

Avondale College of Higher Education

Faculty of Education, Business and Science

Integrating the Cross-Curriculum Content Aboriginal
and Torres Strait Islander Histories and Cultures into
Learning Areas: The Secondary Pre-Service Teacher
Perspective.

An Honours Thesis

Presented in partial fulfilment
of the Requirements for the Award
of the Degree of

Bachelor of Business/Bachelor of Teaching (Honours)

by

Amanda Louise Bickerdike

2014

Statement of Original Authorship

The work contained in this thesis has not been submitted previously for a degree or diploma at any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signed _____ Date _____

Statement of Copyright

I grant Avondale College of Higher Education the rights to archive and to make available my thesis in whole or in part for study purposes in the College Library, now and in the future. I retain all propriety rights. I also retain the right to use in future works all or part of this thesis.

Signed _____ Date _____

Acknowledgements

Thank you to the pre-service teachers who volunteered to participate in this study, without you none of this would have been possible.

As the year draws to a close and graduation approaches, I reflect on the Avondale Experience and the positive influence that it had on my life, and take this opportunity to thank everyone who has been a part of the journey. Special mention however, to Associate Professor Maria Northcote, for mentorship during the honours program, and to Professor Keith Howson, for scholarly advice and unwavering support. To Dr Marion Shield and Dr Cedric Grieve, for the inspiration and motivation to write and Dr Peter Kilgour, thank you for modelling an integrity of character and dedication to Education that both inspires and encourages me as I begin a life long journey of teaching and learning.

Avondale Business School was an awesome learning environment, thank you Mr Warwick Long and Mrs Elna Hale for your friendship and making me welcome every time I walked through the door. To Narkisska Spruce, a fellow graduate, a double degree, this lady deserves nothing less. Words can never express how grateful I am for your friendship and for encouraging me to keep going even when the road ahead appeared too hard to navigate.

To Claire, Rachel and Olivia, this thesis is dedicated to you. There is nothing in my life that will ever be as important to me as you three. Thank you for your patience, love and encouraging me every day to be a better version of me.

Abstract

The Australian Curriculum sets national standards aimed to improve learning outcomes for all young Australians. The implementation of the Australian Curriculum, to be applied to all learning areas, commenced in January 2013. Chosen for their significance in meeting the learning outcomes of the Australian Curriculum, three content areas are listed as cross-curriculum priorities, and must be integrated into all learning areas. The planned integration of the cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures, from the perspective of final year secondary pre-service teachers at Avondale College of Higher Education, was the focus of this study. The perception of relevance, the role of the school and students, and the influence of knowledge and skills learned during undergraduate studies in regard to planning was also explored. The findings of the study show that the instruction on the content, and how to integrate it into their learning areas were perceived by pre-service teachers to have been largely overlooked in their undergraduate studies. Further the Aboriginal and Torres Strait Islander student population, at the school, was perceived by pre-service teachers to be the key influence when planning to integrate the content. An emphasis on Indigenous education and not Indigenous studies during their teacher education may provide a credible reason for this perception.

Table of Contents

STATEMENT OF ORIGINAL AUTHORSHIP	2
STATEMENT OF COPYRIGHT	3
ACKNOWLEDGEMENTS.....	4
ABSTRACT	5
TABLE OF CONTENTS	6
LIST OF FIGURES	9
LIST OF TABLES.....	10
CHAPTER 1-INTRODUCTION	11
RESEARCH QUESTIONS.....	12
BACKGROUND	13
SETTING.....	13
CROSS-CURRICULUM PRIORITIES	14
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	15
PERCEPTION	16
PURPOSE STATEMENT.....	16
RATIONALE FOR THE RESEARCH.....	16
OVERVIEW OF THE RESEARCH DESIGN.....	17
STRUCTURE OF THE THESIS.....	18
CHAPTER 2–LITERATURE REVIEW.....	20
CROSS-CURRICULUM PEDAGOGY	22
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES CONTENT	26
THE PERSPECTIVE OF THE PRE-SERVICE TEACHER	30
CONCLUSION	31
CHAPTER 3–RESEARCH DESIGN	33

ENTRY PHASE	36
<i>Background.</i>	37
<i>Research Questions.</i>	38
<i>Qualitative paradigm.</i>	39
<i>Ethics.</i>	40
INQUIRY PHASE	41
<i>Natural setting.</i>	42
<i>Purposeful sampling.</i>	42
<i>Emergent design.</i>	43
<i>Human instrument.</i>	44
<i>Peer debriefing.</i>	45
<i>Member checking.</i>	46
<i>Data collection methods.</i>	47
<i>Single question survey.</i>	49
<i>Interviews.</i>	51
<i>Document analysis.</i>	53
PRODUCT PHASE	55
<i>Single question survey.</i>	56
<i>Interviews.</i>	61
<i>Document analysis.</i>	68
<i>Credibility.</i>	69
CONCLUSION	70
CHAPTER 4—RESEARCH FINDINGS	72
PREPARING TO INTEGRATE: ESTABLISHING RESPONSIBILITY	73
THE PERCEPTION OF RELEVANCE	75
THE ROLE OF SCHOOLS AND STUDENTS	79
THE UNDERGRADUATE EXPERIENCE	81
CONCLUSION	87

CHAPTER 5-DISCUSSION OF FINDINGS	88
FROM PRE-SERVICE TEACHER TO BEGINNING TEACHER	88
THE INFLUENCE OF UNDERGRADUATE STUDIES	91
THE BEGINNER TEACHER: A MENTOR?	97
REFLECTION AND LINK TO CONCLUSION	98
CHAPTER 6-CONCLUSION	99
FUTURE RESEARCH POSSIBILITIES	101
TRANSFERABILITY	102
STUDY LIMITATIONS	102
RECOMMENDATIONS FOR PRACTICE AND CONCLUDING COMMENTS	103
REFERENCES.....	105
APPENDICES.....	109
APPENDIX A – HUMAN RESEARCH ETHICS APPROVAL	110
APPENDIX B – INFORMATION STATEMENT (SINGLE QUESTION SURVEY)	111
APPENDIX C –INFORMATION STATEMENT; INTERVIEW QUESTION SCHEDULE AND CONSENT FORM (INTERVIEW)	113
APPENDIX D – EDUC29500 – MULTICULTURAL EDUCATION AND INDIGENOUS STUDIES	120
APPENDIX E – CONTACT SUMMARY FORM	136

List of Figures

FIGURE 1- THEORETICAL FRAMEWORK.....	21
FIGURE 2- RESEARCH DESIGN.....	35
FIGURE 3 – EXTRACT FROM REFLECTIVE JOURNAL 18 MAY 2014.....	44
FIGURE 4 – EVIDENCE OF PEER DEBRIEFING.....	46
FIGURE 5 – EVIDENCE OF MEMBER CHECKING	47
FIGURE 6 – EMERGING RESEARCH DESIGN	48
FIGURE 7 – REFLECTIVE JOURNAL ENTRY 24 MARCH 2014.....	49
FIGURE 8- SCREENSHOT OF SINGLE QUESTION SURVEY	50
FIGURE 9 – INVITATION TO PARTICIPATE IN SURVEY	51
FIGURE 10 – SUMMARY OF SURVEY RESPONSES RECEIVED	56
FIGURE 11- EXAMPLES OF CODING USING GERUNDS AND PEER DEBRIEFING	58
FIGURE 12- LIST OF GERUNDS	59
FIGURE 13- CATEGORISING GERUND CODES.....	59
FIGURE 14 – EMERGING THEMES.....	60
FIGURE 15- CONCEPT MAP (SINGLE QUESTION SURVEY).....	61
FIGURE 16- EVIDENCE OF MEMBER CHECKING	62
FIGURE 17- EXTRACT FROM REFLECTIVE JOURNAL 17 SEPTEMBER 2014	64
FIGURE 18 –IDENTIFYING KEY DESCRIPTIVE CODES IN THE RESEARCH QUESTIONS	64
FIGURE 19- EXAMPLE OF DESCRIPTIVE CODING.....	65
FIGURE 20- CONCEPT MAPPING	66
FIGURE 21- CATEGORISING PHRASES DURING DOCUMENT ANALYSIS	68
FIGURE 22- COMPARING INTERVIEW TEXT ANALYSIS AND DOCUMENT ANALYSIS CONCERNING.....	69
FIGURE 23- KEY FOCUS AREAS OF EDUC29500- MULTICULTURAL AND INDIGENOUS STUDIES.....	84
FIGURE 24- INTERVIEW PARTICIPANTS’ RESPONSES	86

List of Tables

TABLE 1- TIMETABLE OF DATA COLLECTION AND ANALYSIS	49
TABLE 2- INTERVIEW SCHEDULE	53
TABLE 3- SINGLE QUESTION RESPONSES	57
TABLE 4 - TABLE OF PSEUDONYMS	62
TABLE 5- CODE BOOK	67

Chapter 1-Introduction

This thesis forming part of my undergraduate honours degree describes a study in the qualitative paradigm that explored the perspectives of secondary pre-service teachers concerning the planned integration into their learning areas of one of the Australian Curriculum's cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures. The first part of this chapter describes at the study's background and context including the overarching research question and sub questions that were fundamental to the inquiry. Then the significance and scope of the study is outlined before the chapter concludes with an outline of the thesis structure.

The inspiration for carrying out this research was my participation in a mandatory tertiary unit of study about multicultural content in 2012. The content as well as self-reflection during and after the unit of study challenged my tacit knowledge of Aboriginal and Torres Strait Islander history, and also altered the relevance that I attached to this content. Aboriginal and Torres Strait Islander histories and cultures content has been reflected in Australian school syllabuses for many years. The newly developed Australian Curriculum which sets the national standards aimed to improve learning outcomes for all young Australians is being applied progressively to learning areas. The Australian Curriculum has identified the integration of Aboriginal and Torres Strait Islander histories and cultures content into learning areas as a priority to meet its learning outcomes. (Australian Curriculum Assessment and Reporting Authority, 2013a). With increased importance now placed on this content, it stirred my curiosity as to how pre-service teachers, including me, would integrate this content into their learning areas to meet the outcomes set by the Australian Curriculum, Assessment and Reporting Authority (Australian Curriculum Assessment and Reporting Authority, 2013a).

Initially I considered investigating the learned skills and knowledge that pre-service teachers had acquired during their tertiary education, and to evaluate how this knowledge and skills could be used to implement the cross-curriculum content, Aboriginal and Torres Strait Islander histories and cultures, into their pedagogy. It became apparent that the scale of such an inquiry was too large for an undergraduate honours study. After further consideration and being mindful of what was achievable given the research timeframe for this study, I realised that it was not the specific skills and content knowledge of pre-service teachers that I wanted to identify. Precisely I wanted to explore their perspective about how they planned to integrate this cross-curriculum content into their major teaching area and their perception of the significance, if any, of the relevance that they attached to the content to enable integration. The development of the overarching research question and related sub questions developed from examining how my interest in cross-curriculum content, specifically Aboriginal and Torres Strait Islander histories and cultures, was positioned in the existing education and social context.

Research Questions

This study was guided by the following overarching research question and three sub-questions:

What are the perceptions of pre-service teachers about planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islanders histories and cultures, into their learning areas?

- How will their perception of relevance influence their planning?
- What role do they perceive the school and students will have on their planning?
- How do they perceive the knowledge and skills learned during their undergraduate studies have assisted their preparation?

Background

The natural setting for this study was Avondale College of Higher Education, a private Christian institution situated in Cooranbong, New South Wales. The small sample of study participants are from a group of fifty(50) final year pre-service teachers who will be graduating at the end of 2014 from a four year Bachelor of Education (Secondary) course or a two year Bachelor of Teaching (Secondary) course. This is a natural research environment for the participants but also for me as the researcher. As a fourth year secondary pre-service teacher, I am not only part of the research environment, I am also known to all involved. Therefore I chose to be both a researcher and a participant in this study. An invitation was extended to all final year secondary pre-service teachers over the age of 18 and studying at Avondale College of Higher Education to participate in this study. The research methodology included a triangulation of methods to support the inductive process that qualitative inquiry uses to derive meaning from the data. This study involving human participants is placed within the following educational context.

Setting

The development of the Australian Curriculum was guided by the report, *Melbourne Declaration on Educational Goals for Young Australians*, released on 5 December 2008 by the Ministerial Council on Education, Employment, Training, and Youth Affairs. This report sets the direction for Australian schooling for the next decade (Craven, 2011; MCEETYA, 2008). The Australian Curriculum, Assessment and Reporting Authority is responsible for the administration of the Australian Curriculum from Foundation (previously known as Kindergarten) through to Year 12 in Australia. It is an independent authority that collaborates with all stakeholders to develop, implement and apply national standards that are used by every school in Australia (Australian Curriculum Assessment and Reporting Authority,

2013b). The implementation of the Australian Curriculum commenced in January 2013. It is scheduled to be progressively applied to all learning areas in all Australian states and territories over the next few years, implementation in New South Wales started in January 2014. The Australian Curriculum identifies three content areas of particular significance and these are described in syllabuses as cross-curriculum priorities (Australian Curriculum Assessment and Reporting Authority, 2013a).

A learning area, also referred to by the Australian Curriculum, Assessment and Reporting Authority as a subject area, refers to specific content knowledge and skills outlined in the Curriculum that is delivered within the school system by an educator. Examples of learning areas include mathematics, geography and business studies. Secondary teachers in Australian schools typically teach two learning areas.

Cross-curriculum priorities

The integration of content across learning areas is referred to as cross-curriculum content. This is a contemporary approach that is being explored internationally due to general support for its promotion of understanding, critical thinking and its capacity to build connections between central learning concepts (Brown, 2006; Gilbert, 2011; Heywood, Parker, & Jolley, 2012; Wane, 2003). The Australian Curriculum syllabuses include three content areas described as cross-curriculum priorities that must be integrated by teachers into their learning areas. These cross-curriculum priorities are; (a) Aboriginal and Torres Strait Islander histories and cultures; (b) Asia and Australia's engagement with Asia; and (c) sustainability (Australian Curriculum Assessment and Reporting Authority, 2013a).

This study focusses on the first named priority, although all three are given equal significance by the Australian Curriculum and Assessment Report Authority. These priorities are recognised as providing facets that will enrich the curriculum and fit naturally within

learning areas (Australian Curriculum Assessment and Reporting Authority, 2013a). The inclusion of the priorities and the intention that they are embedded in all learning areas, is devised to encourage an exchange of ideas and a flow of information between learning areas and amongst students, teachers and the wider community to ultimately benefit individuals and Australia as a whole (Australian Curriculum Assessment and Reporting Authority, 2013a). Cross-curriculum integration has general support for its role in promoting understanding and critical thinking (Brown, 2006; Gilbert, 2011; Heywood et al., 2012). However, a number of studies have discovered factors such as the lack of time, the responsibility of delivering core curriculum, limited teaching materials as well as not being properly prepared, hinders cross-curriculum content integration by teachers (Cole & Salimath, 2013; Ferfolja, 2008; O'Dowd, 2010)

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander histories and culture content was an existing cross-curriculum pedagogy in individual state and territory syllabus documents prior to the introduction of the Australian Curriculum; however the Melbourne Declaration on Education Goals for Young Australians report (MCEETYA, 2008) highlighted the significance of the content in the following statement:

As a nation, Australia values the central role of education in building a democratic, equitable and just society that is prosperous, cohesive and culturally diverse and that values Australia's Indigenous cultures as a key part of the nation's history, present and future (MCEETYA, 2008, p. 4).

Aboriginal and Torres Strait Islander histories and cultures refers to the histories and cultures specific to individuals or groups who identify as Aboriginal and Torres Strait Islander: the recognised first inhabitants of Australia.

Perception

Robbins, Judge, Millett, and Waters-Marsh (2008) describe the process whereby individuals organise, interpret and apply meaning to their environment as perception. Perceptions are heavily influenced by an individual's personality, interests, expectations and past experience and will often shape judgements, thoughts, influence decisions, and dictate behaviour. Exploring pre-service teacher's perceptions has previously shown to be significant in advancing knowledge on how education programs can support teacher development (Sheridan, 2013). Pre-service teacher perceptions lie at the heart of teaching, influencing their actions, interactions and professional growth, whilst often remaining an unconscious activity (Fajet, Bello, Leftwich, Mesler, & Shaver, 2005; Sheridan, 2013). In this study perspectives are described through individual and collective understandings.

Purpose Statement

The aim of this study was to explore the planned integration into learning areas of the Australian Curriculum's cross curriculum content, specifically Aboriginal and Torres Strait islander histories and cultures, from the perspective of a group of final year secondary pre-service teachers.

Rationale for the Research

The significance of this research study is in its timeliness and the contemporary nature of the subject matter. The primary purpose of this research is to advance knowledge in the general area of cross-curriculum integration. The findings of this study may also be interpreted by pre-service teachers or teacher educators to ascertain possible application to their setting and to their understanding of the incorporation of the priorities into learning areas as outlined by the Australian Curriculum, Assessment and Reporting Authority

(Australian Curriculum Assessment and Reporting Authority, 2013a). Personal and professional reflection by participants through the data collection methods as well as full access to research findings may enhance their own understanding of the cross-curriculum priorities and how they plan to integrate them into their teaching. Other education stakeholders may gain some benefit from applying the findings of the study to their own setting.

The Australian Curriculum is presently being applied to all learning areas across all Australian States and Territories. The three cross-curriculum priorities included in all syllabuses represent new mandatory content for teachers. Undertaking this study at this early stage of the Australian Curriculum's implementation, will provide knowledge and insight into pre-service teachers' perceptions toward the objectives of the Australian Curriculum, Assessment and Reporting Authority in relation to this curriculum content. This inquiry focuses specifically on the content area of Aboriginal and Torres Strait Islander histories and cultures, an area of study that is recognised as significant within the Australian landscape (Craven, 2011; Gilbert, 2011; Harrison, 2011).

Overview of the Research Design

The qualitative paradigm examines people's words and actions in a narrative or descriptive form to expand knowledge rather than seeking proof, prediction and explanation, which is the typical orientation of the quantitative paradigm (Cresswell, 2013; Marshall & Rossman, 2006; Maykut & Morhouse, 2001). The qualitative paradigm with its broad range of research methodology and its natural exploratory process posed the best platform to explore the research questions fundamental to this study. Qualitative research is inductive in nature, uses a natural setting and is discovery orientated embracing the idea of multiple

realities (Cresswell, 2013). As this study explored the perceptions of pre-service teachers, the aspect of multiple realities was imperative to support the rigour and authenticity of the study.

Aveling (2012a), suggested qualitative research is the medium to both seek and listen to the voices of others, to explore the individuality of our worldviews and how they interact to give those voices a platform. This view of the qualitative paradigm exemplifies how qualitative research gives a voice to the study participants and further supports why this method of inquiry was chosen for this study. The qualitative paradigm draws on the necessity to adopt multiple collection methods known as a bricolage (Kincheloe & Berry, 2004) to enhance the rigour of the study. Characteristic of studies in the qualitative paradigm, the data collected by this study was analysed using the constant comparative method and thematic organisation of data using codes that are generated through examination of the data itself (Carlson, 2010; Gibson & Brown, 2009; Marshall & Rossman, 2006; Robson, 2011).

Structure of the Thesis

The thesis is based on a six chapter model. Although the study is inductive in nature, the chapters outline the progression of the study in an ordered manner, with each chapter addressing a different aspect of the study. Each chapter is linked by the qualitative paradigm in which the study is undertaken and by the research questions and sub questions that are fundamental to this study.

- Chapter 1 – As this chapter draws to a close, so does my prologue to this qualitative study. In this chapter the setting and context of the study was detailed, the overarching research question and sub questions were outlined and the study's rationale and scope was presented.

- Chapter 2 – This chapter reveals the study's theoretical framework. It explores analyses and synthesises the existing literature, seeking to identify the key factors and variables that link the literature to this study. The literature informs the research methods to meet the aims of the study.
- Chapter 3 – In this chapter I explain the research design adopted for this study. The design proceeds from the initial idea that informed the entry phase of the study through to the inquiry phase that embodies the research methods and data collection until finally outlining the product phase represented by the data analysis.
- Chapter 4 – In this chapter the findings from the product phase of the research design are presented including the key findings and themes arising from the data analysis process.
- Chapter 5 – This chapter presents a discussion of the findings, including an interpretation and reflection of the findings with reference to the existing literature.
- Chapter 6 – This chapter reflects on the findings, the limitations of the study and present recommendations for practice as well as possible future research possibilities.

Chapter 2–Literature Review

The task of reviewing literature in qualitative research serves to contextualise a new study in a given subject area by examining and evaluating existing studies and findings from studies in the same or similar field. Identifying and evaluating existing literature also serves to identify how the study is positioned alongside the existing body of knowledge for the purpose of building on existing knowledge or identifying gaps in the research (Cresswell, 2009; Patton, 2002). The literature review can also become a basis for comparing and contrasting the findings of the study. The body of literature available in the area of education, particularly pedagogy is expansive. As a first time researcher it presented a challenge to clearly and confidently retrieve information that would serve to both inform and focus the study.

Recognising the need to conceptualise the purpose of the literature analysis a theoretical framework was designed. This design was created by identifying key words and phrases from the research area guided by the study's research questions:

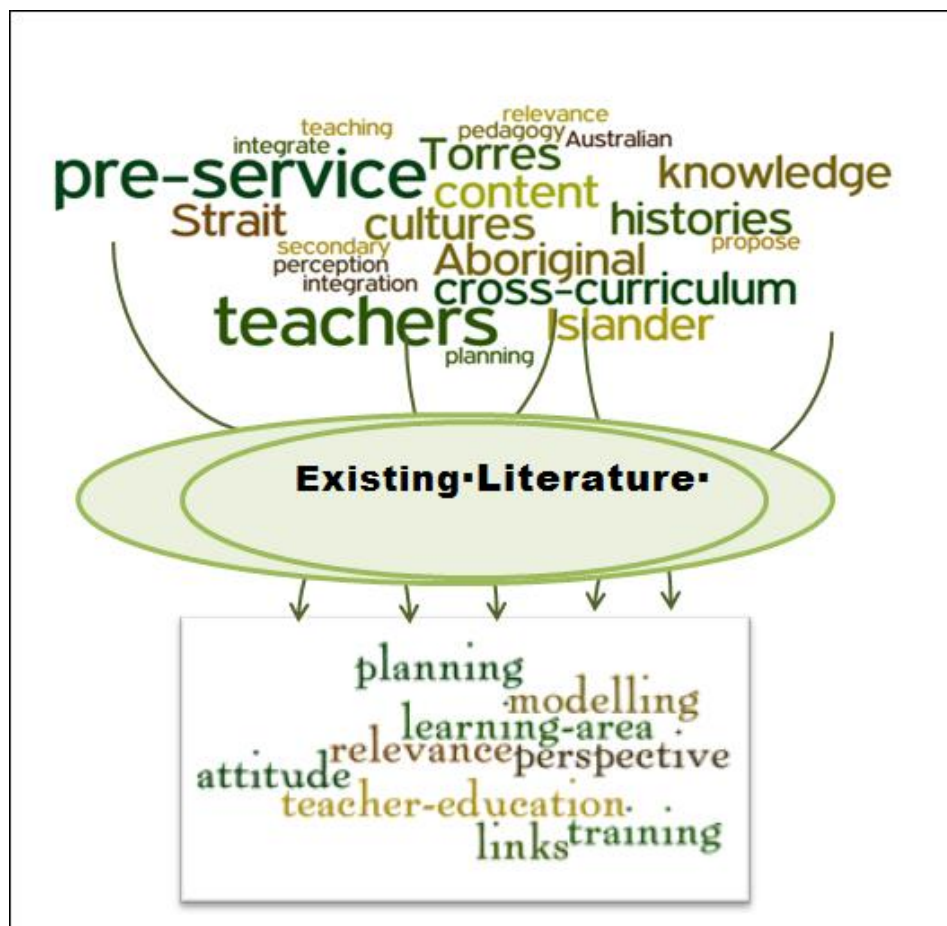
What are the perceptions of pre-service teachers about planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islanders histories and cultures, into their learning areas?

- How will the perception of relevance influence their planning?
- What role do they perceive the school and students will have to their planning?
- How do they perceive the knowledge and skills learned during their undergraduate studies have assisted their preparation?

