that all government departments and authorities exercising service functions should incorporate as an integral part of induction and in-service training, courses specifically designed to educate staff in more positive and empathetic approaches to dealing with Aboriginal and other cultural groups.

ABORIGINAL TEACHERS

8. *To: National Aboriginal Education Committee*

This conference, bearing in mind the great diversity of Aboriginal situations in Australia invites the National Aboriginal Education Committee to initiate as a research project an investigation into the variety of ways in which Aboriginal schools and schools with a significant Aboriginal population, can move towards Aboriginalization, i.e. towards a greater degree of involvement by Aboriginals in the teaching process.

9. *To: All Teacher Organizations, Education Departments, Colleges of Advanced Education, Public Service Boards and the Schools Commission.*

As an alternative to 3 year continuous campus teacher training Aboriginal Teaching Assistant/Aides may gain a Diploma of Teaching by stages, through a flexible combination of:-

- (1) Performance of their present teaching duties;
- (2) The unique Aboriginal contribution (language, personal skills, culture, teaching method) they make to their community education programmes.
- (3) Block release periods for teacher training at institutions or in the field.
- (4) External study units.

10. *To: All Teacher Organizations, Education Departments, Colleges of Advanced Education, Public Service Boards and the Schools Commission.*

That, as a corollary of recommendation (9) a progressive salary scale be tied to the training stages reached by Aboriginal Teaching Assistants and the extent of their experience as para-professionals in schools.

ABORIGINAL SCHOOLS

11. To: *National Aboriginal Education Committee, Department of Aboriginal Affairs and all Education Departments.*

This conference, recognizing the movement of Aboriginal people towards self management of their own communities and affairs, supports the parallel movements towards Aboriginalization of predominantly Aboriginal schools and towards a greater degree of control over those schools by their own communities.

12. To: *National Aboriginal Education Committee*

This conference invites the National Aboriginal Education Committee to investigate and report on the feasibility of government funded autonomous community schools as models for Aboriginal Schools.

13. To: *All Education Departments and the Schools Commission*

Community based Education should be available for Aboriginals.

14. To: *All Education Departments and the Schools Commission*

It is recommended that teachers and administrators determine the means within their own situations to communicate more effectively with Aboriginal families and community leaders so that a positive education policy may be produced through this interaction.

15. To: *All Education Departments and the Department of Aboriginal Affairs*

Money allocated to schools for special programs involving Aborigines should be investigated critically and monitored to ensure that Aboriginal people receive the benefits.

ADULT EDUCATION

16. To: *Committees on Research and Development in Education and Research Schools in Universities and elsewhere*

That this conference recognizes the desire of Aboriginal communities for the mounting of a literacy programme for adult Aborigines at the immediate community level be given the highest priority, and that:-

- (a) the curriculum should wherever possible be generated from the client group's own linguistic world and experience.
- (b) the possibility of using existing primary and secondary teachers for this task be investigated.
- (c) the implications for teacher pre-service and in-service training be given urgent consideration.

17. To: *The Department of Aboriginal Affairs and the Commonwealth Department of Education*

The Tutor system already in operation as a secondary Grant Scheme should be extended to include all levels of primary school.

TEACHING METHODS AND THE CURRICULUM

18. To: *National Aboriginal Education Committee, all Education Departments and Teacher Education Authorities.*

That the viability of traditional Aboriginal learning techniques be recognized and that these be fully researched with a view to incorporating them into teaching strategies for Aboriginal children, to make the style of education input from both home and school more homogeneous.

APPENDIX 4

SUMMARY: MULTICULTURAL UNITS AT OTHER COLLEGES

A survey of fifteen other colleges of advanced education was conducted in mid 1979 to investigate arrangements made in relation to the preparation of teachers for Aboriginal and multicultural education. The colleges were specifically asked for:-

1. details of core units - content, level, academic credit, etc.
2. details of elective units - content, level, academic credit, percentage of all students enrolled.
3. changes envisaged in the immediate future.
4. comments.

Eleven colleges responded:-

Adelaide College of Arts and Education (Torrens), S.A.

Armidale College, N.S.W.

Canberra C.A.E., A.C.T.

Kelvin Grove C.A.E., Queensland.

Mount Gravatt C.A.E., Queensland.

Mount Lawley C.A.E., W.A.

Newcastle C.A.E., N.S.W.

Northern Rivers C.A.E., N.S.W.

Sydney Teachers College, N.S.W.

Townsville C.A.E., Queensland.

Victorian C.A.E. at Coburg, Victoria.

The overall patterns shown by the responses are summarized in section 2.3 of the report. Brief details of specific units offered by representative examples of the colleges are listed below, followed by some comments made by the academic staff in charge of those courses. Full course and unit outlines are available from the committee Executive Officer.