The theoretical framework illustrated in Figure 1- Theoretical Framework served to focus my investigation of the existing literature by identifying the key elements of the study; (a) Cross-

curriculum pedagogy; (b) Aboriginal and Torres Strait Islander histories and cultures content; and (c) pre-service teacher perspectives. These key elements were used to concentrate both my exploration and evaluation of published research relevant to this study. In doing so it contextualised how this study and its findings may contribute to the existing body of knowledge as well as identifying similarities and dissimilarities in the literature that this study could potentially address. Upon concluding the literature review, the issues of relevance, teacher education, planning, modelling and perspective emerged and these themes informed both the overall research design and the specific research processes adopted in this study.

Figure 1- Theoretical Framework



Cross-curriculum pedagogy

Although the Australian Curriculum and the embedded cross-curriculum priorities are in the early stages of implementation, cross-curriculum pedagogy and the study of Aboriginal and Torres Strait Islander content has been a part of the education domain in Australia for some time. The term cross-curriculum refers to the linking of two subjects with a conceptual focus of developing a deeper knowledge and understanding of a particular topic (Heywood et al., 2012). Cross-curriculum integration has been credited with promoting understanding and critical thinking and for building connections between central learning concepts (Brown, 2006; Gilbert, 2011; Heywood et al., 2012; Wane, 2003). However, teachers cite difficulties integrating cross-curriculum content into their own pedagogy due to a lack of time, limited resources, insufficient knowledge of the cross-curriculum content and limited known strategies to enable integration (Craven, 2005; Heywood et al., 2012; Martin, Mata, & Costa, 2006). The weak integration of cross-curriculum content into learning areas has been found to minimise the effect of cross-curriculum understanding for students (Craven, 2005; Heywood et al., 2012). A common assumption is that teachers can easily make the link to bridge core and cross-curriculum content, but in the absence of explicit modelling of how to embed cross-curriculum content, teachers are left to “figure it out” (Hart, Whatman, McLaughlin, & Sharma-Brymer, 2012, p. 719).

Teaching is one of the few professional fields where individuals have a history and an opinion on content, strategies and skills formed from their own experiences as students (Fajet et al., 2005; Sheridan, 2013). Pre-service teacher development therefore requires instruction that provides opportunities for good connections, providing adequate time for reasoning, integration and reflection on theory and practice, and being especially mindful that individuals look to construct meaning from their views and attributes they bring to their teacher education (Sheridan, 2013).

In recent studies of pre-service teachers, Heywood et al. (2012) and Hart et al. (2012) discovered a general willingness, even enthusiasm by participants to integrate cross-curriculum content into their pedagogies. However, participants also expressed hesitation based on insufficient preparation and an inability to articulate clear goals for cross-curriculum pedagogy integration. Both studies revealed that pre-service teachers did not have the opportunity to plan for cross-curriculum integration during their teacher education. There was also a perception that cross-curriculum planning was a secondary concern in terms of curriculum delivery. With the Australian Curriculum being applied to all learning areas and with the cross-curriculum priorities forming an integral part of all syllabuses Hart et al. (2012) expresses the need for specific teacher instruction in this area, “all students, including Aboriginal and Torres Strait Islander students, need to be provided with specific learning and teaching experiences in their formal teacher education in order to develop their expertise in embedding Indigenous knowledge” (p. 709).

Despite an assumption of being well prepared and committed to teaching, pre-service teachers are often disillusioned by their initiation into the teaching profession (Hellsten, Prytuala, Ebanks, & Lai, 2009). Pre-service teachers can perceive their first year in teaching as negative because of their own unrealistic expectations and beliefs about teaching or because of expectations by school administrators or work colleagues (Ferfolja, 2008; Hellsten et al., 2009). The preparation pre-service teachers receive during their teacher instruction has been found to be an important factor in both teacher retention and their preparation for work in the teaching profession (Butler-Mader, Allen, & Campbell, 2006; Ferfolja, 2008). Actively participating in a range of job-specific skills as a pre-service teacher in a highly supported context can reduce the amount of learning required by a teacher in the first year of teaching (Ferfolja, 2008; Melnick & Meister, 2008). Traditional pre-service teacher education programs are based on the theoretical assumption that on-campus coursework will

be translated by pre-service teachers into meaningful pedagogical content in the classroom (Butler-Mader et al., 2006). Yet it has been suggested that insufficient instruction in content and methods in some undergraduate degrees often results in pre-service teachers struggling to include content into their classroom (Power & Bradley, 2011).

Pre-service teachers have few points of reference to their role as beginning teachers and therefore it is natural that they are often unable to adequately judge their performance or make realistic assessments of their progress in many areas including curriculum delivery and content integration (Roberson & Roberson, 2009). Adapting to the demands of teaching as a beginning teacher can be confounding. Mentoring has been suggested as being a helpful transition practice for beginning teachers. However this is dependent on co-operating teachers' willingness to share knowledge that will assist beginning teachers' transition into the classroom and transform to experienced teachers (Spangler & Fink, 2013). Adjusting to the work environment including colleague relationships and understanding the school and the classroom can be difficult as well as time consuming (Ferfolja, 2008; Hobson, 2009). Mentorship serves to bridge the change from pre-service to beginning teacher and is both the most common and essential component of teacher induction (Hellsten et al., 2009; Hudson, 2010). Mentorship should provide appropriate support and resources to the beginning teacher as lived experiences in the initial period of teaching have long term implications on teacher effectiveness (Hellsten et al., 2009; Hudson, 2010).

Many mentorship relationships inadvertently draw on the apprenticeship model where an experienced teacher passes on knowledge and skills to the beginning teacher. However this generally encourages reverence to the mentor regardless of a mentor's expertise, encouraging conformation to existing practices and resists development of new approaches to teaching and learning (Hellsten et al., 2009). Beginning teachers often are influenced to reproduce the pedagogical content, teaching methods, and strategies of their mentor teacher

(Hellsten et al., 2009). Curriculum content not modelled by the mentor and new and innovative methods and strategies learnt by pre-service teachers during teacher education can be overlooked (Hudson, 2010). This is of particular consideration with the implementation of the Australian Curriculum and the cross-curriculum priorities. Both teachers and pre-service teachers may need to be targeted to ensure they are provided with adequate resources and knowledge to implement the curriculum particularly in relation to the newly introduced cross-curriculum priorities. Brown (2006) described curriculum as, “all planning for the classroom”(p. 165) suggesting that the way teachers understand their subject affects the way that they teach and how teachers understand the nature of curriculum. However schools are often a place for constant tension surrounding what is taught and what is not taught and who is and who is not empowered to deal with curriculum and pedagogy (Hart et al., 2012). This can result in pre-service teachers overlooking or being selective in relation to the curriculum content they teach.

This study seeks to obtain from the participants, who are pre-service teachers, their perspective on planning to integrate the cross-curriculum content, Aboriginal and Torres Strait Islander histories and cultures into their learning areas. There is significant support of the benefit of cross-curriculum content integration into learning areas. However, there are also expressed concerns in relation to whether teachers through their teacher education are attaining the necessary skills in this area and whether other constraints, such as time and resources may also hinder cross-curriculum integration. The expectations and modelling from senior teachers and the perception of who determines the implementation from a school level of new curriculum content will also be explored in this study. The study's findings have the potential to both ratify and expand knowledge in this area but may also highlight the relevance if any of the content to cross-curriculum integration success. This study focusses

solely on the integration of the curriculum content, Aboriginal and Torres Strait Islander histories and cultures.

Aboriginal and Torres Strait Islander histories and cultures content

Aboriginal and Torres Strait Islander histories and cultures content have been a part of school syllabuses in Australia for an extended time dating back to the late 1970s (Cook, 1978). Despite this, challenges have persisted for just as long in the implementation of the content; including insufficient time, limited resources, and a misunderstanding or lack of Indigenous knowledge (Aveling, 2012b; Berwick, 2005; Cook, 1978; Craven, 2011; Hart et al., 2012). The Australian Curriculum's focus on priority cross-curriculum areas, including Aboriginal and Torres Strait Islander histories and content was guided by the *Melbourne Declaration on Educational Goals for Young Australians report* (MCEETYA, 2008). The report outlined three goals, the second being an Educational Goal that declared that all young Australians become; successful learners, confident and creative individuals and active and informed citizens. Specific objectives were outlined in the report to meet this goal including:

Understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.
(MCEETYA, 2008, p. 9)

The task of meeting this objective and, in doing so, enhancing social justice and empowering students to understand Aboriginal and Torres Strait Islander histories and cultures within the boundaries of the education domain, is a role trusted to teachers (Craven, 2011; O'Dowd, 2010; Zembylas, 2011).

Aboriginal and Torres Strait Islander studies was introduced as compulsory training for all pre-service teachers at the start of the 21st century (Hart et al., 2012). The rationale

towards the introduction was to facilitate pre-service teachers' capacity to incorporate Aboriginal and Torres Strait Islander studies into their classroom and to be culturally inclusive and responsive to Aboriginal and Torres Strait Islander students (Craven, 2011; O'Dowd, 2010). The benefit is clearly articulated by Aveling (2012b), "If teacher education faculties do not prepare students then we cannot expect teachers to teach Indigenous studies" (p. 111). Aboriginal and Torres Strait Islander content generally represents very little compulsory curriculum and pedagogic space within pre-service teacher education degrees, often with greater depth of content only offered in specialised tertiary units (Hart et al., 2012; Power & Bradley, 2011). Studies have found that pre-service teachers find planning for the integration of the content into their learning area difficult. Some pre-service teachers have welcomed the opportunity to understand the content and have engaged actively in learning about this, whereas others have expressed resistance to learning the content and to it being a core requisite for their teaching qualification (Aveling, 2006; Craven, 2011; O'Dowd, 2010). Yet, pre-service teachers are aware that the content is identified as a priority area in the Australian Curriculum and that the Australian Curriculum and Assessment Reporting Authority directs teachers to integrate the content into their pedagogy (Australian Curriculum Assessment and Reporting Authority, 2013a; Hart et al., 2012).

Aveling (2006) wrote that the overwhelming response from pre-service teachers to her first semester of teaching Aboriginal and Multicultural Education was negative. Student survey evaluations of the unit of study were hostile in relation to the content and the teaching approach, and the students as a result appeared to reject the content. There is no disclosure in relation to which year the original survey was taken but subsequent student surveys over the period of 1995-2004, generated the same general tone of dissatisfaction regardless of what was taught or how it was taught, although there had been an increase in positive written feedback comments. Hart et al. (2012), suggests a general lack of understanding and also a

misunderstanding of Aboriginal and Torres Strait Islander knowledge may cause pre-service teachers to resist engagement in the content.

Despite this resistance the core requisite nature of tertiary units of study covering Aboriginal and Torres Strait Islander histories and cultures content for a teaching qualification encourages students to engage regardless. A further study by O'Dowd (2010) found that the general resistance by pre-service teachers to the Aboriginal and Torres Strait Islander content centred on historical aspects that pre-service teachers did not consider relevant to the present. Pre-service teachers suggested that aspects of Aboriginal and Torres Strait Islander content, such as art and music, should be the focus of the tertiary unit covering Indigenous content. The study also revealed, however, that pre-service teachers knew little about the history of the British settlement and its impact on the Indigenous people. This lack of information could also suggest a resistance to incorporating this knowledge into their learning area. A lack of knowledge may encourage pre-service teachers to draw selectively from the Aboriginal and Torres Strait Islander content when integrating it with learning areas.

Hart et al. (2012) proposed that the Australian Curriculum creates urgency for teachers to reform curriculum delivery to meet its objectives and that pre-service teachers should be provided with specific learning and teaching experiences in order to develop their knowledge of embedding Aboriginal and Torres Strait Islander knowledge. Pre-service teachers in the Hart's study stated that specific instruction on embedding Aboriginal and Torres Strait Islander content had been overlooked in their tertiary instruction and they also expressed that limited time had been allocated to address the goals and priorities around Aboriginal and Torres Strait Islander education. Despite a perception of insufficient preparation, pre-service teachers were willing to include the content in their learning area.

Craven, Halse, Marsh, Mooney, and Wilson-Miller (2005, p. 7), propose that there is evidence that demonstrates teachers who have undertaken instruction in Australian Indigenous

studies as part of their teaching degree are more confident about teaching it effectively compared with teachers who have not undertaken such instruction. Pre-service teachers are exposed to literature about multicultural education, including Aboriginal and Torres Strait Islander content, through readings and discussions in most multicultural tertiary teacher education programs. Weak links, however between theory and practice and pre-service teachers failing to find relevance, can minimise the integration of the content into their learning areas (Butler-Mader et al., 2006; Power & Bradley, 2011; Stanton & Gonzalez, 2011). Providing adequate time for learning that allows for reasoning, integration and reflection on theory and practice has been shown to provide the best opportunity for pre-service teachers to establish a connection with the Aboriginal and Torres Strait Islander content (Sheridan, 2013).

The inability to differentiate between *Indigenous education* and *Indigenous studies* is also a common source of planning conflict and weak content integration for pre-service teachers. Although Indigenous education and Indigenous studies share a common purpose, they are different in that Indigenous education focusses on improving educational outcomes for Indigenous students and Indigenous education, on the other hand, is the teaching of content knowledge for all students, regardless of cultural backgrounds (Aveling, 2012b). This failure to differentiate has typically resulted in Indigenous studies being framed as beneficial only for Indigenous students and teachers who consistently work with Indigenous students (Hart et al., 2012). Furthermore limited resources and limited awareness of teaching resources to support the inclusion of Indigenous content can hinder pre-service teachers' progress in relation to content knowledge and planning for content integration (Power & Bradley, 2011).

In the area of Aboriginal and Torres Strait Islander history and cultures content, the existing literature suggests that the pre-service teachers' knowledge and particularly their

perspective towards the content can both positively and negatively influence the planning to integrate the content into learning areas. Insufficient preparation, limited time, and insufficient tertiary instruction, as well as, the failure to differentiate between Indigenous education and Indigenous studies have been suggested as current factors surrounding pre-service teachers' engagement with this content and the extent it is integrated into their learning areas. The perspective of the pre-service teacher appears to reveal the greatest diversity on approaches and attitudes to the integration of the Aboriginal and Torres Strait Islander histories and cultures content.

The perspective of the pre-service teacher

Studies have explored the perspective of pre-service teachers with the common aim of advancing knowledge in the field of education. Examining pre-service teachers' perceptions provides the opportunity for teacher educators to clarify and create different practices to support learning and development (Sheridan, 2013; White, 2011). Pre-service teacher perceptions lie at the heart of teaching, influencing their actions, interactions and professional growth, whilst often remaining a subconscious activity (Fajet et al., 2005; Sheridan, 2013). Assisting pre-service teachers to a recognition and realisation of their perceptions through reflection has consistently been highlighted as effective in professional teacher development (Ferfolja, 2008; White, 2011).

Pre-service teachers' knowledge constructions are both practical and context-bound, relying heavily on experiences and pre-conceived ideals of good teaching and socio-cultural histories that they bring with them from their own school experiences (Fajet et al., 2005; Melnick & Meister, 2008; Sheridan, 2013). Findings from research studies, published in previous literature, propose that learning develops when pre-service teachers construct their knowledge through a process of reflecting on practical situations and through problem

solving. “Knowing and doing” suggested has been suggested as being more tightly aligned to practice than merely observing (Sheridan, 2013, p. 55). These experiences and knowledge are seen as an important aspect of pre-service teachers’ lived perceptions that are reshaped as they are exposed to new experiences (Sheridan, 2013; White, 2011). Pre-service teachers’ identity presupposes reflective and critical approaches in teacher education and pre-service teachers perceptions are not necessarily rational or easily measured (Sheridan, 2013).

Teacher education has been found to do little to alter the perception of teaching pre-service teachers develop during their school years. Previous studies have discovered that it is difficult to change pre-service teachers’ beliefs unless the beliefs are substantially challenged during tertiary instruction (Cheng, Chan, Tang, & Cheng, 2009; Fajet et al., 2005; Melnick & Meister, 2008). Sheridan (2013) shares this view but also proposes that when pre-service teachers are supported during their teacher education to make connections between their perceptions and new ideas, this enables perceptions to be reconstructed and reframed by the new experiences that either challenge or reinforce original beliefs and assumptions.

Conclusion

As I considered the findings from research studies, published in existing literature and the research questions that underpin this study my curiosity in relation to how secondary pre-service teachers propose to implement the Australian Curriculum’s cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures into their learning areas was heightened. Recent studies suggest that general resistance among pre-service teachers to teaching Aboriginal and Torres Strait Islander content may be diminishing, but there still appears to be a disconnect to the content by pre-teacher teachers. Coupled with a perception that it occupies very little pedagogical or curriculum space in teacher education programs, it

appears that pre-service teachers to a large extent are being left to “figure it out” (Hart et al., 2012, p. 719).

Due to the infancy of the Australian Curriculum and an emphasis on content not previously identified as a priority by experienced teachers, pre-service teachers may not receive the modelling or support through the traditional apprenticeship style of mentoring to implement the Australian Curriculum to satisfy the aims and objectives outlined by the Australian Curriculum and Assessment Reporting Authority (Australian Curriculum Assessment and Reporting Authority, 2013a). This may suggest that there needs to be a greater emphasis on the preparation and skills that pre-service teachers receive during teacher education to enable them to meet the objective of integrating the cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures into their learning areas. Their perspectives towards planning to achieve this objective will be even more significant to support learning and development in the education paradigm. To this end, this study has the potential to expand knowledge in this area and the following chapter, Chapter 3-Research Design explores the methodology chosen specifically with that aim.

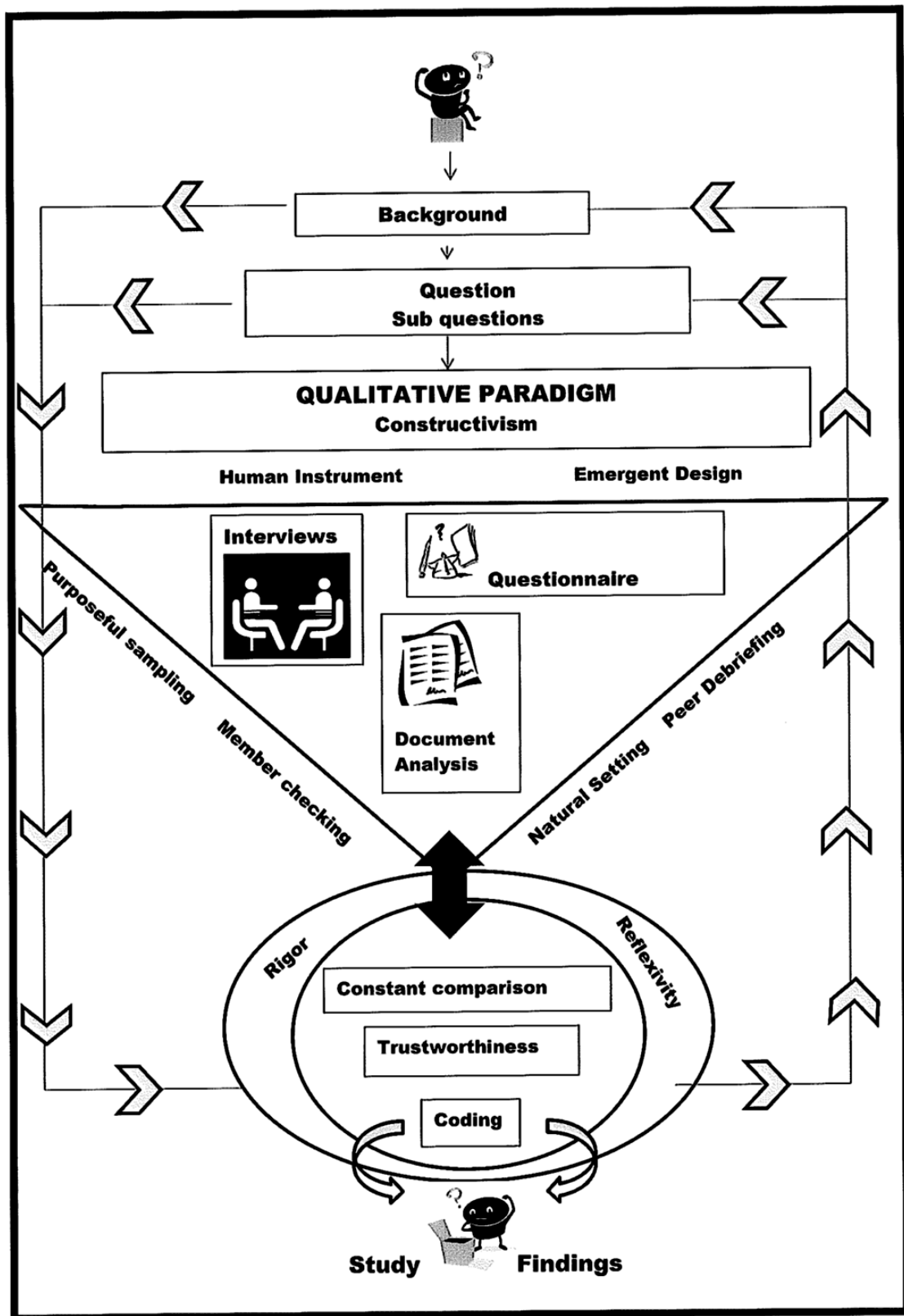
Chapter 3—Research Design

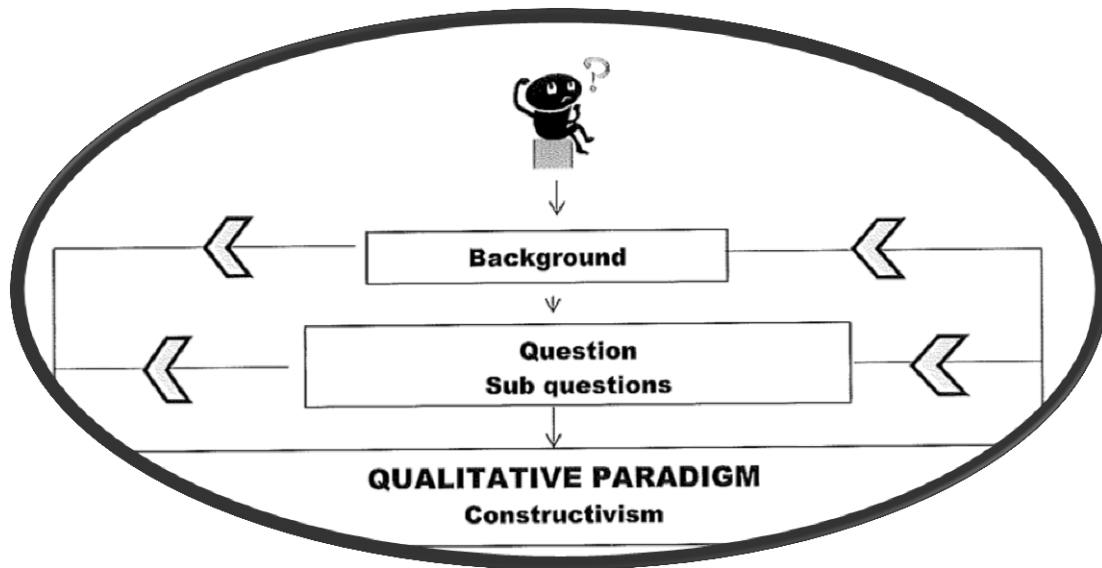
In this chapter I will outline and rationalise this study's research design, a design that developed through planning and emergence and that embodied but ultimately also enriched my own ontological views in the area of research and teaching. The emergent nature of the research design is illustrated by this chapter being organised into three sections; The Entry Phase; The Inquiry Phase; and The Product Phase. The Entry Phase will outline what is essentially the entry condition of the study. That is my tacit knowledge and ontological views together with background information that informed the aim of the study, and the development of the research questions, and the choice of the research paradigm. The Inquiry Phase outlines the research methods and the evaluative criteria for data collection purposefully developed to best respond to the question fundamental to this study. The Product Phase, as the name suggests outlines and discusses the process where the product from the research, the data, was analysed. Here the theories that influenced my choices in the analysing process are cited and the tasks taken to maintain the integrity and trustworthiness of the data are fully described. This chapter concludes with a brief introduction to the research findings that will be explored in greater depth in the subsequent chapter.

Research design has been described as the plan or proposal that crosses philosophical worldviews, uses inquiry strategies, and specifically selected methods to shape the study's chosen research paradigm, to progress the plan into practice (Cresswell, 2009). As planning is frequently the key to successful ventures, the careful selection of the research design presented the greatest likelihood for this study to achieve its aim. Although this study is essentially non-linear in nature, as the processes of data collection, analysis, and reporting overlap, it was still necessary to follow a systematic approach that showed forethought in how this inquiry was conducted (Jackson & Taylor, 2007). Figure 2-Research Design, illustrates the research methodology created for this study. It was conceptualised when I first

considered the research questions but became formalised during the inquiry stage as the design given its naturalistic model emerged during the process. As this chapter outlines the study's research methodology in detail, the structure of the chapter is also guided by the research design illustrated in Figure2 – Research Design.

Figure 2- Research design





Entry Phase

From the beginning of my honours program the subject area that immediately captured my interest was Australia's first inhabitants, Aboriginal and Torres Strait Islander people. Finding a singular point of focus in this very broad knowledge area proved long and protracted. A number of factors, including my inexperience and limited resources, as well as ethnic considerations negated consideration of countless topics in this subject area. As a pre-service teacher I also wanted to focus the research in the area of education. Jackson and Taylor (2007) suggested that before conceptualising a research study, first the researcher needs to establish his or her ability to do the study by asking whether the topic is interesting; researchable; significant and manageable. With these parameters in mind, I finally focussed my attention towards the Australian Curriculum, specifically the cross-curriculum content: Aboriginal and Torres Strait Islander histories and culture. I then considered my philosophical worldview; the ontological outlook that I naturally brought to this study and that

inherently influenced the design of this study. Philosophies, values and viewpoints that are held by a researcher will lead to the researcher embracing either a qualitative, quantitative or mixed methods approach to research, and choices made during the study frequently link to the researcher's own philosophical worldview (Cresswell, 2009; Neuman, 2011). These individual philosophical assumptions highlight how and why the approaches to social research differ. Considering as well as revealing ontological assumptions of the researcher enhances the study because being reflexive, or self-aware will help the researcher think more and also position the study clearly in the existing field of knowledge (Neuman, 2011). This is especially important given that the study is written for the reader and not the researcher (Jackson & Taylor, 2007).

Background.

Once I narrowed the focus to a manageable issue within this broad subject area, my next step was to read the literature and existing finding that informed this topic to grasp an understanding of the current knowledge, events, information and perspectives occurring around this issue. This shaped the development of the questions that framed both the motivation and the purpose of this study. In practice, the process of developing a research question from a topic overlaps with reviewing the literature on the topic (Neuman, 2011). I found that the literature review focussed the research question but also contributed to the final design adopted for this study. Tacit knowledge is described as un formalised knowledge that derives specifically from experience and intuition (Lejeune, 2011). It is strongly linked to innovation as it is applied to growing the base of explicit knowledge. My own tacit knowledge drove the initial selection of the research subject, the refining of the research question and also informed the research design. As a pre-service teacher I was motivated to seek the perspectives of other pre-service teachers to satisfy an intellectual curiosity as to where my tacit knowledge in this field sits in context with my peers. Attempting to formalise

knowledge in this area also presented to me an opportunity to advance awareness in a subject area that has been formally recognised as being a key part of Australia's history, present and future (MCEETYA, 2008).

Research Questions.

The aim of this study was to explore the planned integration into learning areas of the Australian Curriculum's cross curriculum content, Aboriginal and Torres Strait islander histories and cultures, from the perspective of a group of final year secondary pre-service teachers. The study's aim was to expand existing knowledge to address the following overarching question and sub questions:

What are the perceptions of pre-service teachers about planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islanders histories and cultures, into their learning areas?

- How will the perception of relevance influence their planning?
- What role do they perceive the school and students will have to their planning?
- How do they perceive the knowledge and skills learned during their undergraduate studies have assisted their preparation?

As the study progressed, the research question kept the study focussed especially in both the inquiry and product phases when it was necessary to sort through information to ensure that it purposefully addressed both the research questions and the research aim. This emergent design ensured that qualitative research questions are evolving and non-directional and restate the purpose of the study in order to explore a central experience (Cresswell, 2013).

The sub questions are designed to narrow the focus but not to restrict the emergent nature of a qualitative study. Consequently the selected research design emerged as the best strategy for addressing the research question. The perspectives of the participants were central to this

study meeting its aim. The question and sub questions were therefore designed to be exploratory in nature to assist with this objective. Embracing the idea of multiple realities and conducting a study intent on reporting these multiple realities, in a natural setting typifies a qualitative inquiry strategy (Cresswell, 2013).

Qualitative paradigm.

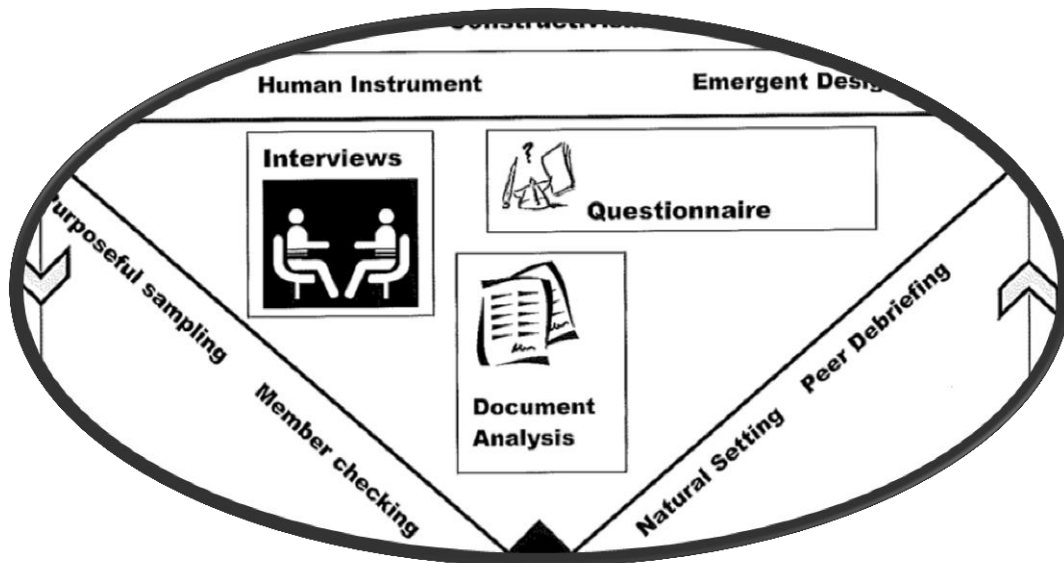
The research question and sub questions reflect the aim of the study, however to meet the aim it is important to match the question and sub-questions with the most appropriate research paradigm (Cresswell, 2009; Marshall & Rossman, 2006; Neuman, 2011). A research paradigm is identified as the basic orientation of the study that includes basic assumptions, models and methods (Neuman, 2011). The three types of approaches, being quantitative, qualitative and mixed methods, are not necessarily exclusive to each other; however individual studies tend to be more of one than the other. I chose to undertake this study within the qualitative paradigm as qualitative inquiry is particularly orientated towards exploration, discovery and inductive logic (Patton, 2002). “Qualitative research is pragmatic, interpretive, and grounded in the lived experiences of people”, observed Marshall and Rossman (2006, p. 2).

Characteristic of the qualitative paradigm, this study is set in a natural setting and draws upon multiple methods that respect the humanity of the participants, it is also emergent and fundamentally interpretive (Cresswell, 2013). This study seeks to understand a social phenomenon with a central concept, the planned integration of Aboriginal and Torres Strait Islander histories and cultures into learning areas. The methodology gives a voice to the participants whose perceptions are lived experiences unique to every individual and extremely difficult to quantitatively measure beyond simple responses (Cresswell, 2013; Marshall & Rossman, 2006). My own philosophical worldview leans towards the qualitative paradigm as my interest in research pursues exploration rather than testing. Therefore the

chosen paradigm and design also reflects my own orientation towards interpretive social science, specifically in the areas of constructivism and hermeneutics. A constructivism view is built on the premise that the human world is different from the physical and therefore must be studied differently (Cresswell, 2009). This ideology embraces the multiple realities created by people and the implication of these constructions for their lives and for their interactions with others (Cresswell, 2009; Neuman, 2011; Patton, 2002). Hermeneutics centres on a theory of meaning, of conducting a very close detailed reading of text, which can refer to a conversation, written words or pictures to acquire a deep understanding (Cresswell, 2013).

Ethics.

Before this study could proceed past the entry phase, ethics approval was required. A research proposal and an application for ethical clearance were submitted to the Human Research Ethics Committee, Avondale College of Higher Education. Approval for the project was subsequently received on the 27 February 2014, project number [2013:35] (Appendix A- Human Research Ethics Approval). All participants in the study were invited to volunteer and then self-selected for participation after considering the participation criteria. Participants were 18 years or older and in their final year of secondary teaching at Avondale College of Higher Education. There were no determined risks to the participants of the study.



Inquiry Phase

The advancement through the Entry Phase brought me to the Inquiry Phase. Having chosen the qualitative paradigm for this study, key characteristics of the chosen research approach was considered. Including the natural setting, purposeful sampling, and emergent design to ensure the trustworthiness and authenticity of the process and to select the best data collection methods (Neuman, 2011; Patton, 2002). “Qualitative inquiry means going into the field – into the real world of programs, organizations, neighbourhoods, street corners – and getting close enough to the people and circumstances there to capture what is happening” , observed Patton (2002, p. 48). The selection of research methods is important to the quality of the research project because the methods need to suit the aim of the study but they also must be feasible, reflect available resources, time constraints, and the skill of the researcher (Cresswell, 2013). Ultimately any research approach needs credibility to be useful and the

methods used should seek honest, meaningful and credible findings (Cresswell, 2013; Patton, 2002).

Natural setting.

Qualitative studies are naturalistic as they take place in real settings. Ordinary events and participants are observed in natural settings, not in researcher-created or manipulated settings (Cresswell, 2013; Neuman, 2011; Patton, 2002). Going into the field and having direct personal contact with people under study invites subjectivity. In qualitative research this subjective experience is how knowledge is assembled in contrast to quantitative approaches that stay somewhat distant from those being studied to maintain objectivity (Cresswell, 2013). However objectivity can limit the understanding of the very nature of what is being studied and is not necessarily congruent with the qualitative research paradigm (Patton, 2002). The setting for this study is Avondale College of Higher Education, Cooranbong, Australia. This is a private tertiary institution where the participants of the study are completing the final year of secondary education degrees. The degrees are either of four year or two year duration. The degrees have common core education units of study and also tailored specialised content units of study reflecting the individual's chosen major or minor learning areas.

Purposeful sampling.

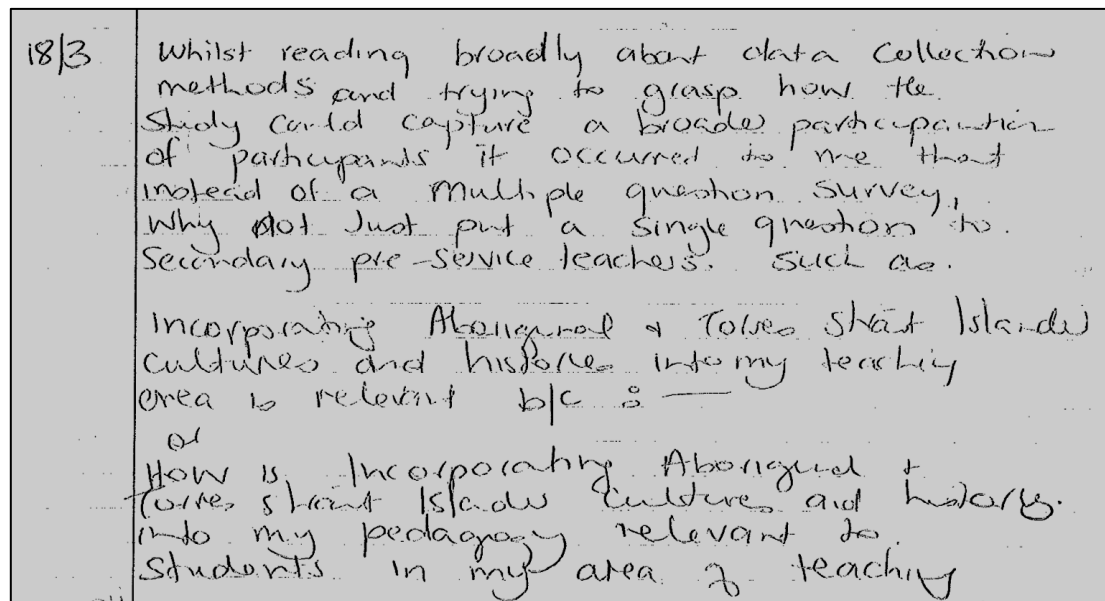
Qualitative inquiry typically focuses on relatively small samples, even single cases. Participants are selected purposefully to permit inquiry into and understanding of a phenomenon in depth (Cresswell, 2009; Neuman, 2011; Patton, 2002). The quality of the perceptions generated and analysed is what is significant, not the number of such insights. While resources and time constraints can affect the sample size chosen, the greatest consideration is the purpose of the research and ensuring that sufficient data is generated

from the selected sample to address the aim of the study (Marshall & Rossman, 2006). This study had potentially of 50 possible participants. This number represents male and female secondary pre-service teachers, 18 years or over who are in their final year of an education degree at Avondale College of Higher Education. The sample was purposeful to enable the study to explore the perspective of secondary final year pre-service teachers.

Emergent design.

Naturalistic inquiry designs cannot be tightly prescribed in advance of the data collection. While the design often highlights an initial focus, the inductive nature of the inquiry makes it both impossible and inappropriate to specify variables and procedures. The research design is emergent in that it unfolds or changes after the researcher enters the field and begins to collect data (Cresswell, 2013; Patton, 2002). A good qualitative study gives the sense of reading a good story. It has a beginning, middle and an ending but not necessarily an end as often ideas for further research emerge. When initially considering this research project, I had proposed a multi question survey to collect the initial data. However I did not have sufficient time, skill or information to prepare and administer a multi question survey that would be purposeful particularly in addressing the aim of the study. Whilst reading generally about research methodology it occurred to me that a single question survey would be a better fit. Figure 3 – Extract from reflective journal 18, May 2014 describes an entry made in my reflective journal at the time of making this methodology change in the infancy of the study.

Figure 3 – Extract from reflective journal 18 May 2014



Human instrument.

A qualitative inquiry demands that the researcher engages personally with the data and the data collection. The researcher becomes the main research instrument and is therefore referred to as the human instrument, a term first coined by social scientists Lincoln and Guba (1985) and a fundamental characteristic of qualitative design. Its uniqueness lies in the idea that only people construct and bring meaning into the world, through their qualities of sensitivity, responsiveness and flexibility. Making the human the most appropriate instrument for inquiries that aim to arrive at an understanding or meaning (Patton, 2002; Peredaryenko & Krauss, 2013). The human instrument is particularly well-tuned to detect atypical responses and to explore them in depth. Personal interests, beliefs and predispositions are inevitably an integral part of the human instrument.

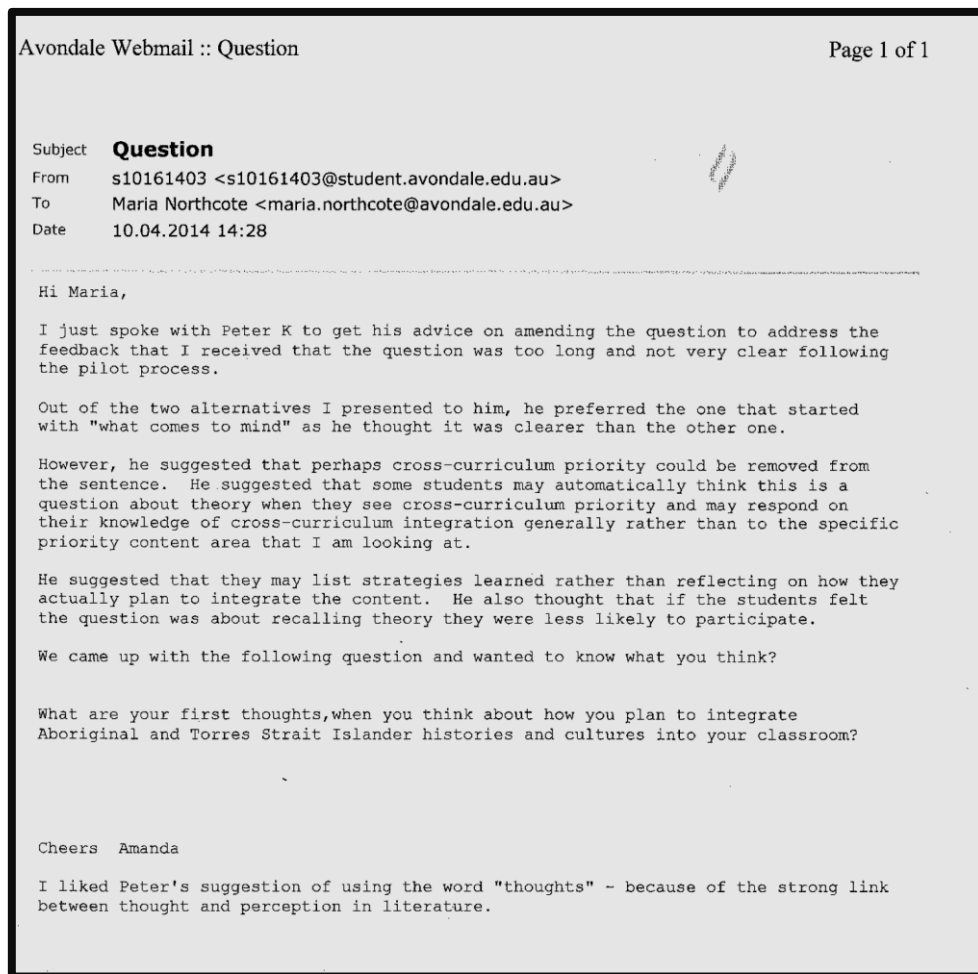
The researcher consciously or unconsciously brings to the research his or her own perspective which may align or diverge from those in the study (Peredaryenko & Krauss, 2013). This is said to be especially true if the researcher has a strong affinity with the participants under study. Addressing the natural bias that occurs because the human is the

instrument can be achieved by systematic data collection procedures, multiple data sources and a triangulation of the methods (Patton, 2002). As a final year secondary education student at Avondale College I knew the participants personally and also met the criteria to be a participant of this study. As a researcher I naturally bring my values, assumptions and perspectives to the study. To address my close affinity both with the participants and the study topic, I chose to disclose my perspective by being both the researcher and a participant in this study.

Peer debriefing.

As qualitative research is a collection of subjective data, the validity of the gathered information is vital to supporting the authenticity and trustworthiness of the study. Peer debriefing is one of the techniques adopted to support the credibility of the research (Cresswell, 2009; Patton, 2002). Enlisting the assistance of colleagues who hold impartial views assists in monitoring the researcher, to confirm if the logical inferences and interpretations of the researcher make sense to someone else (Cresswell, 2009; Marshall & Rossman, 2006). Lincoln and Guba (1985) first raised this concept and reasoned that the interpretive nature of qualitative inquiry can be made somewhat transparent to others by this process. Peer debriefing addresses any concerns about the natural subjectivity of the researcher. As a result the interpretative nature of qualitative inquiry can be made somewhat transparent to others. I chose to use peer debriefing frequently through the course of this study, particularly as I am also a participant in this study as illustrated in Figure 4-Evidence of peer debriefing.

Figure 4 – Evidence of peer debriefing

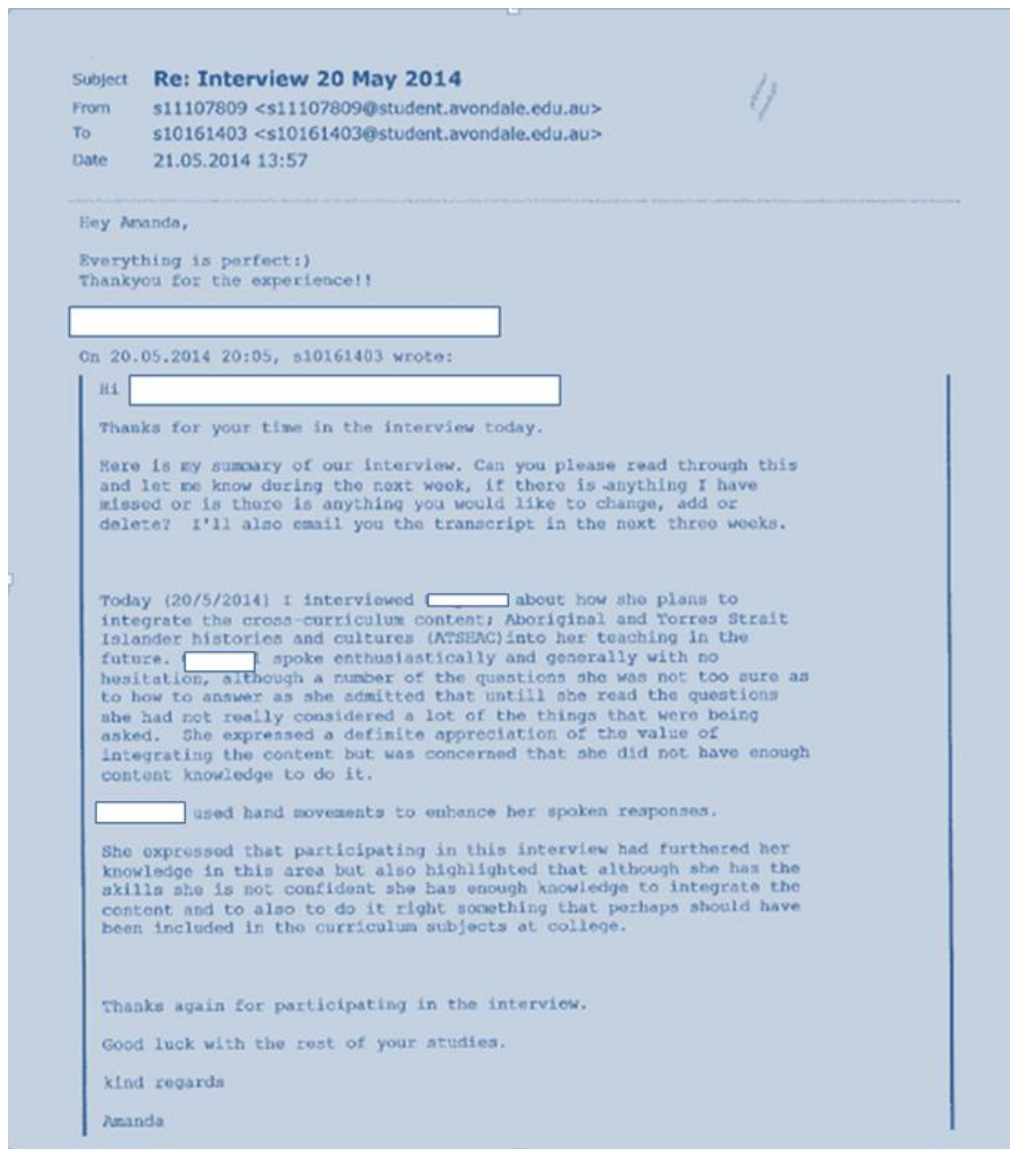


Member checking.

Similar to peer debriefing, member checking is a process that ensures the researcher is checking the accuracy of findings by employing certain procedures (Cresswell, 2009). Member checking, also known as member validation, occurs when data collected from a participant is taken back to the participant to check that the data reflects their perspective. This process can occur during data collection and also during and after data analysis. The member checking process was used during the Inquiry Phase for the interviews but not for the single question survey as participation in the single question survey was anonymous. In the information statement (Appendix B- Information Statement [single question survey]) made available at the time of the online survey invitation, potential participants were advised

that the findings would be available to them at the end of the analysis process. Within 24-48 hours of conducting an interview, a brief email was sent to each participant outlining a summary of the interview, an example is shown in Figure 5- Evidence of member checking.