UNITS OFFERED BY VARIOUS COLLEGES

Adelaide College of Arts and Education (Torrens)

Core:

1. Year 1. 4 hr. p.w. for 1 term.
"Traditional Aboriginal Society".
2. Year 2. 4 hr. p.w. for 1 term.
"Contemporary Aboriginal Society".
3. Year 3. 4 hr. p.w. for 1 term.
"Aboriginal Education".
4. Years 1-3.
Parts of 6 compulsory 1 term 4 hr. p.w.
Social Studies units.

Elective:

1. Year 2. 4 hr. p.w. for 1 term.
"Pitjantjatjara Language".
2. Year 2. 4 hr. p.w. for 1 term.
"Social Issues: Aboriginal communities and
urban Aborigines".
3. Year 2 or 3. 4 hr. p.w. for 1 term.
"Cross-cultural studies". (Aboriginal adaptations
to European culture, compared to those by Maoris,
N.G. and U.S. Indians).
4. Years 2 and 3. 3-4 hrs. p.w. for 1 term.
Five units on teaching English as a second
language.
5. Year 3. 3 hrs. p.w. for 1 term.
"Australian Literature: Minority Groups".
6. Year 3. 5 hr. p.w. for 3 terms.
"Community Studies Amongst Aborigines I:
Understanding Aboriginal Children".
7. Year 3. 4 hrs. p.w. for 3 terms.
"Community Studies Amongst Aborigines II:
Individual Research.
8. Year 3. 4 hrs. p.w. for 2 terms.
Social Science: Individual Research.
9. Substantial parts of the following 4 hrs. p.w.,
1 - term units:-
 Anthropology
 Myth and Ritual
 6 Ethnoscience units

Armidale C.A.E.

Core: Year 2, Semester 1. 3 credits.
"Aboriginal and Migrant Studies".
This unit is representative of initial core units in several colleges and includes:-

- A. Concepts in Multicultural Studies
- B. Aborigines in society: traditional society, culture content, and the present situation.
- C. Migrants in society: migration, language and education.

Elective: Year 2 or 3. 1 semester, 3 credits.

1. "The Aboriginal Child at School".
2. "Race Relations and Welfare".

Post-Graduate: Diploma in Aboriginal Education.

Changes: Core unit altered for 1978, to include more migrant content.

Comments: "(An Aboriginal or Multicultural Studies) course must be compulsory to all students and must be integrated into the whole pre-service programme. Otherwise, it could be an in-service or post-service course geared toward a very specific and specialized group of people prepared to undertake intensive studies".

Dr. A. Eckerman, Lecturer, Multicultural Studies Dept.

Canberra C.A.E.

- Core:
1. Year 1, Semester 2. 4 hrs. p.w.
"Aboriginal Studies I: Traditionally - directed societies".
 2. Year 2, Semester 1. 4 hrs. p.w.
"Aboriginal Studies II: Contemporary Aboriginal society".
 3. Year 2, Semester 2, 4 hrs. p.w.
"Aborigines and Education".

Elective: Several, including teaching English as a Second Language, and special methods units.

Kelvin Grove C.A.E.

- Core:
1. Year 2, Semester 2. 3 hrs. p.w.
40% of unit "Equality in Australian Education".
 2. Year 2, Semester 2. 3 hrs. p.w.
20% of Social Studies II b)
 3. Year 3, Semester 1. 3 hrs. p.w.
10-15% of Psychology III a)
 4. Year 3, Semester 2. 3 hrs. p.w.
All of Education III b): either "Multicultural Education" or "Social Forces affecting the

education of Aborigines".

5. Year 3, Semester 2. 3 hrs. p.w.
15-20% of Sociology III a): "Education in a Multicultural Urban Society".

Elective:

1. Year 3, Semester 1. 3 hrs. p.w. (about 20 students).
Social Sciences III a), emphasizing multicultural teaching methods and resources.
2. Year 3, Semester 2. 3 hrs. p.w. (about 20 students).
Social Sciences III b), emphasizing Aboriginal teaching methods and resources.
3. Year 3, Semester 2. 3 hrs. p.w. (About 15% of all students). "Prejudice and Racism".
4. Year 3, Semester 2. 3 hrs. p.w. (About 20% of all students). "Psychology of Minority Children".

Bachelor of Education:

Compulsory 12½% of this course is on multicultural education.

Changes:

In 1980 the compulsory core multicultural coverage will be increased, by enlarging the relevant coverage in existent units to between 25% and 50% of their total.

Comments:

"We are still not doing enough - many students will graduate with the belief that Australia is monocultural. Also needed are courses for students planning to specialize in teaching Aboriginal and Migrant children".

- Mr. C. Diffenbach, Senior Lecturer,
Education Dept.