Figure 5 – Evidence of member checking

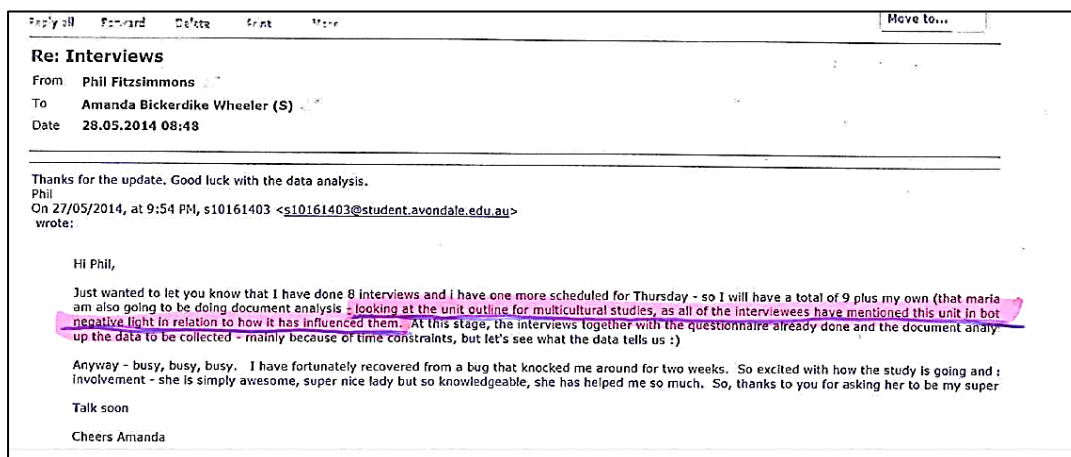


Data collection methods.

The choice of the qualitative paradigm facilitates the selection of qualitative methods for data collection, analysis and interpretation. Qualitative methods may include: open-ended questions, interviews, observations, text, image analysis, theme, and pattern interpretation (Cresswell, 2009; Patton, 2002). Qualitative research methods are ways of finding out what

people know, do, think and feel. No rigid rules prescribe what data to gather or methods to choose. Choices often emerge due to the naturalistic nature of the inquiry or because of resources, time or skill restrictions surrounding the study or the researcher. Choices about the research methods can and often do change during the course of the enquiry in the spirit of emergent design evidenced in Figure 6-Emerging research design. The choice to include document analysis in this study was only made during the interviews, when I noted that the interview participants were consistently commenting on one particular tertiary unit of study. I decided to explore what the participants were saying about this unit of study in context with the unit of study outline document.

Figure 6 – Emerging research design



Qualitative methods typically produce abundant detailed information about a smaller number of people and cases. This increases the depth of understanding of the cases and situations studied but reduces generalisability (Patton, 2002). The qualitative emphasis is to strive for depth of understanding and, quantitative methods are sometimes inadequate for revealing the inner perspectives of research participants. In this study I chose to triangulate three research methods, single question survey, interviews, and document analysis. The data collection and analysis took place over a period of time as outlined in Table 1-Timetable of data collection and analysis.

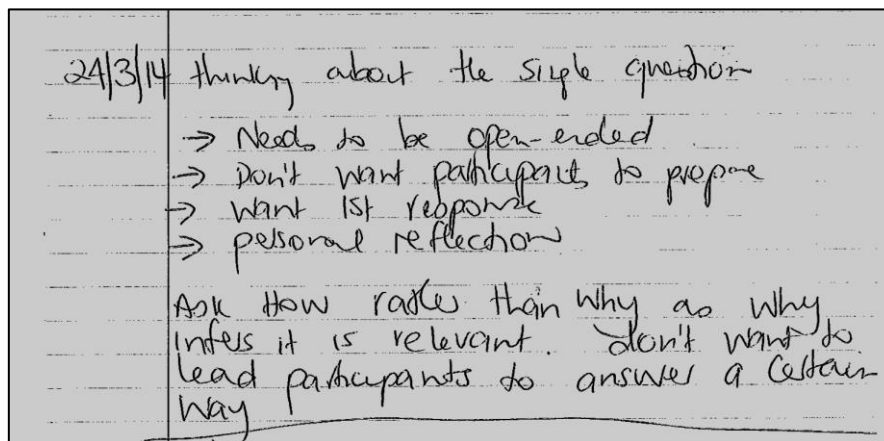
Table 1- Timetable of data collection and analysis

Research Method	When Data Collected	When Data Analysed
Single Question	April 2014	April-May 2014
Interviews	May 2014	August – September 2014
Document Analysis	September 2014	September 2014

Single question survey.

The purpose of the single question survey was primarily to obtain data to inform the construction of the questions for the interviews, a method that had been proposed as part of the research design when the idea for the study was conceptualised. I also wanted a data collection method that offered the opportunity to anyone who met the selection criteria to participate. The choice of a single question presented a challenge in its design. The question needed to be constructed so as to ensure that the data would be helpful not only to the study, but also with the development of the interview questions. There were certain criteria that I concluded were needed as evidenced in Figure 7- Reflective journal entry 24, March 2014.

Figure 7 – Reflective journal entry 24 March 2014



It was initially planned that the one question survey would be presented to the final year secondary pre-service teachers in one of their tertiary classes, however timetabling prevented this and an alternative method of collection had to be considered. I subsequently elected to use an online collection method, settling on an online survey management system

(surveymonkey.com) to administer the online survey. Participation was voluntary with no foreseeable risk. A document disclosing this information as well as presenting a summary of the study was prepared to satisfy the requirement to disclose this information to potential participants (Cresswell, 2013). The Information Statement together with the question was piloted randomly to four students on campus who did not meet the criteria to participate in the survey. This pilot data collection was conducted on the 10th April 2014. The Information Statement (Appendix B- Information Statement [single question survey]) received positive feedback in relation to how it was constructed and how well it was understood by the participants. However the responses to the question were mixed. Although all those participating in the pilot study understood what was being asked, especially in context after reading the information document, most were of the opinion that the question was too long and could be expressed in a clearer manner to ensure a personal perspective response rather than a scholastic response. As a result of this feedback and after discussion with research peers the question was modified to reduce its length and to facilitate a response that would reflect the participants' first thoughts, see Figure 8-Screenshot of single question survey.

Figure 8- Screenshot of single question survey

A qualitative inquiry exploring the perspectives of secondary pre-service teachers, towards the integration of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures into their classroom.

+ Add Page

PAGE 1 Edit Page Options Copy

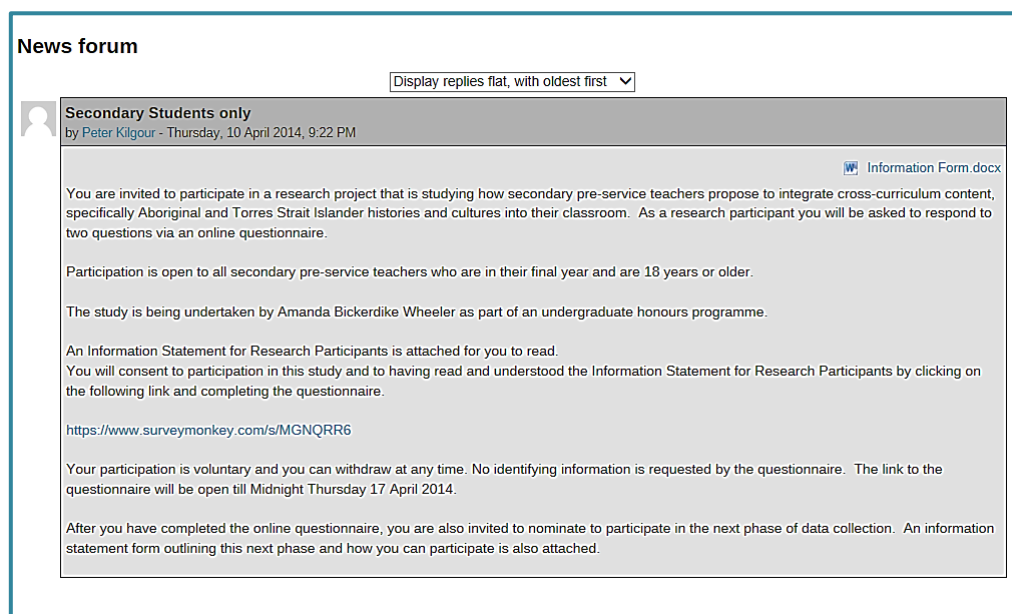
+ Add Question

Q1 Edit Question Move Copy Delete

* 1. What are your first thoughts,when you think about how you plan to integrate Aboriginal and Torres Strait Islander histories and cultures into your classroom?

An invitation to participate in the survey was presented to all final secondary pre-service teachers via an on line forum on the College's Learning System (LMS) which is Moodle. The Information Statement was provided as an attachment; see Figure 9-Invitation to participate in survey. Up to 250 characters were allowed for each participant to respond in their own words. There was also a second question that required a yes or no response to confirm that the participant met the self-selection criteria to join this study.

Figure 9 – Invitation to participate in survey



Interviews.

Interviewing is the most commonly used method of data collection in qualitative research and its familiarity in society is advantageous for researchers (King & Horrocks, 2010). Potential study participants are likely to have some idea of what kind of encounter they are agreeing to if invited to participate in an interview. This familiarity also carries risks. The characteristics of interviews vary depending on their type and function. The style of questioning, power dynamics and visibility can be influenced by whether the interview is interrogative, for employment or for qualitative research purposes (King & Horrocks, 2010). Qualitative research interviews should emphasise open-ended, non-leading questions, focus

on personal experience and seek to build a rapport with the interviewee. A high level of confidentiality and anonymity is also expected in most cases.

I chose to adopt a semi-structured approach when conducting the interviews for this study. A question schedule (Appendix C- Information Statement, Interview Question Schedule and Consent Form [Interview]) was prepared prior to the interviews and also made available to the interviewees at the time of the interview. The questions forming this schedule were constructed following analysis of the data collected in the single question survey. The questions were also developed by keeping in mind the aim of the study to ensure that the findings address the study's research question and sub questions. The known literature was also considered. In an attempt to gather an authentic understanding of the participants' experiences, open-ended questions were designed. Once the questions were prepared a pilot interview was undertaken with me as the first participant. The interview was conducted by my honours supervisor and the transcribed document was subject to the same analysis procedure as the balance of the interviews. As a result of the pilot interview a couple of minor changes were made to the design of the questions to assist clarity. Due to the length of the title, that could cause questions to become long and disconnected for participants, the acronym ATSHAC was created for the descriptor: Aboriginal and Torres Strait Islander histories and cultures. The pilot interview also provided me as the researcher with valuable instruction on how to conduct interviews.

An invitation to participate in the interviews was offered to final year secondary pre-service teachers, 18 years or over. The offer was communicated by a lecturer during a tertiary class in the morning of 13 May 2014. Pre-service teachers who were interested in participating were asked to raise their hands, their names were then recorded and they were invited to speak to me personally for further information at the end of the class. A total of nine pre-service teachers volunteered at that time. Eight of these individuals approached me

at the conclusion of the class and volunteered to provide me with contact details. The Information Statement, Interview Question Schedule and Consent Form documentation, (Appendix C- Information Statement, Interview Question Schedule and Consent Form [Interview]) was then given to each of these potential participants. Within twenty four hours I contacted each of these individuals to confirm their participation in an interview. An affirmative response was given and an interview schedule was prepared. The ninth volunteer was approached and she advised that she no longer wished to participate. After the initial interviews were arranged, another individual volunteered to participate and was given the necessary documentation before an interview time was arranged.

A total of ten participants partook in the interviews; a schedule of the interviews is shown in Table 2-Interview Schedule. Interviews were conducted in the boardroom of the Avondale Business School, on campus at Avondale College of Higher Education. The interviews were conducted in private and at a pre-arranged time. All interviews were completed by 30 May 2014.

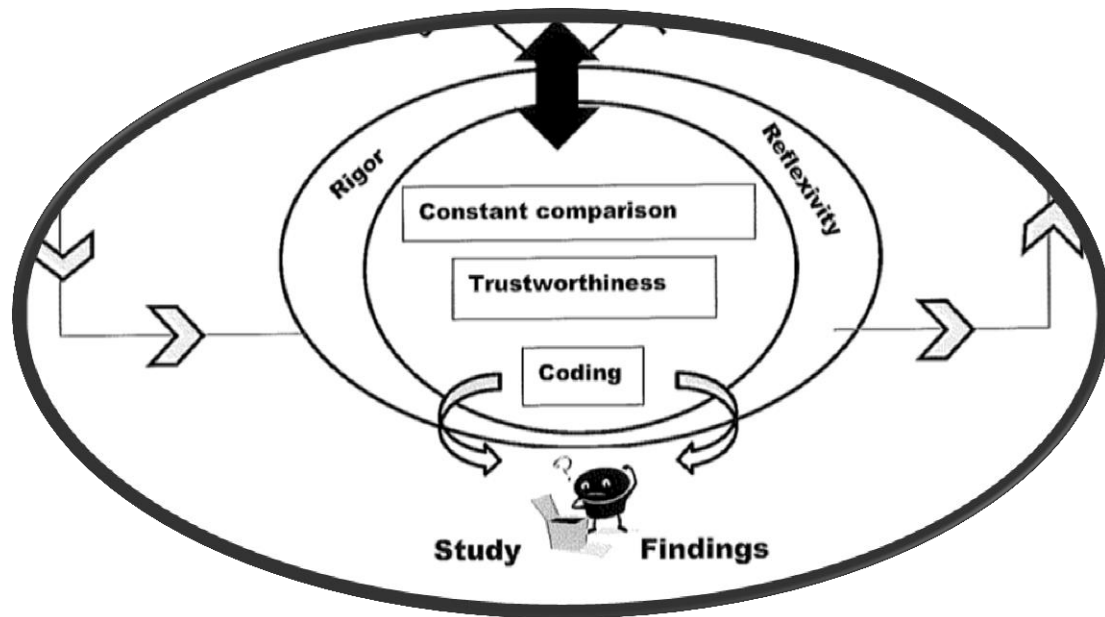
Table 2- Interview Schedule

15 May 2014	19 May 2014	20 May 2014	22 May 2014	27 May 2014	29 May 2014
Female- 4pm Pilot	Female- 2.30pm	Male- 12 noon	Female- 9am	Female- 12 Noon	Male -9am
	Male- 4pm	Female- 2pm	Male- 1pm	Female – 3pm	

Document analysis.

While conducting the interviews, the participants referred to units of study undertaken during their tertiary studies. In particular one unit of study described frequently by participants as the multicultural unit was mentioned by the interviewees when responding to questions surrounding existing knowledge, planning, and preparation. As a result during the later part of the data collection I chose to include document analysis as a data collection

method. The unit of study, identified as EDUC29500 – Multicultural Education and Indigenous Studies, is a second year mandatory unit of study for pre-service teachers enrolled in the four year degree and a mandatory first year unit of study for teachers enrolled in the two year degree. A copy of the unit outline that applied to the participants of this study in Semester 2, 2012 was sourced for analysis purposes (Appendix D-EDUC29500-Multicultural Education and Indigenous Studies).



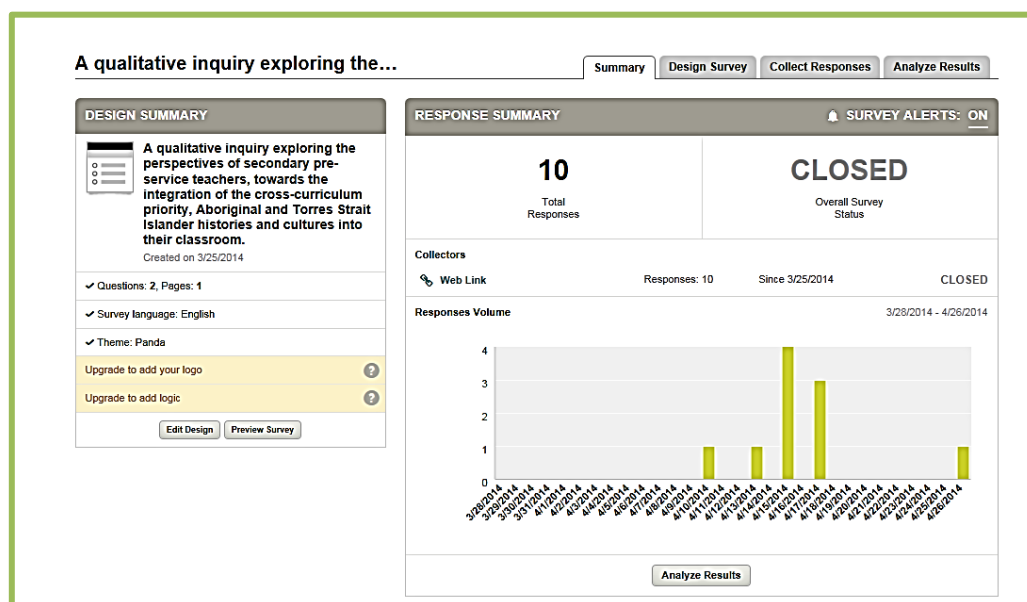
Product Phase

Qualitative findings and reporting have an insightful character, offering an understanding for those who have not been in the research setting. Qualitative analysis focuses on ensuring that the findings are authentic and trustworthy to support validity (Cresswell, 2009). However generating useful and credible qualitative findings is a lengthy process. Qualitative analysis supports multiple points of view while also seeking patterns across stories, experiences and perspectives (Patton, 2002). Qualitative analysis makes no attempt to generalise results or suggest transferability. It is not possible to generalise from single cases or very small samples. The primary purpose of qualitative findings is to contribute to or develop knowledge, to provide a deeper understanding on a theme, topic or phenomena that may open up opportunities for further study (Cresswell, 2013; Neuman, 2011; Patton, 2002).

Single question survey.

Participants were given a web link that transferred immediately to an online survey hosted by an online survey management system (surveymonkey.com). Participation was anonymous; every participant was identified only by a number that was given sequentially by the web host based on when the survey was taken. The survey link was open for two weeks and was then closed. The participant responses were printed from the site for the purpose of analysis. An invitation to participate in the survey was sent to 50 potential participants. Final year secondary pre-service teachers at Avondale College of Higher Education, 18 years or older were invited to respond to the following question: What are your first thoughts, when you think about how you plan to integrate Aboriginal and Torres Strait Islander histories and cultures into your classroom? Ten responses were received; see Figure 10 – Summary of survey responses received. An initial review of the responses was done to note early observations.

Figure 10 – Summary of survey responses received



The responses varied in both the length and the nature of the content. The responses are shown in Table 3- Single question responses

Table 3- Single question responses

I don't feel I would have a problem accommodating students from Aboriginal, Torres Strait Islander or other backgrounds into my classroom. I can't immediately recall the specific strategies for dealing with different cultural characteristics, ie. That distinguish different islanders, etc. but I feel that teachers should always try to know their students, and how to cater for each individually. As for teaching indigenous content in my subject areas, I might feel slightly underprepared, but comfortable to teach it when I arrive there	Being a history teacher this will directly impact my teaching field. The key to integrating Aboriginal and Torres Strait Islander culture is to present it in a positive light. Recently Aboriginal peoples have received a negative perception in the public with negative connotations. It is important as a teacher to change this negativity and start introducing positive attitudes in the next Australian generations.
Have a diverse range of teaching strategies that make it relevant to all student (sic) not just ATSI people. This is because all students need to be involved in understanding ATSI history and culture to continue to work in properly including it into our Australian culture.	Utilising resources and links to create a harmonious learning environment. In my subject area it would be items such as Bush Foods (Food Tech), Aboriginal Art (Textiles) and/or designers. Not explicitly teaching it, but ensuring it integrates subliminally and smoothly into the curriculum in small ways.
Invite guests to tell students about aboriginal history and culture	How to make it exciting for students and how to make it different to what they may have already heard in other classes
It could be a lot of work depending on the demographics/cultural attitude of your school/students. There should be a unit in each subject for each year in which such contents is directly relevant and applicable. It may be more relevant for ATSI students. It is easily integrated through case studies and/or station activities when addressing different topics as perspectives on an issue. Can I get a guest speaker who knows relevant topic and local history of local tribe/people? What is the local history and culture? Are there any local sites of significance? How does the government/curriculum/school priorities (sic) integration	The difficulties that I may encounter and hesitation on how I will actually do it. The content is not one that has been given much attention during my time at college, so I am not exactly sure of the nuts and bolts of how I will integrate it and I personally think it will be more challenging then the delivering the content of my main teaching area but I believe this content is really important so I hope that I do find pathways to integrate it successfully
Haven't thought about integrating it into mathematics	Getting to know the culture and it's (sic) sensitivities, identity and philosophies. Then try and create strategies that work in hormone (sic) with them

The initial analysis of the text was undertaken using gerunds. Using gerunds to code for actions is a technique described by Kathy Charmaz (Denzin & Lincoln, 2011) the aim of this practice is to identify actions and to define what is happening in small pieces of data. This technique first presented as a suitable analysis technique because of the very small amount of text generated by each response to the single question survey. It presented as a method that could potentially identify the context of the participants' responses. Once the initial coding using gerunds was completed, the coded data was passed to a colleague for feedback and affirmation in relation to the codes used see Figure 11- Examples of coding using gerunds, and peer debriefing. The gerunds were then listed and categorised into three categories, student focus, teacher focus, and learning focus illustrated in Figure 12- List of gerund. Then links between the gerunds in each category was explored, shown in Figure 13- Categorising gerund codes.

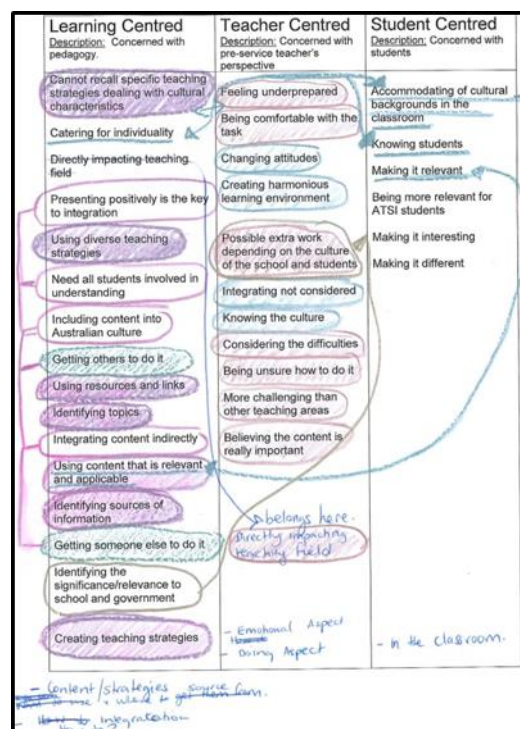
Figure 11- Examples of coding using gerunds and peer debriefing

What are your first thoughts, when you think about how you plan to integrate Aboriginal and Torres Strait Islander histories and cultures into your classroom?	
Participant 10	
The difficulties that I may encounter and hesitation on how I will actually do it. The content is not one that has been given much attention during my time at college, so I am not exactly sure of the nuts and bolts of how I will integrate it and I personally think it will be more challenging then the delivering the content of my main teaching area but I believe this content is really important so I hope that I do find pathways to integrate it successfully.	
Coding using gerunds	Text
• Considering the difficulties • Being unsure how to do it • More challenging than other teaching areas. • Believing the content is really important	The difficulties that I may encounter and hesitation on how I will actually do it. The content is not one that has been given much attention during my time at college, so I am not exactly sure of the nuts and bolts of how I will integrate it and I personally think it will be more challenging then the delivering the content of my main teaching area but I believe this content is really important so I hope that I do find pathways to integrate it successfully.
MN: Great to see the use of in vivo codes at this stage of the coding process	

Figure 12- List of gerunds



Figure 13- Categorising gerund codes



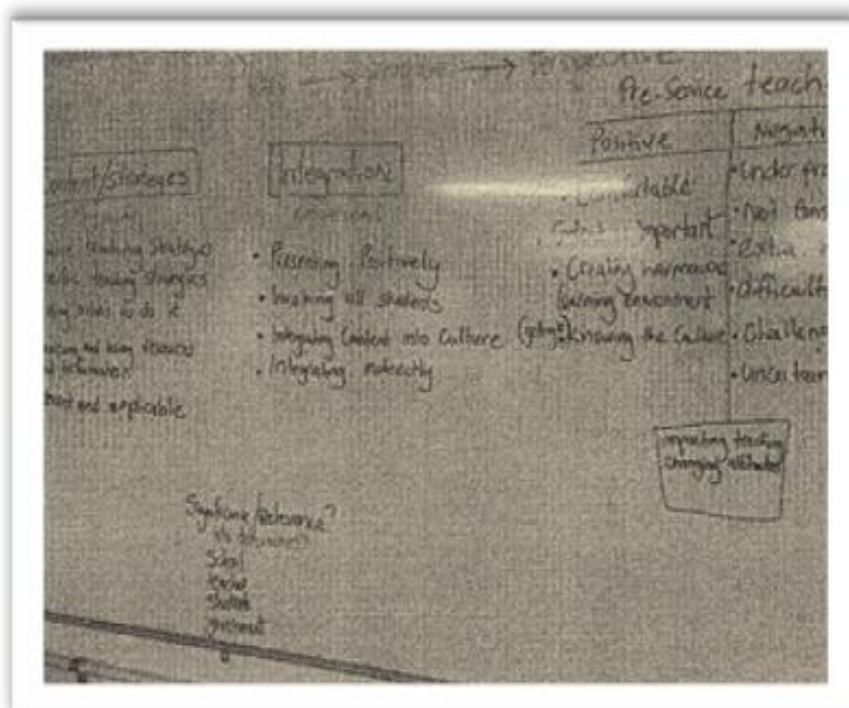
Finding links organised the data and permitted themes to develop that captured the essence of the data (Thomas, 2009). To assist with clarifying the themes at this stage of the analysis, I referred to the research questions and identified three key aspects of the study's focus: plan,

propose and perspective. Looking at these aspects, and through construct mapping, see Figure 14-Emerging themes. Three themes emerged:

- Content/Strategies (Plan);
- Integration (Propose), and
- Pre-service teachers (Perspective).

This facilitated the interpretation of the data that both informed the construction of the interview questions; but also addressed the research question.

Figure 14 – Emerging themes



A concept map prepared in the final stages of the analysis, shown in Figure 15-Concept Map (single question survey) revealed the findings for interpretation.

Figure 15- Concept Map (single question survey)

Plan	Propose	Perspective	
Content/Strategies	Integration	Pre-service teachers	
		Positive	Negative
diverse teaching strategies	present positively		
specific teaching strategies	involve all students	comfortable	under prepared
get other to do it	culture integration	important	not considered
source information	indirectly	learning	difficulties
using resources	who determines	culture	challenging
relevant and applicable			extra work
			uncertainty

Interviews.

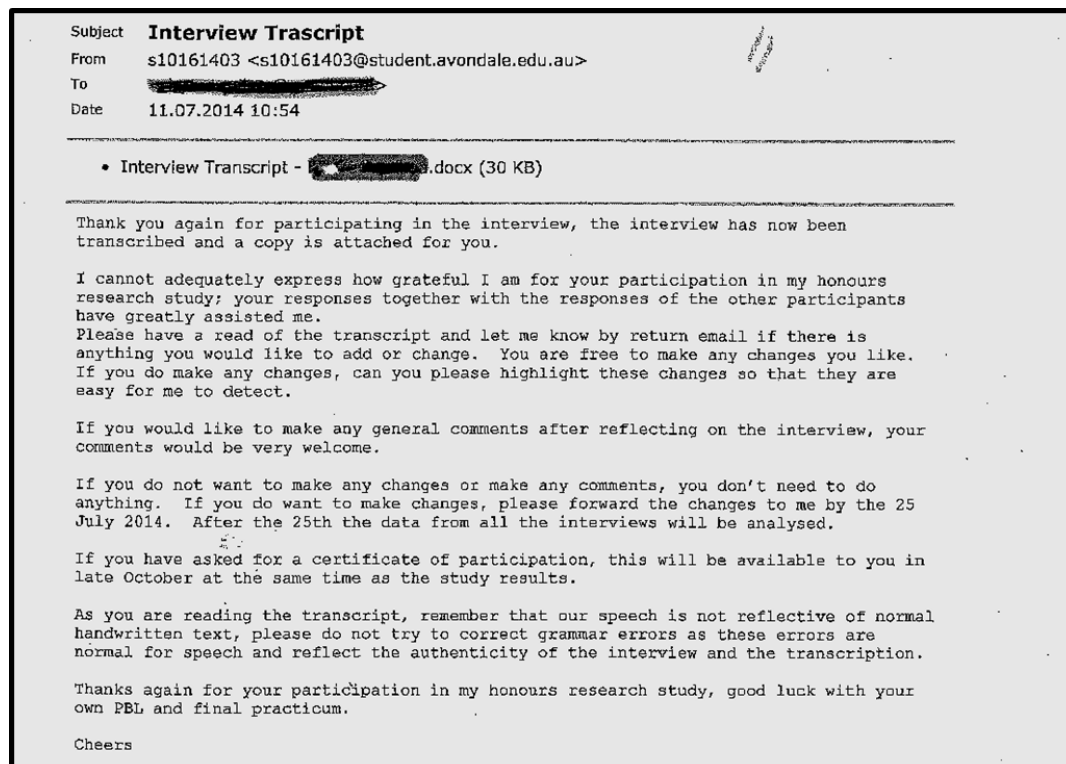
After obtaining a signed consent form, the interviews commenced. The interviews were audio recorded with the full knowledge of the participants. The introduction to the interviews also clearly stated that they were free to withdraw from the interview process at any time and they could also ask for the interview to be stopped or paused. Upon the conclusion of the interviews, pseudonyms were allocated to each of the participants, to enhance the confidentiality of the data. The participants were given the option to nominate their own pseudonym or to have one allocated for them see Table 4 - Table of pseudonyms. In some cases, the pseudonyms were modified for the sake of clarity in the final thesis. Member checking was employed immediately following the completion of the interviews. Within 48 hours of each interview a brief summary of the interview from the interviewer's perspective was sent to each interviewee with an invitation to respond or comment if they wished, see Figure 16 Evidence of member checking. Once all the interviews were completed, I then personally transcribed verbatim each of the interviews. When all the interviews were transcribed, then they were forwarded to each participant for their perusal.

Participants were provided with an opportunity to make changes to the transcripts. No responses were received; therefore the transcripts were not altered before the analysis.

Table 4 - Table of pseudonyms

Pseudonym	Gender	Consent Form	Pseudonym	Gender	Consent Form
Pilskin	Male	☒	McGgyver	Male	☒
Alice	Female	☒	Taylor	Male	☒
Charlie	Female	☒	Sara	Female	☒
Lilly	Female	☒	Abby	Female	☒
Emma	Female	☒	Jon	Male	☒

Figure 16- Evidence of member checking

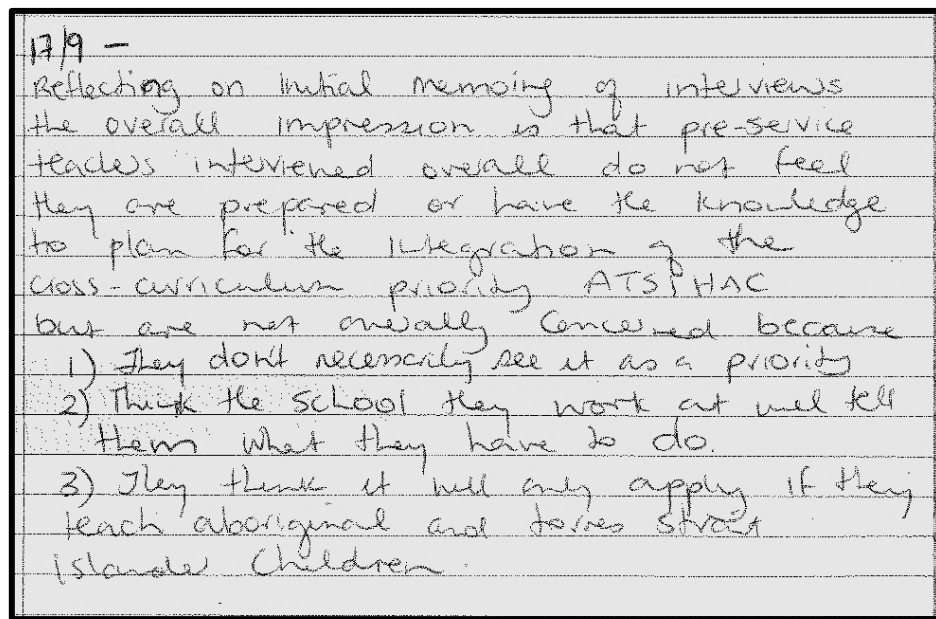


Gerunds were used to analyse the single question survey but I did not consider this process of coding practical or appropriate for the interview data. Due to the large amount of

data that had been generated it would have resulted in the process taking too long. Each interview was on average 30 minutes long and after the first read through of the transcripts it was clear that not all of the data gathered was relevant to this study. Consequently, the interview data not relevant to the interview questions were not coded. After considering analysis options available as well as the time constraint and my level of expertise, I elected to initially analyse the data by using a method modelled on the technique described as a Contact Summary Sheet (Miles & Huberman, 1994, pp. 51-54). The purpose of this form was to identify main concepts, themes or issues and also to generate foundation codes before using the coding technique of analysis to explore the data deeper. Coding is the process of conceptualising data by using tags or labels for assigning units of meaning to the text (Miles & Huberman, 1994; Strauss & Corbin, 1990; Thomas, 2009).

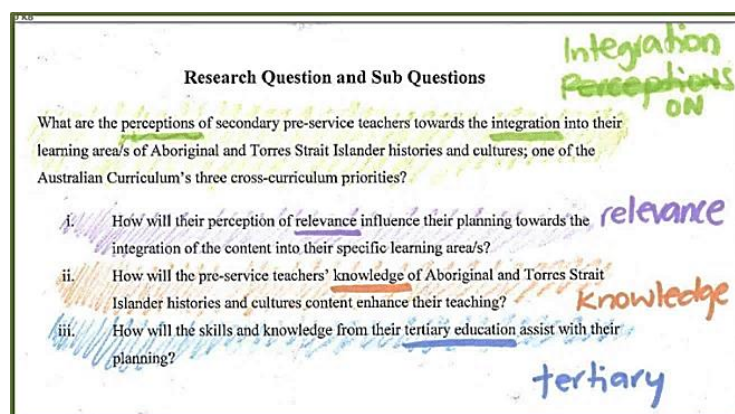
A Contact Summary Form was completed for each participant as exemplified in (Appendix E- Contact Summary Form). *In vivo* statements were used to keep the “voice” of the participants at this early stage of analysis whilst descriptive codes were being created. The Contact Summary Form also allowed for the recording of direct quotes that presented as noteworthy during this first stage of analysis. As a source of raw data, direct quotations communicate a participants’ thoughts; what is happening in their world, their experiences, basic perceptions, and depth emotion (Patton, 2002). A reflection following completion of this first stage of analysis was recorded in my reflective journal; see Figure 17-Extract from reflective journal, 17 September 2014.

Figure 17- Extract from reflective journal 17 September 2014



Prior to proceeding with the next stage of analysis, a code book was prepared as shown in Table 5-Code book. The descriptive codes were informed from the research question see Figure 18 –Identifying key descriptive codes in the research questions; from the Contact Summary Forms; and from the coding process. Miles and Huberman (1994), describe data collection as an inescapable selective process, suggesting that codes can be attached to data of varying size – words, phrases, sentences or whole paragraphs

Figure 18 –Identifying key descriptive codes in the research questions



During the coding of the interview data, I attached the descriptive codes to sentences and sometimes whole paragraphs: see Figure 19-Example of descriptive coding.

Upon the completion of the descriptive coding, there was a problem of bulk, whereby too many segments had the same code (Miles & Huberman, 1994). The data needed to be broken down into smaller segments for a deeper study. Therefore, the bulkier codes were broken down into sub codes before moving onto the next stage of coding – pattern coding. Pattern codes are explanatory or inferential codes, they identify an emergent theme and move the data from a purely descriptive format to one that starts to explore common themes and constructs in the data by the formation of categories (Patton, 2002; Thomas, 2009). Once the themes emerged from the data, links were explored between the themes, searching for areas of commonality as well as areas of contradiction or disagreement, this process the final in the coding process is frequently referred to as axial coding (Strauss & Corbin, 1990; Thomas, 2009). Evidence of this process is illustrated in Figure 20-Concept mapping. Finally once the themes were identified and mapped, with the assistance of colour that was used during the initial coding of the interview data, quotations, and sections from the interviews were selected to illustrate the themes.

Figure 19- Example of descriptive coding

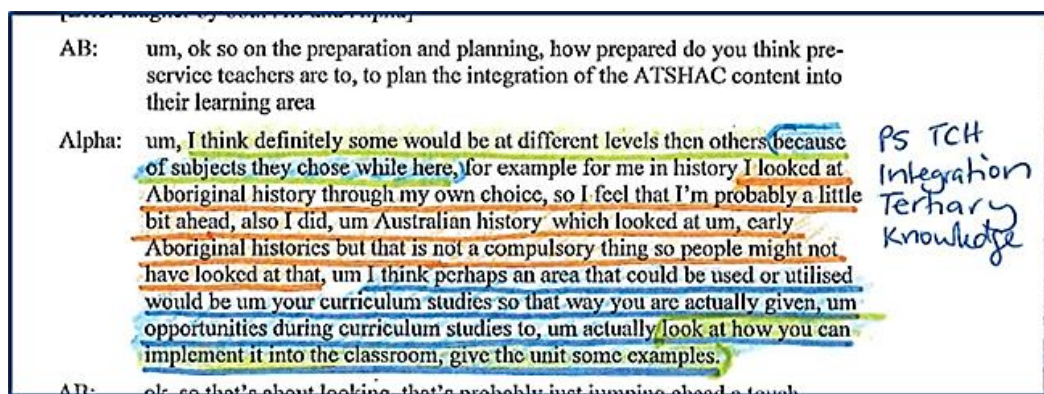


Figure 20- Concept mapping

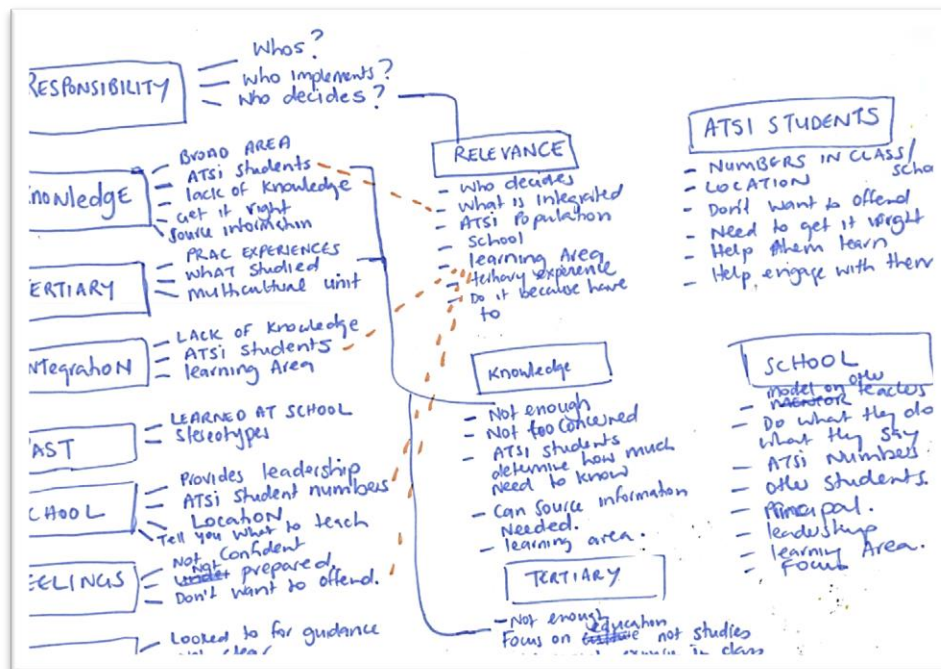


Table 5- Code book

Code Book		
Name	Definition	Qu.
NFeeling	A negative emotion attached to a verb	
PFeeling	A positive emotion attached to a verb	
Relevance	Personal perspective in relation to application or processes	SUB
Knowledge	What is known or should be known about Aboriginal and Torres Strait Islander histories and cultures content	SUB
Purpose	How something applies or should apply	
School	Reference to activities at school that have no control over	
Tertiary	Skills or knowledge directly linked with tertiary education or place of tertiary education	SUB
PS TCH	Reference directly to pre-service teachers	
Past	Experiences before teacher education	
Priority	Reference to importance or status or position	
Skill	Reference to a specific skill or ability	
Responsibility	Who is responsible or an assumption someone should be responsible	
Confidence	When talking about being able to do something or not able to do something	
Curriculum	Direct quoting from the curriculum or referring to sourcing information from the curriculum or what the curriculum states	
Integration	Specific reference to integration of ATSHAC cross-curriculum content	MAIN
Stereotype	Commonly recognised stereotype by description or group	
Unit of study	A unit of study undertaken during tertiary education	

Document analysis.

Analysis of the unit of study, identified as EDUC29500 – Multicultural Education and Indigenous Studies was conducted using content analysis. A technique that is used to compress words within the text into smaller content categories. Content analysis is used to analyse the frequency and use of words, concepts or terms in a document with the aim of assessing the meaning and significance of a source (Bell, 2010). After reading the document through once to get a general sense of the content, the second time, key words or phrases were identified and highlighted whilst reading the text. It emerged that the key phrases fell into two categories, curriculum or Aboriginal students, see Figure 21-Categorising phrases during document analysis.

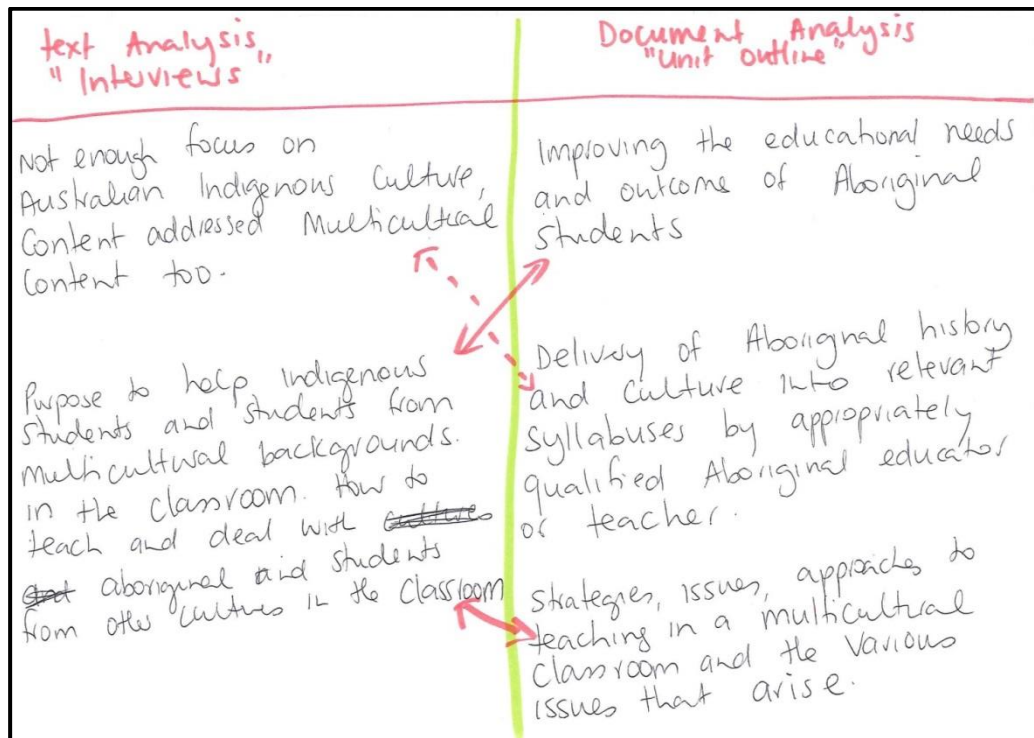
Figure 21- Categorising phrases during document analysis

IN VIVO Statements	Indigenous Issues in Education.
<u>Aboriginal history and Cultures</u>	Curriculum specific
<u>Identity and diversity</u>	Aboriginal students
<u>Performance of Aboriginal students in schools</u>	
<u>Impacting on Aboriginal Education</u>	
<u>Issues for Aboriginal students in relation to schooling</u>	
<u>Aboriginal support personnel within systems and at school</u>	
<u>Improving educational outcomes for Aboriginal students</u>	
<u>Teaching and learning strategies for meeting needs of Indigenous students</u>	
<u>Aboriginal perspective within relevant syllabuses</u>	
<u>Full inclusion of Indigenous students</u>	
<u>Educational needs of Aboriginal students</u>	
<u>Culturally inclusive practice of Curriculum</u>	
<u>Education of Aboriginal students</u>	
<u>delivery of Content by appropriately qualified Aboriginal educator/teacher.</u>	

Digging deeper by looking for key words in the data under each category to inform themes, an interpretation of what the unit of study proposed to achieve from the perspective of these categories was determined. This text analysis revealed two categories of focus: Aboriginal education and Curriculum delivery. Aboriginal Education centred on improving the educational needs and outcomes of Aboriginal students. Curriculum Delivery centred on content and delivery. The key words in the synopsis, class program, subject content, and

structure were also identified. Common links were explored to identify a possible description of significance. Text from the interviews where participants mentioned this unit of study was analysed in the same manner. Findings from the two were then compared and contrasted as shown in Figure 22- Comparing interview text analysis and document analysis.

Figure 22- Comparing interview text analysis and document analysis concerning



Credibility.

Credibility implies notions of dependability and authenticity. In research this is attained through a triangulation of research methods, designed to capture multiple perspectives of each of the participants. Triangulation is based on the view of looking at an issue or finding from multiple points of view improves accuracy (Marshall & Rossman, 2006; Neuman, 2011; Patton, 2002). A combination of multiple sources and perspectives combats biased findings that can result from the utilisation of a single source or single perspective (Cresswell, 2013). The credibility of qualitative methods hinges to a great extent on the skill, competence, and rigour of the person doing the fieldwork, and on the rigorous and systematic

methods in data collection and data analysis (Patton, 2002). Documenting the processes and procedures through the stages of data collection and data analysis and including validity strategies such as peer debriefing, member checking, disclosure of bias, and a rich description support the credibility and trustworthiness of a qualitative study and its findings (Cresswell, 2009; Marshall & Rossman, 2006)

Reflexivity supports the credibility of a study by countering suspicion that the findings have been shaped by the pre-dispositions and biases of the researcher (Patton, 2002). Reflexivity involves self-questioning and self-understanding as an ongoing examination of what the researcher knows and how it is known (Patton, 2002). Writing in the first person communicates the researcher's self-aware role in the inquiry. Engaging in a constant comparison process further supports the creditability of a qualitative inquiry. Constant comparison refers to identification of incidents, events and activities and constantly comparing them to facilitate and enable the natural emergent design. As the human instrument, the researcher returns to the data over and over again, using different methods and procedures to construct, categorise and interpret to support that the findings reflect the nature of the phenomena under study (Patton, 2002).

Conclusion

Qualitative analysis transforms data into findings, but no formula exists for this transformation (Marshall & Rossman, 2006; Patton, 2002). Qualitative research involves a series of choices by the researcher, these choices and the reasons for them need to be presented justifiably (Marshall & Rossman, 2006). Credibility, authenticity and trustworthiness of the study reflect the methods used for data collection and for analysis and the comprehensive documentation of the processes and procedures used throughout the study. This chapter sets out with supporting figures and tables the methods used for data collection

and the steps I used for data analysis to support the credibility of this study, and to fully disclose my own bias as both a researcher, and a participant. Findings that emerged from the data analysis suggest that the participants do not openly have resistance to the integration of Aboriginal and Torres Strait Islander histories and cultures into their learning areas. Apprehension centred primarily on a lack of knowledge and a sense of not being prepared. Establishing relevance, using resources, following existing school practices and getting others to teach the content transpired as methods to address these apprehensions. The findings that emerged from the analysis of the data collected are set out in detail in Chapter 4-Findings.