Mount Gravatt C.A.E.

Core:

Nil.

Elective:

Year 3, Semesters 1 and 2. 3 hrs. p.w.
"Educating Culturally-Different Children and Adolescents".

Post-Graduate:

Accreditation for 1980.
Diploma in Multicultural Education, with emphasis on migrant children of non-English-speaking background plus second language learning.

Mount Lawley C.A.E.

Core:

Nil, but proposed for 1981.

Elective:

Students may major (7 units) or minor (3 units) in Intercultural Studies with the emphasis on Aboriginal or Migrant Studies or both.
In 1979 there were 27-30 major and about 10 minor students in this course.

Year 2: 8 3-credit semester units available.

Year 3: 4 3-credit semester units available.

Three strands are involved:-

A. Anthropology/Sociology.

B. Education.

C. Linguistics/Teaching English as a Second Language.

Post-Graduate: Diploma in Intercultural Studies, with emphasis on Aboriginal or Migrant Studies or a combination thereof.

Other: Aboriginal Teacher Education Programme, which trains Aboriginal people as primary school teachers. There were 28 such students in 1979, with 45 expected for 1980.

Change: Proposed compulsory core unit in Intercultural Studies for all third year Diploma of Teaching students.

APPENDIX 5



DEMOGRAPHIC INFORMATION ON ABORIGINAL SCHOOL ENROLMENT

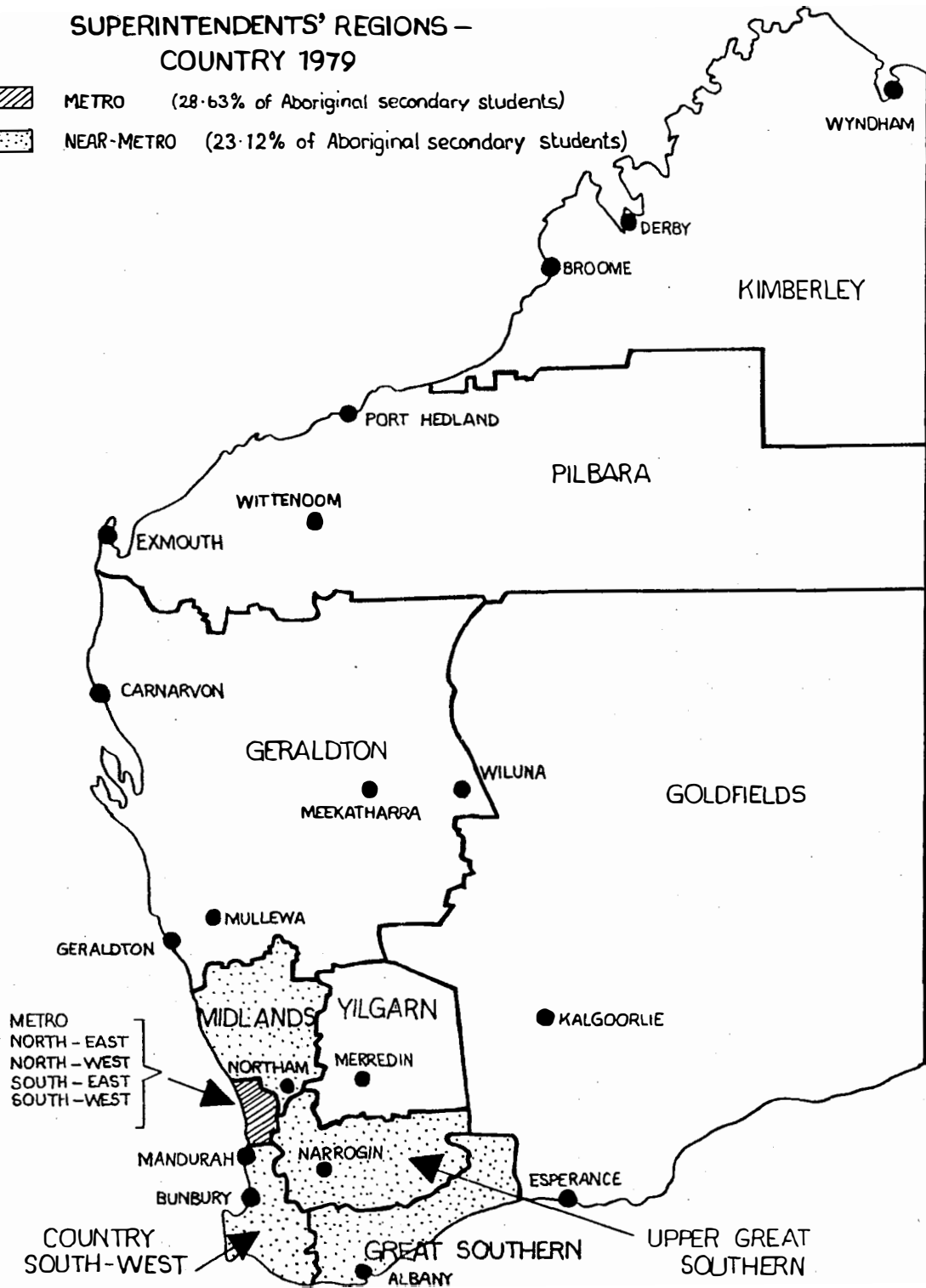
CONTENTS

1. Maps of Superintendents' Regions, 1979.
2. State distribution of Aboriginal students, by region and by school level.
3. Distribution of Aboriginal students in metropolitan and near-metropolitan regions, by number and as a percentage of Aboriginal students.
4. W.A. secondary school enrolment, showing number and percentage which is Aboriginal in each school.
5. Grade distribution of Aboriginal students in W.A. government secondary schools plus comparative rates of retention into upper secondary school, for Aboriginal and non-Aboriginal children.

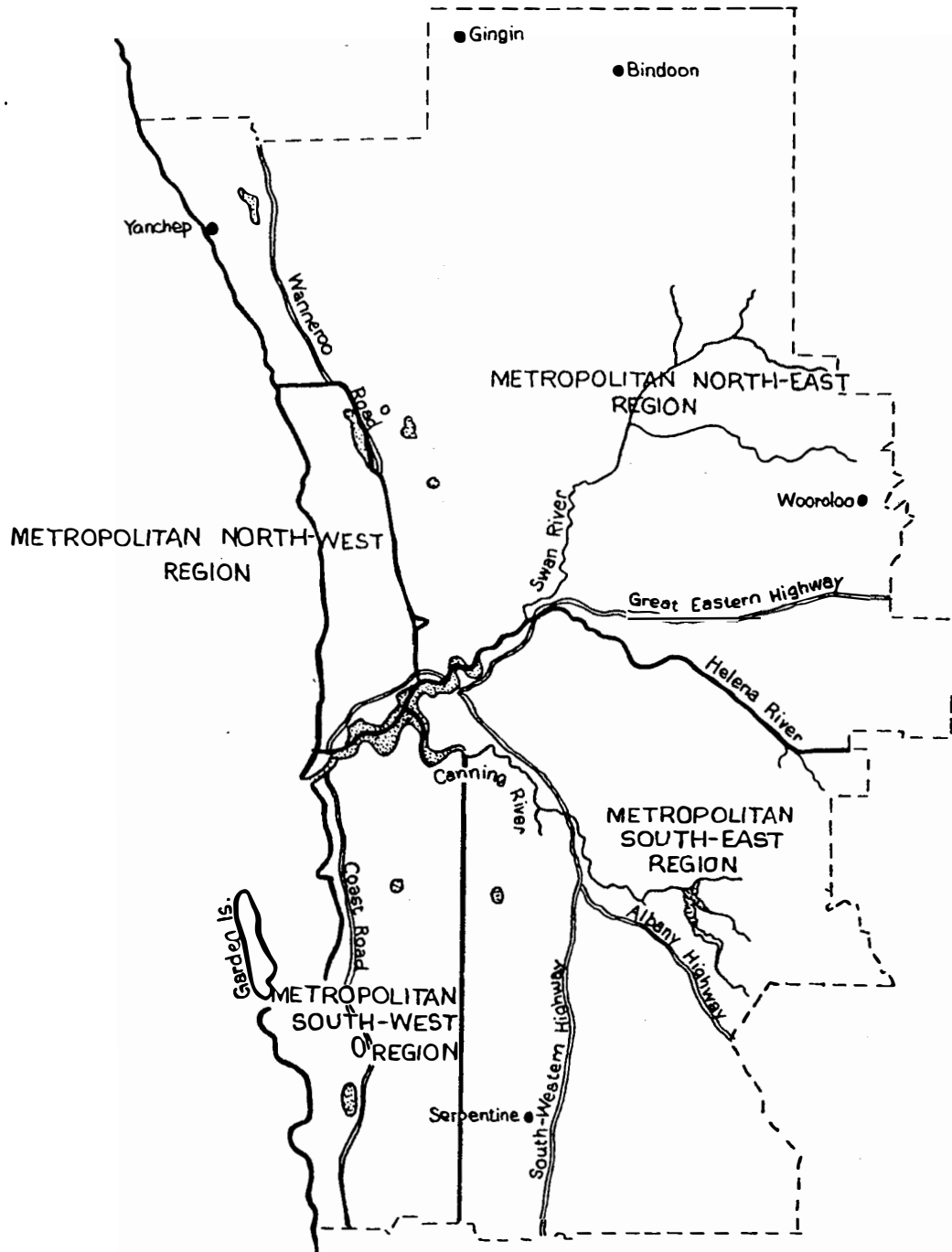
(NOTE: All data was provided by the Superintendent of Aboriginal Education, Education Department of W.A. Data relates to August, 1979).