Chapter 4—Research Findings

This aim of this chapter is to report the study findings. Decisions on the dissemination of the findings and what to include in the report were guided by the aim of this study and the following overarching research questions and sub questions:

What are the perceptions of pre-service teachers about planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islanders histories and cultures, into their learning areas?

- How will their perception of relevance influence their planning?
- What role do they perceive the school and students will have on their planning?
- How do they perceive the knowledge and skills learned during their undergraduate studies have assisted their preparation?

As a naturalistic study, the findings are presented in a descriptive narrative form. The qualitative paradigm was chosen for this study because it provides the best platform to explore and record the perspectives of the participants. A thick description provides the foundation of qualitative reporting and permits the reader to be immersed in the perspectives of the study participants, to ensure “the voices, feelings, actions, and meanings of interacting individuals are heard” (Patton, 2002, p. 503). The use of a thick description and direct quotations establishes and makes possible an interpretation of the findings and also supports the trustworthiness of the findings.

The study’s research design triangulated three methods for data collection; (a) single question survey; (b) interviews; and (c) document analysis. The primary purpose of collecting and analysing the data was to furnish evidence to the study’s overarching research question and subsidiary questions. The central concept of the research question is the cross

curriculum content: Aboriginal and Torres Strait Islander histories and cultures, and the planned integration of this content into learning areas. In this study, the perspective of the pre-service teachers was from the point of future planning rather than current practice. Responding to the research question's central concept of integration, the areas of relevance, undergraduate studies, and the school and its environment, informed the narrative of the findings. The structure of this chapter has been organised to identify and focus the findings. Some of the direct quotes include the acronyms ATSHAC (Aboriginal and Torres Strait Islander Histories and Cultures) or ATSI (Aboriginal and Torres Strait Islander). These acronyms have been left in direct quotes where they have been used by the pre-service teachers.

Pseudonyms were allocated to the pre-service teachers who participated in the interviews. These Pseudonyms are listed in Table 4 - Table of pseudonyms. Pseudonyms are used in this chapter and Chapter 5-Discussion of Findings, to maintain confidentiality of the interview participants. Pseudonyms also support the qualitative methodology used in this study by communicating the pre-service teachers' voices whilst maintaining the human element. Pseudonyms were not allocated to the pre-service teachers who participated in the single question survey as their responses were already anonymous. Discussion of the findings, including interpretation and reflection of the findings, with reference to the existing literature will be detailed in Chapter 5-Discussion of Findings.

Preparing to Integrate: Establishing Responsibility

The categories that emerged from the data analysis were; purpose, knowledge, and relevance. I discovered that the question of responsibility was common between these categories. The category Purpose was defined by '*why do you integrate?*' The pre-service teachers acknowledged a responsibility to integrate Aboriginal and Torres Strait Islander

histories and cultures into their learning areas but considered the application of purpose by asking themselves, why do you integrate? In this category the pre-service teachers drew on experiences from their past, including their own schooling, and the present, particularly their undergraduate studies to address purpose to the future planning. It emerged that pre-service teachers' perceive that Aboriginal and Torres Strait Islander students were the primary reason to integrate the content and the recipients of any benefit attached to the planned integration of Aboriginal and Torres Strait Islanders histories and cultures content into learning areas. The presence of Aboriginal and Torres Strait Islander students in the classroom, and in the school, would guide pre-service teachers planning.

The category Knowledge was defined by '*What needs to be integrated?*' This category revealed pre-service teachers' perception towards being prepared, their content knowledge, and factors that would influence their decisions about what content to integrate. Pre-service teachers do not perceive that they are prepared to plan the integration of the content but have designated responsibility for determining what needs to be integrated to the school where they will be beginning teachers, to their learning areas, and to the population of Aboriginal and Torres Strait Islander students in their classroom. The school, the learning areas and the presence of Aboriginal and Torres Strait Islander students would guide pre-service teachers' planning.

The category Relevance was defined by, '*When do you integrate?*' This category addressed the responsibility of pre-service teachers to decide when to integrate the content into their learning areas. This category included factors that represented the pre-service teachers' perception of relevance about planning and how these factors influenced choices about when the content would be integrated. In this category the pre-service teacher drew on personal experiences, past and present as well as drawing on knowledge learnt during their undergraduate studies. It emerged that the learning area, the presence of Aboriginal and

Torres Strait Islander students and the leadership of the school would influence the pre-service teacher perceptions about the relevance of the content and guide them when to integrate it into their learning areas.

Addressing the study's overall question about the perception of secondary pre-service teachers to the planned integration of the Australian Curriculum's cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures into their learning areas, the common theme that emerged across all categories was that pre-service teachers perceive that the presence of Aboriginal and Torres Strait Islander students within their classroom was a key factor to planning. Other significant factors to their planning were the learning area and the school where they would work as beginning teachers. These findings are now explored in greater depth. I explore the themes that emerged from the data analysis as they respond to the three subsidiary research questions. The subsidiary questions considered how the perception of relevance, the role of the school and students, and the knowledge, and skills learned during undergraduate studies will influence pre-service teaching planning.

The Perception of Relevance

Responding to the study's first subsidiary question: How will their perception of relevance influence planning? The findings showed that pre-service teachers considered Aboriginal and Torres Strait Islander students the primary beneficiary of the cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures. The perception of relevance was guided by the understanding that the presence of Aboriginal and Torres Strait Islander students was the primary consideration when planning for the integration of this content. Almost half of the responses to the single question online survey directly or indirectly mentioned Aboriginal and Torres Strait Islander students when replying to the question: What are your first thoughts, when you think about how you plan to integrate

Aboriginal and Torres Strait Islander Histories and Cultures into your classroom? The single question survey included the following:

- Have a diverse range of teaching strategies that make it relevant to all student (sic) not just ATSI people. (Respondent #8, 16 April 2014)
- I don't feel I would have a problem accommodating students from Aboriginal, Torres Strait Islander or other backgrounds into my classroom. (Respondent #10, 26 April 2014)
- It may be more relevant for ATSI students. (Respondent #5, 14 April 2014)

The population of Aboriginal and Torres Strait Islander students in their classroom was a key consideration to both planning and relevance. On the issue of integrating the content, Macgyver commented that, "I feel like it will only influence my planning if there are Aboriginal and Torres Strait Islanders in my classroom". Sara expressed the view that "if I end up in a school that has a very large percentage of Aboriginal and Torres Strait Islander students, I would make ATSHAC a real priority, a very high priority, however in a class with a very low percentage or even no percentage, it would still be a priority but it would be a lower priority", Pilskin questioned the relevance of integrating the content, remarking "If I don't have any Indigenous students...ATSHAC, why, why do I have to do it, I have not been prepared to include that". Alice expressed the view that "Some ATSHAC knowledge is far more relevant to ATSI students" and that she perceived that before planning to integrate the content, that "talking and communicating with your school to find out where they stand, do they have a lot of ATSI student" was imperative. The perceived role of schools in guiding pre-service teachers to establish relevance, in their planning, consistently emerged from the data during analysis. Pre-service teachers expect direction to assist with planning will be

given by the schools where they will work as beginning teachers. This direction pre-service teachers perceive, will be based on the school's location, existing policies, and procedures, and the Aboriginal and Torres Strait Islander student population in the school, and the surrounding community.

The perception of relevance to planning extended not only to whether to integrate the content, but also what content would be integrated and the mode of delivery. The importance of planning to incorporate into their learning areas physical or hands on activities, or art, or music was expressed by many of the pre-service teachers. Sara suggested that, "if I had Aboriginal or Torres Strait Islander students...it would be really, really good to integrate...areas of music...because it is more relevant to these students". This aspect of planning exposed the apprehension attached to the planning by pre-service teachers. Negative feelings identified during the data analysis towards planning centred primarily on frustration about a lack of knowledge, or perceived inability, to implement the content correctly. As exemplified by Jon:

I think we have to be very, very careful about teaching it, that we teach it sensitively, that we teach it appropriately and that we teach it factually so that we get everything right without offending...Aboriginal and Torres Strait Islander students in the class...and without compromising the ethos and mission of the school (Jon, 19 May 2014)

One of the methods suggested by pre-service teachers to address this apprehension, and to enhance the aspect of relevance to their planning, was to invite speakers from outside the school to speak about the content. Macgyver stated that "Outside speakers... will alleviate a lot of stress of making sure I have the content right". Charlie expressed her concern about teaching the content accurately based on her own ethnicity: "I am not of

Aboriginal or Torres Strait Islander decent...they may be offended if I get something wrong”.

Alice highlighted the issue of knowledge, “if I get in like an Aboriginal elder they’ll know about it, they’ll be able to bring things in and make the learning real and interesting”.

The significance of the learning areas also emerged as another common theme in the perception to relevance by pre-service teachers to planning to integrate the content.

Particularly, when pre-service teachers considered what content to integrate and when to integrate. Pre-service teachers who participated in the interviews were asked their understanding of and to identify their learning areas at the commencement of the interview.

The following learning areas were disclosed; (a) History; (b) Religion; (c) Legal Studies; (d) Music; (e) Art; (f) Business Studies; (g) Geography; and (h) Mathematics. “I haven’t thought about integrating it into mathematics” was the view expressed by Respondent #3 (14 April 2014), during the collection of the first data for this study. Pre-service teachers perceive that the integration of Aboriginal and Torres Strait Islander histories and cultures content is relevant to some learning areas but not others. Emma said that, “the information or knowledge of ATSHAC is more relevant...to subjects that relate to history and culture rather than...foundational knowledge”. Lilly proposed that, “you’re not going to be able to do it for maths, I don’t think, it would be very hard for maths...food tech would be easier”. A view that was shared by Alice, “Aboriginal histories in maths, I can’t really see how... that might happen, whereas with history I can”.

The role of the learning area in the perception of relevance and its influence on pre-service teachers’ planning can be summarised by Taylor’s position, “if it’s relevant put it in, and if it’s not relevant don’t put it in”. The findings from the data analysis also revealed a link between the pre-service teachers’ knowledge and their perception of relevance particularly in relation to the learning areas. A greater understanding of the content revealed a corresponding greater confidence to integrate the content into different learning areas.

Although Taylor struggled to see how the content would apply to his learning area he acknowledged the advantage of knowledge “because once you understand it, it’s much easier to put it in, because you have the knowledge, you start looking for places to put it in”. The school, its community and the location featured often in the findings. The pre-service teachers’ perceptions about the role of the school, and students to their planning, will now be detailed responding to the second subsidiary research.

The Role of Schools and Students

Responding to the study’s second subsidiary research question: What role do they perceive the school and students will have on their planning? The findings revealed an expectation by pre-service teachers that instruction and modelling to assist with planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures would be provided by the school where they work as a beginning teacher. This expectation of direction from the school was linked in the findings to the perceived lack of knowledge; a sense of being unprepared; and that as beginning teachers they would naturally submit to the existing practices and trends of the school. “So the school...whatever...policies and procedures they have for integrating this ATSHAC as such...I will do that as well” expressed Macgyver when asked about the role of the school when planning for the integration of the content.

The issue of responsibility featured prominently in the findings that addressed this subsidiary research question. The need to be told what to integrate and how much to integrate of the content into their classrooms was raised by many of the participants including Emma, “ultimately teachers are responsible for incorporating it but someone needs to say; this person is who you talk to about how heavily you do that”. The findings also revealed that pre-service teachers frequently applied this responsibility to the school leaders and also

existing practice. The principal's role as the leader of the school was acknowledged for the influence he or she could demonstrate in this area. Pilskin remarked "it could be like he might not even really care too much for it and just overlook it and you'll overlook it". This possible lack of instruction or focus on the content was also raised as a concern by a few of pre-service teachers including Abby who asked "who do I go to? To get ideas, to integrate it into the curriculum: If it doesn't seem to be already done?" The findings overall, however, showed that most of the pre-service teachers shared the same perception as Taylor in that, "if the school is saying we want emphasis on this, then I'm going to put more emphasis into learning it and understanding it and doing the research to put it in".

The school's location and its community, as well as the student population, also emerged as defining influences on pre-service teachers planning. When asked how the student population may influence her planning, Charlie said "the focus of the population I suppose: they may sort of shy away from it because they don't really want to know about it". Emma reflected that "I understand that everyone needs to have a basic level of understanding of ATSHAC but I think some geographical areas in Australia will find more relevance to students in prioritising different cultures rather than ATSHAC". This quote supports the study findings that pre-service teachers perceive that the Aboriginal and Torres Strait Islander histories and cultures content is aimed to Aboriginal and Torres Strait Islander students. The absence of Aboriginal and Torres Strait Islander students at the school, or the presence of another significant culture will influence pre-service teachers' planning as exemplified by Emma who declared that, "focussing on their (other students) cultures is also a priority".

The direction of the school in the planning process was not only expected but the findings suggest that the pre-service teachers' naturally assumed that they would follow the instruction or trend of the school as beginning teachers. Reflecting on their undergraduate studies the pre-service teachers discussed at length the effect of their studies and tertiary

experiences on their planning, particularly in relation to knowledge gained and how the experiences had prepared them. This data informed the findings that addressed the study's third subsidiary research question.

The Undergraduate Experience

Responding to the study's third subsidiary question: How do they perceive the knowledge and skills learned during their undergraduate studies have assisted their preparation? Analysis of the data revealed that the pre-service teachers recalled and reflected on numerous experiences during their undergraduate studies, both positive and negative, that they perceive will influence future planning to integrate, Aboriginal and Torres Strait Islander histories and cultures content. At findings showed that the overall perception of pre-service teachers was that their undergraduate studies had not prepared them adequately to plan for the integration of the cross-curriculum content: Aboriginal and Torres Strait Islander Histories and Cultures. A view summarised by Charlie who said, "I feel like I don't know enough and therefore for me to incorporate it into my curriculum will be, will be difficult and it won't be to the standard that I would probably like to do it". When reflecting on what to integrate Abby exclaimed: "I need to, I need to find out exactly...what I'm integrating. I don't know". Having grown up with the Aboriginal culture, Lilly suggested that, "I think I am definitely more prepared than most pre-service teachers just because I have grown up with an Aboriginal culture my entire life". However, she also expressed, "it would be a little bit easier, if we are taught more or put more...classes into uni which would help us learn about cross-curriculum".

The pre-service teachers are in their final year of their secondary education degrees, the content of the degrees vary depending on their individual learning area disciplines, however there were mandatory education units of study that they had in common. The

opinion that some knowledge and skills have been acquired during their undergraduate studies to assist with the planning and integration of cross-curriculum content into their learning areas was expressed by a few pre-service teachers including Emma who said, “in my curriculum studies for geography... my lecturer was extremely brilliant at informing us and...equipping us with cross-curricular... subject knowledge”, and Charlie: who explained “we have the skills, yes, but the knowledge, not on Aboriginal and Torres Strait Islander histories and culture”. The perception of inadequate knowledge of Aboriginal and Torres Strait Islander histories and cultures content emerged frequently from the findings. The lack of instruction in this content area was expressed by many pre-service teachers including Emma; “I’ve done eight religious studies units as my major, I haven’t done any ATSHAC units, I’ve done multicultural but that covered Pacific Islander, that covered Indian, that covered a wide variety”; and Charlie, “like you say Aboriginal and Torres Strait Islander histories and cultures to me and...I don’t even know what that is, what is involved within that”; and MacGyver, “we’ve had some experience on how to handle students, how to maybe cater to their cultures, maybe not to offend them, but to teach, no definitely not”. Pilskin added, “I’m not familiar with ATSHAC as a whole so...that’s where I need to improve to be more prepared to integrate this cross- curriculum”.

The findings showed an overall perception by pre-service teachers of inadequate preparation from their undergraduate studies in both content knowledge and planning to integrate the content into their learning areas. However, the findings also showed that pre-service teachers responded to this perception by assuming that there will be leadership from the school in relation to planning. There was also the understanding they could source the information they needed, or instruct someone with more knowledge, to assist with the integration of the content into their learning areas. This view was communicated by the following quote:

I'm not very prepared but I'm not worried about that because once I do land a job and I start planning all my units and stuff that is when I would...deliberately plan for...cross-curriculum content... and I'd do a little bit of extra research...to make sure I'm doing my job properly. (Sara, 27 May 2014)

Included in the list of mandatory units of study for the satisfaction of their degrees, pre-service teachers complete a year-long unit of study specific to each learning area discipline in the speciality of curriculum studies. Due to the long list that this embodies and insufficient time to analyse the documents, each of the curriculum studies units of study completed by the participants was not identified. Pilskin spoke positively about the curriculum studies unit of study he completed commenting that, "in my curriculum studies we were given...some direction on how to cover Australian music in Indigenous studies" in contrast, Taylor remarked that "it was not covered...in curriculum studies, either one", a similar view was expressed by Charlie: "we've have had two curriculum studies and the only thing that we were told was that we must incorporate...literacy and numeracy...there wasn't even the slightest thing that was touched on about the cross-curriculum content...ATSHAC". Alice suggests that more could be done in the curriculum classes:

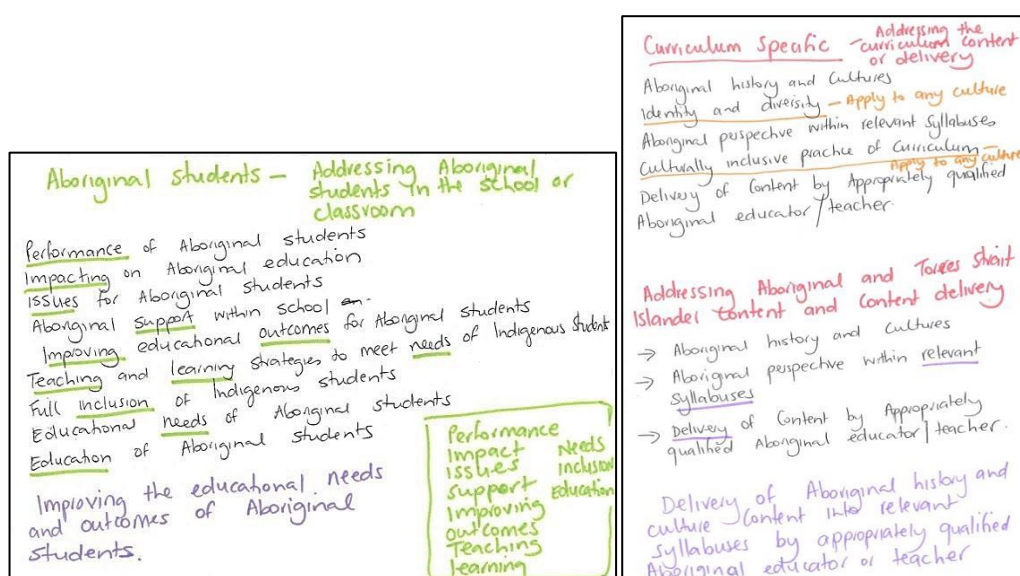
I wasn't exactly taught how to do it...only that you must include this but you need to go and figure it out yourself how you are going to include it, whereas I think It would be good if there... was time dedicated to...how you can...integrate it. (Alice 19 May 2014)

EDUC29500- Multicultural Education and Indigenous Studies, was identified as another mandatory unit of study that pre-service teachers must complete to satisfy the requirements of their degree. All of the pre-service teachers who participated in the

interviews named this unit of study and nominated how they perceived the content had assisted or had not assisted them in the context of planning to integrate Aboriginal and Torres Strait Islander histories and cultures content into their learning areas. Close analysis of the interview data from the pre-service teachers' discussion on EDUC29500-Multicultural Education and Indigenous Studies, revealed a perception that insufficient instruction and time was devoted to Aboriginal and Torres Strait histories and cultures content in this unit of study. The focus of the unit of study was Aboriginal and Torres Strait Islander education not Aboriginal and Torres Strait Islander studies. When asked what the content covered in EDUC29500-Multicultural and Indigenous Studies, Charlie stated, 'It was just about Indigenous Australians in Australia and how they are...mistreated, that was it, it wasn't about integrating the content', a view that agreed with Pilskin's description, " what we studied in multicultural... we learnt about how to teach Indigenous students".

The findings that emerged from the analysis of EDCU29500-Multicultural Education and Indigenous studies were that the unit of study had two central focuses: curriculum delivery and Aboriginal students see Figure 23- Key focus areas of EDUC29500-Multicultural Education and Indigenous Studies.

Figure 23- Key focus areas of EDUC29500- Multicultural and Indigenous Studies



Further an analysis of the words and frequency of words used in the document identified another focus of the unit of study was to provide strategies, and approaches, for the management of cultural diversity in the classroom, and for managing issues arising from multicultural classrooms. The findings from the document analysis summarised expected learning outcomes for EDUC29500- Multicultural Education and Indigenous Studies as follows:

- Meeting the needs of Aboriginal students in the school and classroom.
- Diversity and differences in the classroom and strategies to teaching in a multicultural classroom and the various issues that arise.
- Integrating Aboriginal histories and cultures content into relevant syllabuses by an appropriately qualified Aboriginal educator or teacher.

An analysis of the interview participants' comments about this unit of study included categorising their responses into four areas; (a) purpose; (b) content; (c) positive feelings; and (d) negative feelings. As illustrated in Figure 24- Interview participants' responses. The unit of study was viewed by participants in both a positive and a negative light, not negative in the attitude towards the content. Negative in respect of how the unit of study had failed to prepare them for the planned integration of, Aboriginal and Torres Strait Islander Histories and Cultures, into their learning areas.

Figure 24- Interview participants' responses

Positive I tried to pay attention as best as I could Positive learning experience in helping us prepare experience + opportunity to hear of it that was a helpful thing	Negative A lot of the class sat there and Zoned out during the video. don't really remember much. It wasn't quite enough I can't remember much of it. It doesn't necessarily give us that history or understanding. People's comments, I feel like it wasn't a safe sort of environment
Content Sub part of a wider Cultural Studies Class. It wasn't all on Aboriginal + Torres Strait Islanders Covered Multicultural. It didn't just focus on content It wasn't quite enough we should be looking at depth in the Aboriginal culture + the Torres Strait Islanders How to deal with different cultures weren't learning about Indigenous Culture	Purpose How to help children from multicultural and Aboriginal and Torres Strait Islander backgrounds in the classroom How to deal with different cultures. It was more like a history lesson. It was just about Indigenous Australians within Australia and how they are being mistreated, it wasn't about integrating the content multicultural studies is more about teaching people from other cultures where we learnt about how to teach Indigenous

The pre-service teachers perceived that the Aboriginal and Torres Strait Islander content was only a small part of the unit of study. The pre-service teachers considered that this unit of study was designed to prepare them to meet the needs of a multicultural classroom and to engage with students from different cultures. The findings suggest that pre-service teachers perceive that another purpose of the unit of study was to promote an approach of inclusivity in their classroom and how to deliver content in a manner that did not offend as a result of cultural differences. The findings did support an overall positive view of the unit of study particularly as it was perceived to have advanced their knowledge about teaching Aboriginal and Torres Strait Islander students. These findings further support the overall perception by pre-service teachers that the cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures is primarily for the benefit of Aboriginal and Torres Strait Islander students.

Conclusion

Multiple collection methods as well as multiple data analysis techniques were used to support the credibility, authenticity, and trustworthiness of the findings. Responding to the overall research question and the three subsidiary questions, this chapter has outlined the findings that emerged from the rigorous analysis of the data. In this chapter the findings addressed the perception of pre-service teachers about the implementation of the cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures into their learning areas. Through analysis the data collected was identified into the categories of purpose, relevance and knowledge, these categories facilitated the emergent of themes that directly responded to the research questions. An interpretation and discussion of the findings in the context of the existing literature is outlined in Chapter 5-Discussion of Findings.

Chapter 5-Discussion of Findings

The findings responding to the aim of the study and the following overarching research question and sub questions were outlined in Chapter 4-Research Findings:

What are the perceptions of pre-service teachers about planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islanders histories and cultures, into their learning areas?

- How will their perception of relevance influence their planning?
- What role do they perceive the school and students will have on their planning?
- How do they perceive the knowledge and skills learned during their undergraduate studies has assisted their preparation?

The central concept of the research question is the integration of the Australian Curriculum's cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures into learning areas from the perspective of final year secondary pre-service teachers at Avondale College of Higher Education. The pre-service teachers' perspective is from the point of future planning, with the exception of any pre-service teachers who had experience in this area during practicum teaching. In this chapter I will present an interpretation and discussion of the findings with reference to existing literature. The chapter closes with a personal reflection about the findings as a foreword to Chapter 6-Conclusion.

From Pre-Service Teacher to Beginning Teacher

Presently in the final year of their education degree, the pre-service teachers will soon be seeking employment as beginning teachers. Assuming the role and responsibilities that being a beginning teacher entails, including effecting the Australian Curriculum (Australian Curriculum Assessment and Reporting Authority, 2013b). This includes implementing three

cross-curriculum content areas that have been identified as priorities within the Curriculum. Aboriginal and Torres Strait Islanders histories and cultures is one of these cross-curriculum areas and was also the focus of this study (Australian Curriculum Assessment and Reporting Authority, 2013a). On the whole the pre-service teachers did not express a negative view about the cross-curriculum content: Aboriginal and Torres Strait Islander histories and culture, or to integrating the content into their learning areas. There was however apprehension arising from their perception of having inadequate content knowledge, and from an expressed lack of confidence about what, and how much of the content needed be integrated into their learning area.

The pre-service teachers perceived that establishing the population of Aboriginal and Torres Strait Islander students, in the classroom, and in the school, where they work as beginning teachers was imperative to their planning for the integration of this cross-curriculum content. The understanding that relevance to the content principally applies to and benefits Aboriginal and Torres Strait Islander students suggests that pre-service teachers fail to differentiate between Aboriginal and Torres Strait Islander education, and Aboriginal and Torres Strait Islander studies. This aligns with findings by Hart et al. (2012) and Sheridan (2013) that the failure of individuals to differentiate between Aboriginal and Torres Strait Islander studies and Aboriginal and Torres Strait Islander education typically results in Aboriginal and Torres Strait Islander studies being framed as beneficial only for Aboriginal and Torres Strait Islander students, and for teachers that consistently worked with Aboriginal and Torres Strait Islander students. Sheridan (2013), proposed that this failure to differentiate could be a source of planning conflict and weak content integration for pre-service teachers. The findings in this study offer support to this stance by Sheridan. In that the findings in this study suggest that this perspective would influence pre-service teachers when they a planning what and when to integrate the content into their learning areas.

In the absence of Aboriginal and Torres Strait Islander students in their classrooms, pre-service teachers perceived that the content could even possibly be excluded from their learning areas. The reason for the differentiation by pre-service teachers between Aboriginal and Torres Strait Islander education and Aboriginal and Torres Strait Islander studies was not explored due to the time constraints placed on the study. However, the high degree that pre-service teachers framed the content as beneficial for Aboriginal and Torres Strait Islander students is an important finding in this study.

The perception by pre-service teachers that they have received insufficient instruction during their undergraduate studies in the content area: suggests a possible credible reason for the failure to differentiate between Aboriginal and Torres Strait Islander education, and Aboriginal and Torres Strait Islander studies. As the interview with Pilskin, one of the pre-service teachers in the study was concluding and he was asked if there were any questions that should be asked of him. He reflected on a shifting of his perspective to the purpose of the integration of Aboriginal and Torres Strait Islander histories and cultures into the classroom:

AB: Now thinking back over the interview are there any questions that you think that I should ask you or other interviewees about this topic?

Pilskin: I don't think so, cause I think I understand (now) that it's more about integrating ATSHAC than teaching Indigenous students... your understanding their culture but your (also) teaching the understanding to students that are not Indigenous

The findings that the pre-service teachers perceived that they had insufficient knowledge to integrate the content into their learning areas was expected given similar findings by Craven (2005), Heywood et al. (2012), and Martin et al. (2006). In so much as this study has

supported existing literature in this area, more research needs to be done to fully understand why this position persists among pre-service teachers. Hart et al. (2012) suggested that as a consequence of this insufficient knowledge that teachers are left to “figure it out”(p. 719). A perception expressed by the majority of the pre-service teachers including Charlie who remarked “So I think I...need to know more about it in order to help me plan for it...if you don’t know anything about it, then how can you plan for it?. You’re just winging it”.

The perception of insufficient knowledge together with the perception that the content was primarily for the benefit of Aboriginal and Torres Strait Islander students highlights another important finding of this study. Pre-service teachers perceived that they lacked the ability to teach the content correctly and were concerned about offending Aboriginal and Torres Strait Islander students in their classroom by delivering the content improperly or insensitively. The findings also suggest that the pre-service teachers concern about offending Aboriginal and Torres Strait Islander students, was based not only on the perception of having inadequate content knowledge, but also on the perception that the content is best taught by an individual who identifies as an Aboriginal or Torres strait Islander. This finding potentially expands existing knowledge in this pedagogical area as the literature explored during this study had not previously shown this to be a source of planning conflict or weak content integration.

The Influence of Undergraduate Studies

Inviting Aboriginal elders or persons of Aboriginal identity to teach the content was suggested to address the perceived lack of ability by pre-service teachers to deliver the content. The pre-service teachers also perceived that teachers of Aboriginal and Torres Strait Islander identity would be better suited to teach the content. A possible explanation for the pre-service teachers’ orientation to attaching relevance of the content to Aboriginal and

Torres Strait Islander students, and engaging persons of Aboriginal or Torres Strait identity to teach the content, could be linked to the instruction received during their undergraduate studies. Previous studies have highlighted the significance of undergraduate studies in preparing teachers to work in the teaching profession, and also found these experiences influence planning in areas such as curriculum delivery, and content integration (Butler-Mader et al., 2006; Ferfolja, 2008; Vickers, 2012).

The pre-service teachers generally perceived that they did not receive adequate instruction during their undergraduate studies; in respect to knowledge; delivery; and integration of Aboriginal and Torres Strait Islander Histories and Cultures content into their learning areas. Pre-service teachers with a humanities learning area; or who had taken elective studies in Aboriginal and Torres Strait Islander Histories and Culture, or had taken part in practicum teaching experiences that focussed on some aspect of Aboriginal and Torres Strait Islander studies, expressed perceptions of feeling better prepared at least in relation to the content knowledge. This supports the view of writers Craven et al. (2005) who proposed that teachers who had undertaken instruction in the content during their undergraduate studies are more confident about teaching it effectively compared with teachers who have had none or limited instruction.

Sheridan (2013), Hart et al. (2012), Heywood et al. (2012), and Power and Bradley (2011) all suggested that adequate time should be provided for reasoning, integration, and reflection to facilitate pre-service teachers' ability to integrate Aboriginal and Torres Strait Islander histories and cultures content into their teaching and, subsequently, their students' learning. This finding resonated with the views expressed by the pre-service teachers in this study. As exemplified by the following:

I think perhaps an area that could be used...would be...curriculum studies so that...you are actually given...um...opportunities during curriculum studies to...um...actually look at how you can implement it into your classroom...give the unit some examples. (Alice, 19 May 2014)

It would be a little easier if we are taught more or put more...um...classes into college which do help us learn about cross-curriculum...otherwise we don't really learn that much. (Lilly, 27 May 2014)

Further the writers Sheridan (2013), Hart et al. (2012), and Heywood et al. (2012) found that pre-service teachers perceived that they did not have the time to plan for the integration of the content, and that it was a secondary concern in the terms of curriculum delivery. The findings in this present study supported this position as exemplified by the following:

I've got to cover you know, the curriculum... that I need to while also taking time out of that to look at this cross-curriculum. (Macgyver, 22 May 2014)

The practical methods of incorporating ATSHAC knowledge not as easy...to do, it's yeah...it's not a priority. I don't think people are...spoon fed on how to do it, so unless they have the initiative...it may not be covered as necessarily as what it need to be. (Emma, 22 May 2014)

Most pre-service teachers perceived that the only instruction they received on the topic of Aboriginal and Torres Strait Islander histories and cultures was from the unit of study identified as EDUC29500- Multicultural Education and Indigenous Studies. Offered in the second year of the four year degree, this unit of study represented the only mandatory unit of study addressing the content, Aboriginal and Torres Strait Islander histories and cultures that pre-service teachers had to complete to satisfy degree requirements. Unanimously the

pre-service teachers who participated in this research recalled this unit of study but also stated that they perceived the focus of the unit was multicultural education not Aboriginal and Torres Strait Islander studies. The document that set out the synopsis, content, program, and structure for this unit of study in 2012, which is when most of the pre-service teachers who participated in this study, would have completed this unit of study was analysed. The findings of this document analysis were detailed in Chapter 4-Research Findings. The findings supported the pre-service teachers' view that the primary focus of the content was multiculturalism, inclusivity, and meeting the individual needs of cultural diversity in the classroom, including students who identify as Aboriginal or Torres Strait Islanders.

The Aboriginal and Torres Strait Islander histories and cultures subject matter in the unit of study was found to focus on meeting the educational needs and outcomes of Aboriginal and Torres Strait Islander students. The unit of study also focussed on instruction to assist pre-service teachers to present the subject matter in their classroom in a way that did not offend students, due to cultural differences. This provides a possible explanation for the perception expressed by the pre-service teachers that the primary recipients of benefit for the cross-curriculum content: Aboriginal and Torres Strait Islander Histories and Cultures are Aboriginal and Torres Strait Islander students. Close examination of the EDUC29500-Multicultural Education and Indigenous Studies revealed that included within the context of Indigenous issues in education, a statement specifies, the delivery of the content by an appropriately qualified Aboriginal educator/teacher. This offers another credible reason for the pre-service teachers' strong perception that a person of Aboriginal or Torres Strait Islander identity was better positioned to teach the content.

Further the document states that the Aboriginal perspective within *relevant* syllabuses would be explored. This suggests that the content is not relevant to all syllabuses and this could provide a credible reason why the pre-service teachers in this study perceived that

Aboriginal and Torres Strait Islander histories and cultures content may not be relevant to all learning areas. All of the pre-service teachers who participated in the study struggled to apply relevance to some learning areas, namely mathematics and science. Hart et al. (2012) suggested that Aboriginal and Torres Strait Islander content has been overlooked in tertiary instruction, and that limited time has been allocated to it in mandatory tertiary units of study: A position that the findings of this study give some support. The sense of not being prepared expressed by the pre-service teachers was attached in part by the perception that inadequate time had been spent on this topic and insufficient knowledge had been gained particularly from a mandatory the unit of study, EDUC29500-Multicultural Education and Indigenous Studies.

Despite more research being needed to understand reasons why pre-service teachers frame the content: Aboriginal and Torres Strait Islander histories and cultures primarily beneficial to Aboriginal and Torres Strait Islander students. An analysis of the EDUC29500-Multicultural Education and Indigenous Studies unit of study outline, suggests that the pre-service teachers' perceptions about the integration of the content, particularly in relation to relevance ,and who is a best suited to teach the content, closely reflects the instruction received during their undergraduate studies. This is an important finding as insufficient preparation and insufficient instruction in content is frequently reported in pedagogical studies about pre-service teacher preparation without examining undergraduate studies documents and their contents (Butler-Mader et al., 2006; Hart et al., 2012; Heywood et al., 2012; Power & Bradley, 2011). Possibly future research using methods just as document analysis and observation may expand knowledge in this area.

It was expected given existing literature (Aveling, 2006; Craven, 2011; O'Dowd, 2010) that the findings in this study would include a general resistance from pre-service teachers participating in the study to learning about Aboriginal and Torres Strait Islander

histories and cultures content as part of their undergraduate studies. However, this did not emerge following the analysis of the research data and from close examination of this study's findings. Pre-service teachers in this study displayed no obvious resistance to undertaking studies in Aboriginal and Torres Strait Islander histories and cultures to satisfy requirement of their degree. The understanding for its inclusion was expressed by some of the pre-service teachers like Sara who reflected, "we should be proud of...our Aboriginal and Torres Strait Islander heritage in Australia and students need to learn that and understand that and that can be done through music". However, comments by others including the following by Lilly suggest that resistance among pre-service teachers to learning the content during their undergraduate studies does exist:

I think in multicultural studies we got a bit of direction... but it was...very hard because the class that I went through in multicultural studies it was more an argument on who was right and wrong...so in that aspect I would have preferred to be in a different class than having a class that was filled with...confronting...views and...and people coming out with comments that were inappropriate, like Aboriginal studies should be banned from schools.
(Lilly, 27 May 2014)

When thinking about planning and what content to integrate, the pre-service teachers' thoughts frequently went to the area of music and art and the perception that these areas are more relevant to Aboriginal and Torres Strait Islander students and also representative of their culture. Whether this is due to a lack of knowledge as suggested by O'Dowd (2010) was not established in the study.

The Beginner Teacher: A Mentor?

The findings of this study found that the role of the school, including location and student population was perceived as significant in relation to planning for the integration of Aboriginal and Torres Strait Islander content. Although, of the perception that they are unprepared and perceive a lack of knowledge and ability to integrate the content. The pre-service teachers generally expressed a sense of not being too concerned due to the perception that the school, where they will work, as beginning teachers, will offer leadership, resources and the information that will be needed. Despite more research needed to fully understand this position, this strong reliance on the school may reflect their identity as pre-service teachers, possibly past experiences or just a sense of optimism as beginning teachers.

It is natural for a beginning teacher to seek and also follow instruction from the school in many aspects of transitioning from pre-service teacher to beginning teacher (Hellsten et al., 2009; Hudson, 2010). However the Australian Curriculum as new curricular may be better known to the beginning teacher and as such the beginning teacher may have knowledge that can offer leadership and guidance to both the school and its community. Hellsten et al. (2009) referred to the reverence to a mentor regardless of a mentor's expertise, and how it encouraged conformation to existing practices, and discouraged the implementation of new approaches to teaching and learning. Hudson (2010), proposes that curriculum content learnt by the pre-service teacher but not modelled by a mentor or supported by the school can be overlooked as the pre-service teacher transitions to a beginning teacher. The findings in this study support concerns expressed by Hart et al. (2012) that those empowered to deal with the curriculum and pedagogy at schools could result in pre-service teachers, as beginning teachers overlooking or being selective in relation to the curriculum content they teach.

Reflection and link to Conclusion

The study findings generally supported existing literature however there were areas emerging from the findings and the data collection that warrant further research to possibly expand knowledge in this area of pedagogy. The large amount of data collected in this study was both its strength and its weakness. The data supported a deep analysis to furnish findings to address the research questions, but time constraints placed on this study as a requirement of an undergraduate honours program negated the opportunity to explore deeper the findings that emerged, particularly the important findings:

- Aboriginal and Torres Strait Islander students are the perceived recipients and beneficiaries of the cross-curriculum content.
- An apprehension about teaching the content founded on concerns that content delivered improperly or insensitively may offend Aboriginal and Torres Strait Islander students in the classroom.
- The reverence attached to the school where they will work and the willingness to seek leadership and to conform to existing practices by pre-service teachers.

Chapter 6-Conclusion

This thesis presented a qualitative study that explored the perspectives of final year secondary pre-service teachers at Avondale College of Higher Education for the purpose of advancing knowledge in the field of education by gathering findings to respond to the following research questions:

What are the perceptions of pre-service teachers about planning to integrate the cross-curriculum content: Aboriginal and Torres Strait Islanders histories and cultures, into their learning areas?

- How will their perception of relevance influence their planning?
- What role do they perceive the school and students will have on their planning?
- How do they perceive the knowledge and skills learned during their undergraduate studies have assisted their preparation?

This study was emergent and fundamentally interpretive. Characteristic of the qualitative paradigm, this study was set in a natural setting and used multiple methods to collect and analyse data and respected the humanity of the participants. The selected methodology gave a voice to the study participants whose perceptions were lived experiences unique to every individual. Data collection and data analysis in this study would prove to be a lengthy process that required rigorous documentation and recording to support the credibility of the study. Credibility implies dependability, authenticity and trustworthiness, this was attained through a triangulation of research methods, designed to capture multiple perspectives and by the use of constant comparison during the data analysis.

The central concept of the research questions is the Australian Curriculum's cross curriculum content: Aboriginal and Torres Strait Islander histories and cultures, and the

planned integration of this content into learning areas from the perspective of final year secondary pre-service teachers. In this study the perspective of the pre-service teachers was focussed from the point of future planning rather than current practice. The findings showed that pre-service teachers perceived that Aboriginal and Torres Strait Islander students were the focus of the planned content integration and were also the recipients to any benefit applied to the integration of Aboriginal and Torres Strait Islanders Histories and Cultures content into their learning areas. It was also the perception of pre-service teachers that the presence of Aboriginal and Torres Strait Islander students both in the classroom and in the school would influence their planning. It was also the perception of pre-service teacher that they are not prepared to plan the integration of the cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures primarily due to a lack of content knowledge.

Concern about delivering the content incorrectly or insensitively and offending Aboriginal and Torres Strait Islander students guided pre-service teachers to include Aboriginal elders or individuals who identify as Aboriginal or Torres Strait Islander to teach the content in their planning. Overall the perception of pre-service teachers is that planning to integrate Aboriginal and Torres Strait Islander histories and cultures into their learning areas will be influenced by the school where they will be beginning teachers, and the population of Aboriginal and Torres Strait Islander students in their classroom.

A perceived lack of knowledge, little confidence in delivering the content, and the perception that the content is not relevant to all students, could see the content being overlooked by pre-service teachers as they transition from pre-service teachers to beginning teachers. Pre-service teachers who start as beginning teachers at a school that does not attach importance in this curriculum content, due to an existing culture, policies, procedures or simply due to the attitude of the principal or staff, could through a natural reverence to the school choose not to integrate the content into their learning areas. Deeper instruction during

undergraduate studies with a goal of increasing content knowledge and strategies to integrate the content could encourage pre-service teacher not to simply submit and conform to existing school practices, but have the confidence to implement the cross-curriculum into their learning area.

Future Research Possibilities

The findings of the study generally supported existing literature in the area of education, particularly cross-curriculum integration. However ideas for further research did emerge from the study. The perception that the cross-curriculum content: Aboriginal and Torres Strait Islander histories and cultures is primarily for the benefit of Aboriginal and Torres Strait Islander students is an area that warrants further research. The findings of this study supports that this may be linked to pre-service teacher perceptions that undergraduate studies focus on Aboriginal and Torres Strait Islander education and not Aboriginal and Torres Strait Islander studies. Although the pre-service teachers perceived they were unprepared by their undergraduate studies to integrate the content. The findings revealed that their perceptions about planning the integration of the cross-curriculum content were actually closely linked to the knowledge that the mandatory unit of study covering Aboriginal and Torres Strait Islander histories and cultures prescribed.

The transition from pre-service teacher to beginning teacher involves a certain amount of reverence to the school where the beginning teacher is working. To what extent however will this reverence influence beginning teachers as they implement the Australian Curriculum and its content including the three cross-curriculum priorities? The pre-service teachers perceived the role of the school as significant as they considered the future planning for this content integration. Therefore exploring the first year of a beginning teacher implementing

the Australian Curriculum is an opportunity for further research to expand knowledge in this area.

Transferability

This study does not claim to generalise the findings to the population of pre-service teachers based on such a small sample. The purpose of qualitative research is not to seek generalisations but rather to relate in some systematic manner the findings to the topic or phenomena that is the focus of the study to extend the existing knowledge by introducing new information, extending existing information or simply affirming existing knowledge (King & Horrocks, 2010; Patton, 2002).

Study Limitations

The study generated a lot of data which was both the strength and the weakness of the study. The amount of data supported the trustworthiness of the study. The triangulation of multiple search methods and the thick description supported the authenticity of the findings. However insufficient time prohibited further investigation on ideas that emerged from the data collected and also from the analysis.

Unless a study is narrowly construed it is not possible to study all relevant circumstances, events or people intensively in depth (Marshall & Rossman, 2006). This study was limited to a small sample of pre-service teachers from one private tertiary institution. To further generalise these findings future studies using a broader population is needed.

Recommendations for Practice and Concluding Comments

The significance of this research study is in its timeliness and the contemporary nature of the subject matter. The findings may be interpreted by pre-service teachers or teacher educators to ascertain possible application to their setting and to their understanding of the incorporation of the priorities into learning areas as outlined by the Australian Curriculum, Assessment and Reporting Authority (Australian Curriculum Assessment and Reporting Authority, 2013a). Personal and professional reflection was expressed by pre-service teachers through the data collection and full access to the study's findings may enhance further their own understanding of the cross-curriculum priorities and how they plan to integrate them into their teaching. Other education stakeholders may gain some benefit from applying the findings of the study to their own setting.

The pre-service teachers perceived that establishing the population of Aboriginal and Torres Strait Islander students both in the classroom and in the school where they work as beginning teachers was imperative to their planning for the integration of this cross-curriculum content. The understanding that relevance to the content principally targets and benefits Aboriginal and Torres Strait Islander students suggests a perception that the content focus is Aboriginal and Torres Strait Islander education and not Aboriginal and Torres Strait Islander studies.

The importance of teacher education resounded with me as I personally reflected on this study, in particular the findings and considered the voice of Aveling (2012b): "If teacher education faculties do not prepare students then we cannot expect teachers to teach Indigenous studies" (p. 111). The opportunity to give a voice to the study participants was the primary reason for the choice of the qualitative paradigm. Their voices have added to the existing knowledge in the area of education and also presented opportunities for further research. I am grateful for the volunteers whose contribution enriched the study and

ultimately bought this research project to the pages of this report. It is trusted that in providing a vessel for their voices to be heard that this area of pedagogical knowledge will grow and ultimately benefit in some way the profession and its stakeholders.

Because once you understand it, it's much easier to put it in, because you have the knowledge, you start looking for places to put it in. (Taylor, 29 May 2014)

If you are not given the information, so if you don't have the knowledge, how are you going to put that into your classroom? (Charlie, 20 May 2014)

References

- Australian Curriculum Assessment and Reporting Authority. (2013a). Cross-Curriculum Priorities. from www.acara.edu.au/curriculum/cross_curriculum_priorities.html
- Australian Curriculum Assessment and Reporting Authority. (2013b). Welcome to ACARA. from <http://www.acara.edu.au/default.asp>
- Aveling, N. (2006). "Hacking at our very roots": rearticulating white racial identity within the context of teacher education. *Race, ethnicity and education*, 9(3), 261-274.
- Aveling, N. (2012a). 'Don't talk about what you don't know': on (not) conducting research within Indigenous contexts. *Critical Studies in Education*, 1-12. doi: 10.1080/17508487.2012.724021
- Aveling, N. (2012b). Indigenous studies: A matter of social justice; a matter of urgency. *Diaspora, indigenous and minority education*, 6(2).
- Bell, J. (2010). *Doing your research project* (5th ed.). New York, NY: Open University Press.
- Berwick, C. (2005). The review of aboriginal education. *Scan*, 24(2).
- Brown, G. (2006). Conceptions of curriculum: a framework for understanding New Zealand's curriculum framework and teachers' opinions. *Curriculum Matters*, 2, 164(118).
- Butler-Mader, C., Allen, J., & Campbell, J. (2006). Partnerships in action: What's in it for us? *International Journal of Pedagogies & Learning*, 2(1), 6-21.
- Carlson, J. (2010). Avoiding traps in member checking. *The Qualitative Report*, 15(5), 1102-1113.
- Cheng, M., Chan, K., Tang, S., & Cheng. (2009). Pre-service teacher education students' epistemological beliefs and their conceptions of teaching. *Teaching and Teacher Education*, 25(2), 319-327. doi: <http://dx.doi.org/10.1016/j.tate.2008.09.018>
- Cole, B. M., & Salimath, M. S. (2013). Diversity identity management: An organizational perspective. *Journal of Business Ethics*, 116(1), 151-161. doi: <http://dx.doi.org/10.1007/s10551-012-1466-4>
- Cook, T. (1978). School based curriculum development in aboriginal studies. *Aboriginal child at school*, 6(1).
- Craven, R. (2005). Closing the gap. *Teacher: The National Education Magazine*(December), 25.