SUPERINTENDENTS' REGIONS – COUNTRY 1979

-  METRO (28.63% of Aboriginal secondary students)
 NEAR-METRO (23.12% of Aboriginal secondary students)



SUPERINTENDENTS' REGIONS — METROPOLITAN



2. STATE DISTRIBUTION OF ABORIGINAL STUDENTS, BY REGION AND BY SCHOOL LEVEL

PRE-SCHOOL

Region	Aboriginal	Non-Aboriginal	Total	% Aboriginal
Metro South-East	107	2030	2137	5.0
Metro South-West	34	1050	1084	0.9
Metro North-East	71	1960	2131	3.3
Metro North-West	20	2339	2359	0.8
Upper Great Southern	26	377	403	6.4
Great Southern	113	645	758	14.9
South-West	49	1167	1216	4.0
Midlands	51	740	791	6.4
Geraldton	159	412	571	23.7
Goldfields	97	465	562	17.2
Pilbara	195	686	881	22.1
Kimberley	540	171	611	88.3
TOTAL	1462	12042	13504	10.8

PRE-PRIMARY

Region	Aboriginal	Non-Aboriginal	Total	% Aboriginal
Metro South-East	9	1471	1480	0.6
Metro South-West	2	1418	1480	0.1
Metro North-East	21	1384	1405	0.16
Metro North-West	1	1130	1131	0.1
Upper Great Southern	20	373	393	5.0
Great Southern	21	413	434	4.8
South-West	22	946	968	2.2
Midlands	26	563	589	4.6
Geraldton	74	808	882	8.3
Goldfields	80	506	586	13.6
Pilbara	44	598	642	6.8
Kimberley	75	114	189	39.7
TOTAL	395	3784	10179	3.88

PRIMARY

Region	Aboriginal	Non-Aboriginal	Total	% Aboriginal
Metro South-East	499	26158	26657	1.87
Metro South-West	221	19463	19684	1.1
Metro North-East	529	25016	25545	2.07
Metro North-West	144	21945	22089	0.6
Upper Great Southern	260	3241	3501	7.4
Great Southern	324	5379	5703	5.68
South-West	263	10564	10827	2.4
Midlands	408	5777	6185	6.59
Geraldton	956	6189	7145	13.37
Goldfields	680	5301	5981	10.16
Pilbara	702	5610	6312	11.1
Kimberley	1262	866	2128	59.3
TOTAL	6248	135509	141757	4.4

SECONDARY

Region	Aboriginal	Non-Aboriginal	Total	% Aboriginal
Metro South-East	141	10561	10702	1.3
Metro South-West	82	9887	9969	0.83
Metro North-East	206	10979	11185	1.9
Metro North-West	75	7907	7982	0.9
Upper Great Southern	70	1990	1360	5.1
Great Southern	126	2432	2558	4.9
South-West	94	5200	5294	1.27
Midlands	138	2512	2650	5.2
Geraldton	286	2453	2739	10.4
Goldfields	163	2126	2289	7.1
Pilbara	164	1792	1956	8.38
Kimberley	280	132	412	67.96
TOTAL	1833	56217	58104	3.15

3. DISTRIBUTION OF ABORIGINAL STUDENTS IN METROPOLITAN AND NEAR-METROPOLITAN REGIONS, BY NUMBER AND AS A PERCENTAGE OF ALL ABORIGINAL STUDENTS

	PRIMARY SCHOOL		SECONDARY SCHOOL	
	Number	%	Number	%
Metro S E	499		166	
Metro S W	221		83	
Metro NE	529		206	
Metro NW	144		75	
TOTAL	1393	22.29	530	28.63
Upper Great Southern	260		70	
Great Southern	324		126	
South West	263		94	
Midlands	408		138	
TOTAL	2648	42.38	958	51.75

The remaining Aboriginal students (primary 57.62%, secondary 48.25%) are in other country regions.

4. W.A. SECONDARY SCHOOL ENROLMENT, SHOWING NUMBER AND PERCENTAGE WHICH IS ABORIGINAL IN EACH SCHOOL

METROPOLITAN SOUTH-EAST REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Armadale SHS	20	1305	1.5
Belmont SHS	28	1165	2.4
Bentley SHS	16	809	1.9
Cannington SHS	8	829	0.9
Forrestfield SHS			
Kalamunda SHS	8	1179	0.6
Kelmscott SHS	12	1179	1.0
Kent Street SHS	6	757	0.7
Kewdale SHS	28	1113	2.5
Lynwood SHS	8	874	0.9
Thornlie SHS	3	1179	0.2
Maddington SHS	4	172	2.3
TOTAL	141	10,561	1.3

METROPOLITAN SOUTH-WEST REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Applecross SHS	6	1247	0.4
Hamilton SHS	16	1126	1.4
John Curtin SHS	5	913	0.5
Kwinana SHS	16	1222	1.3
Melville SHS	2	1080	.1
Northlake SHS	19	876	2.1
Rockingham SHS	5	1187	0.4
Rossmoyne SHS	2	1143	0.1
South Fremantle SHS	11	1093	.1
TOTAL	82	9,887	0.83

METROPOLITAN NORTH-EAST REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Balga SHS	22	1164	1.8
Cyril Jackson SHS	27	894	3.0
Eastern Hills SHS	1	714	0.1
Girrawheen SHS	49	1117	4.3
Governor Stirling SHS	21	1040	2.0
Hampton SHS	4	1103	.3
John Forrest SHS	6	1240	0.4
Lockridge SHS	12	656	1.8
Mirrabooka SHS	26	975	2.6
Morley SHS	Nil		
Mount Lawley SHS	22	1170	1.8
Swan View SHS	13	497	2.6
Wanneroo SHS	3	409	0.7
Bullsbrook DHS	Nil		
TOTAL	206	10979	1.9

METROPOLITAN NORTH-WEST REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Balcatta SHS	4	1110	0.3
Carine SHS	4	1305	0.3
Churchlands SHS	Nil		
City Beach SHS	3	661	0.4
Hollywood SHS	1	929	0.1
Perth Modern SHS	8	1077	0.7
Scarborough SHS	15	1323	1.1
Swanbourne SHS	13	607	2.1
Tuart Hill SHS	27	895	3.0
Craigie HS	Nil		
Greenwood HS	Nil		
TOTAL	75	7907	0.9

UPPER GREAT SOUTHERN REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Narrogin Ag. SHS	24	767	3.1
Brookton DHS	36	256	14.0
Collie SHA	20	445	4.4
Corrigin DHS	9	295	3.0
Darkan DHS	9	240	3.3
Dumbleyung DHS	6	148	4.0
Kulin DHS	Nil		
Lake Grace DHS	8	230	3.4
Pingelly DHS	90	405	22.2
Wagin DHS	47	505	9.3
Williams DHS	11	239	4.6
TOTAL	260	3530	7.4

GREAT SOUTHERN REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Albany SHS	25	1236	2.0
Katanning SHS	46	546	8.4
Mount Barker SHS	14	315	4.4
Denmark Ag. DHS	2	192	1.0
Gnowangerup DHS	96	348	27.5
Jerramungup DHS	7	159	4.4
Kojonup DHS	32	466	6.8
TOTAL	222	3262	6.8

SOUTH WEST REGION

	Number Aboriginal	Total Number of Students	% Aboriginal
Bunbury SHS	10	721	1.3
Busselton SHS	10	636	1.5
Harvey Ag. SHS	21	456	4.6
Manjimup SHS	5	470	1.0
Newton Moore SHS	20	834	2.3
Pinjarra SHS	6	876	0.6
Bridgetown HS	Nil		
Margaret River HS	Nil		
Boyup Brook DHS	4	378	1.0
Donnybrook DHS	4	435	0.9
Nannup DHS	4	172	2.3
Northcliffe DHS	Nil		
Pemberton DHS	1	200	0.5
Waroona DHS	13	326	3.9
TOTAL	98	7891	1.2

MIDLANDS

	Number Aboriginal	Total Number of Students	% Aboriginal
Merredin SHS	21	560	3.7
Northam SHS	26	830	3.1
Beverley DHS	34	274	12.4
Bruce Rock DHS	8	198	4.0
Cunderdin Ag DHS	18	356	5.0
Dalwallinu DHS	16	312	5.1
Dowerin DHS	5	151	3.3
Goomalling DHS	10	160	6.2
Kellerberrin DHS	59	321	18.3
Mukinbudin DHS	22	292	7.5
Narembene DHS	Nil		
Quairading DHS	55	362	15.1
Southern Cross DHS	11	259	3.8
Toodyay DHS	18	306	5.8
Wundowie DHS	15	198	7.5
Wyalkatchem DHS	7	320	2.1
York DHS	16	414	3.8
TOTAL	341	5313	6.4

GERALDTON

	Number Aboriginal	Total Number of Students	% Aboriginal
Central Midlands SHS	24	301	7.9
Carnarvon SHS	84	367	22.8
Geraldton SHS	36	1024	3.5
John Willcock HS	34	481	7.0
Carnamah DHS	17	221	7.6
Exmouth DHS	Nil		
Meekatharra DHS	119	171	69.5
Morawa DHS	55	415	13.2
Mullewa DHS	119	256	46.4
Northampton DHS	16	237	6.7
TOTAL	504	3774	13.4

GOLDFIELDS

	Number Aboriginal	Total Number of Students	% Aboriginal
Eastern Goldfields SHS	83	1085	7.6
Esperance SHS	23	682	3.3
Kambalda HS	1	282	0.3
Laverton DHS	42	196	21.4
Norseman DHS	109	450	24.2
Ravensthorpe DHS	Nil		
TOTAL	258	2695	9.6

PILBARA

	Number Aboriginal	Total Number of Students	% Aboriginal
Hedland SHS	111	730	15.2
Karatha SHS	42	651	6.4
Newman SHS	2	310	0.6
Paraburdoo DHS	Nil		
Tom Price DHS	6	304	1.9
TOTAL	161	1995	8.1

KIMBERLEY

	Number Aboriginal	Total Number of Students	% Aboriginal
Broome DHS	71	339	20.9
Kununurra DHS	106	340	31.2
Wyndham DHS	138	341	40.5
TOTAL	315	1020	30.9

5. GRADE DISTRIBUTION OF ABORIGINAL STUDENTS IN W.A. GOVERNMENT SECONDARY SCHOOLS, PLUS COMPARITIVE RATES OF RETENTION INTO UPPER SECONDARY SCHOOL FOR ABORIGINAL AND NON-ABORIGINAL CHILDREN.

- a) Numbers of Aboriginal and Non-Aboriginal students in each year level, in the various types of high school. *YEAR*

	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
D.H.S. I	113	113	63	10		299
D.H.S. II	76	56	44	16		192
H.S.	31	17	16			64
S.H.S.	449	329	250	75	14	1147
TOTAL ABORIGINAL	669	515	373	101	14	1702
NON ABORIGINAL	12973	14117	13957	8537	4898	54721
% ABORIGINAL	5.2	3.6	2.7	1.2	0.3	3.1

- b) Percentage of the eligible Aboriginal population who are enrolled in Years 11 and 12, compared to percentage of the eligible non-Aboriginal population who are enrolled in Years 11 and 12.

Year 11	Aboriginals	6.53%
	Non-Aboriginals	15.6%

Year 12	Aboriginals	1.22%
	Non-Aboriginals	8.95%

The above figures relate only to Aboriginal students who have been placed in the "normal" stream. There are 29 Aboriginal students in Special Classes and 120 who are studying on secondary school subjects in primary schools. If these figures were included in the totals then the percentage of Aboriginal students who progress to Years 11 and 12 would be lower than those quoted in b) above.

APPENDIX 6

RESULTS OF SURVEY OF COLLEGE COVERAGE OF ABORIGINAL OR MULTICULTURAL ASPECTS

The following information was acquired from the Head of the relevant department or from the specific Lecturer concerned. All comments are from those sources.

DEPARTMENT	UNIT/S	STUDENTS	COMMENTS
Art	Art 4750 (Art Education)	Third Year Art Majors and Minors plus Dip. Ed.	A few mentions of multicultural element at relevant spots, to encourage "folk art" at classroom level. Nothing on Aborigines - "a difficult area, and I don't know how to approach it".
Business	Nil		
Communication Studies	Com 2300 (Speech) Com 2400 (Speech)	Second Year Communication Studies, major and minor students	About 20% of these units relate to Intercultural Communications "We recognise the extreme relevance of Aboriginal and multicultural aspects and would like to extend our work in this area. We have referred to Mt. Lawley C.A.E. ex-students, especially from the north-west, who were having problems."
Education Studies	Edu 1200	All 1D students	Brief reference to minority groups (including Aborigines), and indirect reference, e.g. re: relation between education and occupational chances.
	Edu 2300	All 2D students	Indirect; some material could be applied by some students.
	Edu 3520 (Sociology of Education)	All 3D students	Indirect; some material could be applied by some students. For half the students there is brief mention of Aborigines and migrants.
	Edu 3522 (Child and Adolescent Behaviour)	All 3D students	2 hours' specific discussion of Aborigines and education.
	Edu 4633 (Education of low- Socio-economic status children)	Elective for B.Ed. and Dip. Ed. students	Includes reference to Aborigines, and reasons for school failure.
	Edu 4639 (Curriculum Development)	Elective for B. Ed. and Dip. Ed..	Indirect; some material could be applied by some students.

DEPARTMENT	UNIT/S	STUDENTS	COMMENTS
English	Eng. 2108 (English Writing)	Elective (about 15 2D3 students)	Aboriginal (but not multicultural) theme sometimes used. One Aboriginal-theme tutorial (prepared by 3 students).
	Eng. 3550 (Achievement Certificate English)	Au 3D3	One 4 hour theme is Aboriginal, none multicultural/migrant. Major assignment on Aboriginal Literature is done by 10% of 3D3 students.
	Eng. 4700 (Research in Literature)	B. Ed. (English majors)	3 hours on Literature about Aborigines.
	Eng. 4800 (Research in Literature)	B. Ed. (English majors)	2 students did research in Aboriginal Literature.
	Lan. 1175 Lan. 1275 (Teaching English as a Foreign Language)	Electives (mainly English majors)	New unit 1979 (11 students) Migrant orientation
Home Economics	HEC 2400 (Clothing)	2D5	
	HEC 2301 (Nutrition)	2D5	Brief reference, less to Aboriginal than to ethnic aspects.
	HEC 2102 (Home Management)	2D5	
	HEC 3550 (Teaching Home Economics)	3D5	2 hr. lecture on ethnic aspects
Library Studies	LIB 1216 (Books for Children Today)	1D3 and 1D7	Some Literature with Aboriginal theme included.
	LIB 2125 (Australian Children's Literature)	Elective	Some Literature with Aboriginal theme included.
	LIB 3515 (Young Adult Materials)	All 3D3 and 3D7	Allows student choice of assignment. One choice spec- ifically relates to a "group" not adequately catered for in a school library. A number of students consider Aboriginal and, or migrant children.
Industrial Arts	Nil	-	At least 2 B. Ed. students doing related research (Aboriginal) in 1979.
Mathematics	Nil		
Music	Nil	-	"The Department would incorporate studies in Aboriginal ethnic material were a suitably- qualified lecturer available. Some research into this area has been undertaken but more needs to be done".

DEPARTMENT	UNIT/S	STUDENTS	COMMENTS
Physical and Health Education	Nil specific		Brief references in several units.
Science	<p>SCE 3150 (Science Education)</p> <p>SCE 3160 (Science Education)</p> <p>SCE 3550 (Teaching of Science)</p>	<p>Dip. Ed. (Science major)</p> <p>Dip. Ed. (Science minor)</p> <p>Third Year Science major and minor students</p>	<p>Very indirect; brief references to Aborigines and migrants in relation to the teaching of the non-average child, and in a segment on the affective domain.</p> <p>"We need an emphasis on multi-cultural education rather than on Aboriginal education only."</p>
Social Science	<p>ANT 2100 (Introductory Anthropology)</p> <p>ANT 2200 (Archaeology and Aboriginal Studies)</p> <p>ANT 3300 (Sociocultural Change)</p> <p>ANT 3400 (Guided Research)</p> <p>ECO 2300 (Applied Economics)</p> <p>GEO 1200 (Introduction to Geography)</p> <p>HIS 1100 (Australian Social and Cultural History)</p> <p>HIS 1200 (Australian Social and Cultural History)</p> <p>SOC 2450 (Teaching Social Studies)</p> <p>SOC 3550 (Teaching Social Studies)</p>	<p>2D13 plus elective (60 students)</p> <p>2D13 plus elective</p> <p>Elective (13 students)</p> <p>Elective (11 students) - all B. Ed. in 1979</p> <p>2D13</p> <p>First Year Social Science major and minor students</p> <p>"</p> <p>"</p> <p>Second Year Social Science major and minor students</p> <p>Third Year Social Science major and minor students</p>	<p>Introduction to cultural differences and multiculturalism throughout the unit; Aboriginal and ethnic examples used; cultural pluralism (Indonesia) studied.</p> <p>24 hours of Aboriginal Studies (traditional 30% contemporary 70%) plus fieldtrips.</p> <p>Theme applied to Aboriginal society (3 hours). European migration and Australian sub-cultures/minority groups studied (25% of unit). Major assignment re: Aborigines done by 1/2 of students.</p> <p>5 students doing research on Aboriginal or migrant aspects (3 re: Education) in 1979.</p> <p>3 hours on Aboriginal economic problems.</p> <p>4 hours re: Aboriginal influence on the environment</p> <p>5 hours on Aboriginal/Euro-Australian relations prior to 1890.</p> <p>1 hour on government policies towards Aborigines this century.</p> <p>Total about 4 hours coverage in connection with the teaching of relevant Social Studies units in the schools.</p>

SOC 4800
(Conflict,
Contradiction and
Compromise in the
Twentieth Century)

B. Ed. (Social
Sciences major)

Research assignment (60% of unit)
possible on these themes (2
in 1979, one each on migrant
and Aboriginal aspects.)

MOUNT LAWLEY

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EDITH COWAN UNIVERSITY



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1979-1980

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