- Craven, R. (Ed.). (2011). *Teaching aboriginal studies* (2nd ed.). Crows Nest, Australia: Allen & Unwin.
- Craven, R., Halse, C., Marsh, H. W., Mooney, J., & Wilson-Miller, J. (2005). *Teaching the teachers mandatory aboriginal studies*. Canberra, ACT: Department of Education Science and Training, Commonwealth of Australia.
- Cresswell, J. (2009). *Research design* (3rd ed.). Thousand Oaks, California: Sage Publications.
- Cresswell, J. (2013). *Qualitative inquiry and research design* (3rd ed.). Thousand Oaks, California: Sage Publications Inc.
- Denzin, N., & Lincoln, Y. (Eds.). (2011). *The sage handbook of qualitative research* (4th ed.). California: Sage Publications.
- Fajet, W., Bello, M., Leftwich, S., Mesler, J., & Shaver, A. (2005). Pre-service teachers' perceptions in beginning education classes. *Teaching and Teacher Education*, 21(6), 717-727. doi: <http://dx.doi.org/10.1016/j.tate.2005.05.002>
- Ferfolja, T. (2008). Making the transition into the first year of teaching: lessons from the classmates initiative. *Australian Journal of Education*, 52(3), 242-256.
- Gibson, W. J., & Brown, A. (2009). *Working with qualitative Data*
doi:10.4135/9780857029041
- Gilbert, R. (2011). Can history succeed at school? Problems of knowledge in the Australian history curriculum. *Australian Journal of Education*, 55(3), 245-258.
- Harrison, N. (2011). *Teaching and learning in aboriginal education (2nd Ed.)*. South Melbourne, Victoria: Oxford University Press.
- Hart, V., Whatman, S., McLaughlin, J., & Sharma-Brymer, V. (2012). Pre-service teachers' pedagogical relationships and experiences of embedding indigenous Australian knowledge in teaching practicum. *Compare: A Journal of Comparative and International Education*, 42(5), 703-723. doi: 10.1080/03057925.2012.706480
- Hellsten, L., Prytuala, M., Ebanks, A., & Lai, H. (2009). Teacher induction: Exploring beginning teacher mentorship. *Canadian Journal of Education*, 32(4), 703-733.
- Heywood, D., Parker, J., & Jolley, N. (2012). Pre-service teachers' shifting perceptions of cross-curricular practice: The impact of school experience in mediating professional insight. *International Journal of Educational Research*, 55, 89-99.
- Hobson, A. (2009). On being bottom of the pecking order: beginner teachers' perceptions and experiences of support. *Teacher Development: An International Journal of teachers' professional development*, 13(4).

- Hudson, P. (2010). Mentors report on thier own mentoring practices. *Australian Journal of Teacher Education*, 35(7), 30-42.
- Jackson, C., & Taylor, G. (2007). *Demystifying research*. Rotterdam, Netherlands: Sense Publishers.
- Kincheloe, J., & Berry, K. (2004). *Rigour and complexity in educational research: Conceptualizing the bricolage*. London, UK: Open University Press.
- King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. Thousand Oaks, California: Sage Publications.
- Lejeune, M. (2011). Tacit knowledge: revisiting the epistemology of knowledge. *McGill Journal of Education*, 46(1).
- Lincoln, Y., & Guba, E. (1985). *Naturalistic Inquiry: The paradigm revolution*. London: SAGE.
- Marshall, C., & Rossman, G. (2006). *Designing qualitative research*. California: Sage Publications Ltd.
- Martin, A., Mata, T., & Costa, C. (2006). Education for sustainability: challenges and trends. *Clean Technologies and Environmental Policy*, 8(1), 31-37.
- Maykut, P., & Morhouse, R. (2001). *Beginning qualitative research - A philosophic and practical guide*. London, UK: RoutledgeFalmer.
- MCEETYA. (2008). Melbourne Declaration on Educational Goals for Young Australians. http://www.mceecdya.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf.
- Melnick, S., & Meister, D. (2008). A comparison of beginning and experienced teachers' concerns. *Educational Research Quarterly*, 31(3), 39-56.
- Miles, M., & Huberman, A. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, California: Sage Publications.
- Neuman, W. (2011). *Social research methods* (7th ed.). Boston, MA: Allyn & Bacon.
- O'Dowd, M. (2010). 'Ethical positioning' a strategy in overcoming student resistance and fostering engagement in teaching aboriginal history as a compulsory subject to pre-service primary education students. *Education in Rural Australia*, 20(1), 29(14).
- Patton, M. (2002). *Qualitative research & evaluation methods* (3rd ed.). California: Sage Publications.
- Peredaryenko, M., & Krauss, S. (2013). Calibrating the human instrument: Understanding the interviewing experience of novice qualitative researchers. *The Qualitative Report*, 18(43), 1-17.

- Power, A., & Bradley, M. (2011). Teachers make a difference to the study of aboriginal music in NSW. *Australian Journal of Music Education*(2), 22-29.
- Robbins, S., Judge, T., Millett, B., & Waters-Marsh, T. (2008). *Organisational behaviour* (5 ed.). Sydney, NSW: Pearson Education Australia.
- Roberson, S., & Roberson, R. (2009). The role and practice of the principal in developing novice first-year teachers. *The Clearing House*, 82(3), 113-118.
- Robson, C. (2011). *Real world research* (3rd ed.). West Sussex, U.K: A John Wiley and Sons, Ltd.
- Sheridan, L. (2013). Changes in pre-service teachers' perceptions of teacher qualities: Development from egocentric to student centric. *Australian Journal of Teacher Education*, 38(9).
- Spangler, S., & Fink, L. (2013). With a little help from their friends: Making the transition from student to teacher. *English Journal*, 102(3), 87-92.
- Stanton, S., & Gonzalez, G. (2011). Students find their place in history: using theatre to expand pre-service teachers' multicultural awareness. *Multicultural Education*, 18(4), 46-52.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park, California: Sage Publications.
- Thomas, G. (2009). *How to do your research project*. Thousand Oaks, California: Sage Publications Ltd.
- Vickers, M. H. (2012). "For the crime of being different". *Employee Responsibilities and Rights Journal*, 24(3), 177-195. doi: <http://dx.doi.org/10.1007/s10672-011-9186-y>
- Wane, N. (2003). Anti-racism in teacher education: rethinking our practice. *Orbit*, 33(3).
- White, E. (2011). Working towards explicit modelling: experiences of a new teacher educator. *Professional Development in Education*, 37(4).
- Zembylas, M. (2011). Pedagogies of strategic empathy: navigating through the emotional complexities of anti-racism in higher education. *Teaching in Higher Education*, 17(2), 113-125. doi: 10.1080/13562517.2011.611869

Appendices

Appendix A – Human Research Ethics Approval



Human Research Ethics Committee
 Telephone: 02 4980 2121
 Fax: 02 4980 2117
 Email: research.ethics@avondale.edu.au

27 February 2014

Amanda Bickerdike Wheeler
 383 Mandalong Road
 MANDALONG NSW 2264

Dear Amanda,

Thank you for resubmitting your application for ethical clearance for your project: *Exploring the skills and strategies needed to implement the cross-curriculum priority; Aboriginal and Torres Strait Islander histories into the classroom – a pre-service teacher's perspective*, project number [2013:35].

I am pleased to advise that the Chair of the Avondale Human Research Ethics Committee has granted final approval of your project *Exploring the skills and strategies needed to implement the cross-curriculum priority; Aboriginal and Torres Strait Islander histories into the classroom – a pre-service teacher's perspective*, for the duration of your project until 30 November 2014, project number [2013:35].

These additional standard conditions apply:

1. That you notify the committee of any changes to circumstances or research design, which might require a review of the ethics approval.
2. That you provide an annual interim report of your progress to the committee, and a final report once this project is completed. The first report will be due twelve months from the date you commence the research.

We wish you all the best with this valuable research endeavour.

Sincerely

A/Prof Phil Fitzsimmons *per*
 Chair
 Avondale Human Research Ethics Committee

Appendix B – Information Statement (single question survey)

Information Statement Form

Honours Research Project – 2014 (Education) - ABW



INFORMATION STATEMENT TO RESEARCH PARTICIPANTS

RESEARCH TITLE

A Qualitative inquiry exploring the perspectives of secondary pre-service teachers, towards the integration of the Australian Curriculum's cross curriculum priority, Aboriginal and Torres Strait Islander histories and cultures into their classroom.

RESEARCHER'S NAME

Amanda Bickerdike Wheeler (Supervisor: Associate Professor Maria Northcote)

YOUR INVOLVEMENT IN THE PROJECT

You are invited to participate in a research project that is studying how secondary pre-service teachers propose to integrate cross-curriculum content, specifically Aboriginal and Torres Strait Islander histories and cultures into their classroom. As a research participant you will be asked to respond to two questions via an online questionnaire.

PURPOSE OF THE PROJECT

The purpose of the project is to advance knowledge in the area of pre-service teachers' perceptions of integrating cross-curriculum pedagogy into the classroom.

PARTICIPATION CRITERIA

Participants for this study will be:

- secondary pre-service teachers
- 18 years old or over; and
- in their final year as a pre-service teacher

WHAT PARTICIPATION INVOLVES

Your participation involves responding to an online questionnaire consisting of two questions that is hosted by the **Survey Monkey** website. A link to the questionnaire is listed below.

<https://www.surveymonkey.com/s/MGNQRR6>

POSSIBLE RISKS OR INCONVENIENCES

We are required to notify you of possible risks and inconveniences should you agree to take part in the research.

- No risks are foreseen.

BENEFITS

Participants in this study would benefit by:

- advancing knowledge in the area of cross-curriculum integration
- personal reflection

CONFIDENTIALITY AND DISCLOSURE INFORMATION

Data collected from you during the research project will remain within the confidence of the researcher. The questionnaire which asks for your response to two questions, does not request any information that will identify individual research participants. Data will be kept secure in the office of Associate Professor Maria Northcote, located in the Education building at Avondale College of Higher Education. The data will be kept within a locked filing cabinet and stored for a period of five years after completion of the study.

DISSEMINATION OF RESULTS

Results of the study will be outlined in a thesis prepared as part of an undergraduate honours programme for the principal researcher and also in journal publications. Confidentiality of individual participants is assured. In any publication, information will be provided in such a way that you cannot be identified.

FREEDOM OF CONSENT

Your participation in this study is voluntary and there is no payment to participants for their participation. Please note that you are free to choose not to take part in this research project and you may withdraw at any time without providing a reason. Withdrawing will not disadvantage you.

Any questions about the above information can be obtained by contacting either Maria Northcote or Amanda Bickerdike Wheeler at Avondale College of Higher Education, P.O. Box 19, Cooranbong, NSW, 2265.

Maria Northcote: Phone: (02) 49802307 or email maria.northcote@avondale.edu.au

Amanda Bickerdike Wheeler: Phone: 0408420365 or email

wheelbick@optusnet.com.au

This research project has been approved by the Avondale College Human Research Ethics Committee (HREC). Avondale College of Higher Education requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher, or if an independent person is preferred, to the College's HREC Secretary, Avondale College of Higher Education, P.O. Box 19, Cooranbong, NSW, 2265, phone (02) 4980 2121 or fax (02) 4980 2117 or email: research.ethics@avondale.edu.au

Appendix C –Information Statement; Interview Question Schedule and Consent Form (Interview)

Information Statement; Interview Question Schedule and Consent Form

Honours Research Project – 2014 (Education) - AB



Information Statement; Interview Question Schedule and Consent Form (Interview Phase)

RESEARCH TITLE

A qualitative inquiry exploring the perspectives of secondary pre-service teachers, towards the integration of the Australian Curriculum's cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures into their classroom.

RESEARCHER'S NAME

Amanda Bickerdike (Supervisor: Associate Professor Maria Northcote)

PARTICIPANT (YOU) INVOLVEMENT IN THE PROJECT

You are invited to participate in a research project that is studying how secondary pre-service teachers propose to integrate cross-curriculum content, specifically Aboriginal and Torres Strait Islander histories and cultures into their classroom. As a research participant you will be asked to respond to questions during a face-to-face interview with the principal researcher on the grounds of Avondale College of Higher Education.

PURPOSE OF THE PROJECT

The purpose of the project is to advance knowledge in the area of pre-service teachers' perceptions of integrating cross-curriculum pedagogy into the classroom.

PARTICIPATION CRITERIA

Participants for this study will be:

- secondary pre-service teachers;
- 18 years old or over; and
- in their final year as a pre-service teacher.

WHAT PARTICIPATION INVOLVES

Your participation involves responding to open-ended questions during a semi-structured face-to-face interview with the principal researcher: Amanda Bickerdike. The questions are listed at the end of this document.

POSSIBLE RISKS OR INCONVENIENCES

We are required to notify you of possible risks and inconveniences should you agree to take part in the research.

- No risks are foreseen.

BENEFITS

Participants in this study would benefit by:

- advancing knowledge in the area of cross-curriculum integration; and
- personal reflection

CONFIDENTIALITY AND DISCLOSURE INFORMATION

Interviews will be digitally audio-recorded and coded. Anonymity and confidentiality is valued and supported throughout this research project. All data collected will be coded to remove information that could identify a participant. Participants who nominate for an interview can choose to change their mind and withdraw from the study at any time with no adverse consequences.

Transcribed notes of the interview will be made available to the interviewee to pursue and amend as necessary. All results from the study will be available to participants.

Data collected during the research project will remain within the confidence of the researcher. The Interviewer will ask for responses to a number of structured and unstructured questions. Data will be kept secure in the office of Associate Professor Maria Northcote, located in the Education building at Avondale College of Higher Education. The data will be kept within a locked filing cabinet and stored for a period of five years after completion of the study.

DISSEMINATION OF RESULTS

Results of the study will be outlined in a thesis prepared as part of an undergraduate honours programme for the principal researcher and also in journal publications. Confidentiality of individual participants is assured. In any publication, information will be provided in such a way that you cannot be identified.

FREEDOM OF CONSENT

Your participation in this study is voluntary and there is no payment to participants for their participation. Please note that you are free to choose not to take part in this research project and you may withdraw at any time without providing a reason. Withdrawing will not disadvantage you.

I,.....agree to participate in the above research project and give my consent freely.

I have read and understood the information provided in the Information Statement to Research Participants.

I understand that the project will be conducted as described in the Information Statement, a copy of which has been given to me to keep.

I understand I can withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to participating in a face-to-face interview.

Print Name: _____

Signature: _____ Date: _____

Any questions about the above information can be obtained by contacting either Associate Professor Maria Northcote or Amanda Bickerdike at Avondale College of Higher Education, P.O. Box 19, Cooranbong, NSW, 2265.

Associate Professor Maria Northcote: Phone: (02) 49802307 or email maria.northcote@avondale.edu.au Amanda Bickerdike: Phone: 0408420365 or email wheelbick@optusnet.com.au

This research project has been approved by the Avondale College Human Research Ethics Committee (HREC). Avondale College of Higher Education requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher, or if an independent person is preferred, to the College's HREC Secretary, Avondale College of Higher Education, P.O. Box 19, Cooranbong, NSW, 2265, phone (02) 4980 2121 or fax (02) 4980 2117 or email: research.ethics@avondale.edu.au

QUESTION SCHEDULE

Introduction/Housekeeping

Thank you for volunteering to participate in this interview. It is anticipated that the interview will take between 30 and 60 minutes. The interview is being audio recorded and you are free to withdraw from the interview process at any time. If you wish the interview to be stopped or paused, please state this verbally and clearly.

- Are you happy for the interview to commence?
- Can you confirm that you are over 18 and a final year secondary pre-service teacher at Avondale College of Higher Education, Cooranbong?
- Have you signed a consent form to participate in this interview and read the Information sheet about this study?
- Did you receive a copy of the interview questions prior to attending this interview?
- Have these questions been given to you before the commencement of this interview with an invitation to refer to the written questions during the interview if you wish?

Learning Area

- What is your understanding of the term: Learning Area?
- Do you believe that the learning area influences how a pre-service teacher may plan to integrate the cross-curriculum priority; Aboriginal and Torres Strait Islander histories and cultures into his or her classroom?
- How do you think the learning area will influence your planning to integrate cross-curriculum content; specifically Aboriginal and Torres Strait Islander histories and cultures?
- How do you see the integration of Aboriginal and Torres Strait Islander histories and cultures into your pedagogy enhancing your learning area?
- What skills or knowledge in your learning area do you think will assist you when planning how you will integrate this content into your classroom?

Preparation/Planning

- How prepared do you think pre-service teachers are to plan the integration of cross-curriculum content, specifically Aboriginal and Torres Strait Islander histories and cultures, into their teaching area?
- How prepared do you think you are?
- Can you think of any experience during your undergraduate studies that may positively or negatively assist you in the planning process?
- Reflecting on the tertiary units for pre-service teachers, overall, do you think pre-service teachers have the knowledge and skills to draw upon to integrate cross-curriculum content, specifically Aboriginal and Torres Strait Islander histories and cultures into their learning areas?

Australian Curriculum

- The following is an extract from the Australian Curriculum concerning the integration of cross curriculum priorities:

“Cross-curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.”

Thinking about your learning area, how would this guide planning, specifically in relation to the Aboriginal and Torres Strait Islander histories and cultures content?

- What do you perceive is imperative to your planning process if you are to meet the learning outcomes for the Australian Curriculum in relation to the cross-curriculum content; Aboriginal and Torres Strait Islander histories and cultures?

In the Classroom

- In what way do you think the school that you will be working as a graduate teacher will influence how you plan to integrate the cross-curriculum priority; Aboriginal and Torres Strait Islander histories and cultures into your classroom?
- Why do you think some pre-service teachers suggest inviting persons outside the school to speak to this content in their learning areas in lieu of doing it themselves?

- Thinking about how your plan to integrate Aboriginal and Torres Strait Islander histories and cultures into your classroom, would it include using external speakers? If so why?

What have I missed?

- Are there any other questions you think I should ask you or the other interviewees about this topic?
- Is there anything you would like to say on the topic that I haven't yet asked you about?

Thank you for your participation in this interview, volunteering your time has been appreciated and your responses valued. I would like to restate that the confidentiality of this interview is of high importance, the interview will be transcribed and all data collected will be coded to remove information that could identify you. The transcript will also be made available for you to view as well as the study results at a later date, you will be notified when this documentation is available to you.

Would you like a participant Certificate of Appreciation? If so, can you please provide your email or postal address

Interview Concluded

Appendix D – EDUC29500 – Multicultural Education and Indigenous Studies



SCHOOL OF EDUCATION

SEMESTER 2, 2012

SUBJECT OUTLINE

Name of Subject 1 (Subject Code 1)
Multicultural Education and Indigenous Studies (EDUC29500)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

Associated higher education awards	Duration	Level	Subject Coordinator
Bachelor of Education (Early Childhood)	One semester	2nd year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Education (Primary)	One semester	2nd year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Teaching (Primary)	One semester	1st year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Education (Secondary)	One semester	2nd year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Teaching (Secondary)	One semester	1st year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Arts/Bachelor of Teaching	One semester	2nd year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Science/Bachelor of Teaching	One semester	2nd year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.
Bachelor of Business/Bachelor of Teaching	One semester	2nd year	Peter Kilgour B.A.DipEd, GDip EdAdmin, MEd, Maths EdD.

1.2 Core or elective subject

☒ core subject☐ elective subject☐ other (please specify below):

--

1.3 Subject weighting

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
6 points	192 points/96 for Bachelor of Teaching

1.4 Student workload

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	7	10

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: one hour per week

1.5 Delivery mode

- ☒ Face to face on site
☒ E-learning (online)
☐ Intensive (provide details)

- ☐ Block release (provide details)

- ☐ Work-integrated learning activity
☐ Mixed/blended
☒ Distance/independent learning (untimetabled)
☒ Full-time
☒ Part-time
☐ External
☐ Fast track (provide details)

- ☐ Other (please specify)

1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

- ☐ Yes ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes ☒ No

If YES, provide details of specialist facilities and/or equipment below.

--

SECTION 2 – ACADEMIC DETAILS

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
On Campus Students 1. To appreciate the cultural diversity that exists within Australia including issues affecting assimilation including religion, dress, food, language etc. Including AITSL Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 7.1, 7.3, 7.4 and Avondale College Graduate Attributes: 1, 2, 6	Group Workshop Presentation Assessment is comprised of an interactive workshop based on a country's background, language and culture, education and religion, family life and customs and some interactive involvement between the specified culture and Australian culture. Length: 30-40 minutes Workshop: At least five minutes per student Worksheet: Two A4 sheets per group	Year 2 Semester 2 Weeks 3-6	25%
2. To recognize and be familiar with Australian indigenous history and culture including issues of racism, citizenship and educational needs of students. Including AITSL Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 7.1, 7.3, 7.4 and Avondale College Graduate Attributes: 1, 2, 6	Essay and panel discussion Assessment is comprised of a panel discussion dealing with possible issues and an essay addressing the issue. Length: Time: At least 5-7 minutes per student Essay: 1500 words	Year 2 Semester 2 Panel discussion weeks 7-12 Essay due: week 9	35%
3. To acquire an overall understanding of racism, prejudice, ethnocentrism, acquisition of culture and language Including AITSL Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 7.1, 7.3, 7.4 and Avondale College Graduate Attributes: 1, 2, 6	Exam Assessment comprised of objective multiple choice, short answer and essay questions Length: 2 hours 40 minutes	Year 2 Semester 2 Exam week	40%

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
Distance Students 1. To appreciate the cultural diversity that exists within Australia including issues affecting assimilation including religion, dress, food, language etc. Including AITSL Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 7.1, 7.3, 7.4 and Avondale College Graduate Attributes: 1, 2, 6	PowerPoint or similar presentation Assessment is comprised of a presentation based on a country's background, language and culture, education and religion, family life and customs the relationship between the specified culture and Australian culture. Length: 20 slides/approximately 20 minutes	Year 2 Semester 2 Friday 5pm, week 5	25%
Distance Students 2. To recognize and be familiar with Australian indigenous history and culture including issues of racism, citizenship and educational needs of students. Including AITSL Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 7.1, 7.3, 7.4 and Avondale College Graduate Attributes: 1, 2, 6	Reviews Assessment involves the critical review of a video clip, articles and book chapters based on Indigenous life style and teaching methods; the impact of racism and teaching ESL students. Length: 2250 words	Year 2 Semester 2 Friday 5pm, week 9	45%
Distance Students 3. To acquire an overall understanding of racism, prejudice, ethnocentrism, acquisition of culture and language Including AITSL Graduate Teacher Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 7.1, 7.3, 7.4 and Avondale College Graduate Attributes: 1, 2, 6	Discussion Paper Length: 1500 words	Year 2 Semester 2 Friday 5pm, week 13	30%

2.1 Prescribed and recommended readings

Prescribed

Harrison, N. (2008). Teaching and learning in indigenous education. South Melbourne Vic: Oxford University Press.

Recommended

Ashman, A., & Elkins, J. (2009). Education for inclusion and diversity (3rd ed.). Frenchs Forest, NSW: Pearson Education.

Baldock, P. (2010). Understanding cultural diversity in the early years. London: Sage Publications.

Banks, J. A. & McGee Banks, C. A. (2010). Multicultural education: issues and perspectives. Hoboken, N. J.:

Wiley.

- Barlow, A., & Hill, M. (2001). *My mob. The story of aboriginal family life*. Port Melbourne, Vic: Heinemann Library.
- Buckelew, M. & Fishman, A. (2011). *Reaching and teaching diverse populations: strategies for moving beyond stereotypes*. Los Angeles: Sage.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, UK: Cambridge University Press.
- Coyne, M. D., Kame'enui, E. J. & Carnine, D. W. (2011). *Effective teaching strategies that accommodate diverse learners*. N. J: Pearson Education.
- Desmond, A. J., & Moore, J. (2009). *Darwin's sacred cause: Race, slavery and the quest for human origins*. London: Allen Lane.
- DeCapua, A. (2004). *Crossing cultures in the language classroom*. Michigan: University of Michigan Press.
- DomNwachukwu, C. S. (2010). *An introduction to multicultural education: from theory to practice*. Lanham, Md.: Rowman & Littlefield Education.
- Hartwich, O. M., (2011). *Selection, migration and integration: why multiculturalism works in Australia (and fails in Europe)*. St Leonards, N.S.W.: Centre for Independent Studies.
- Healey, J. (Ed.). (2000). *Australia's national identity*. Balmain, NSW: Spinney Press.
- Healey, J. (Ed.). (2003). *Racism in Australia*. Rozelle NSW: Spinney Press.
- Healey, J. (Ed.). (2005). *Multiculturalism in Australia*. Thirroul, NSW: Spinney Press.
- Healey, J. (Ed.). (2008). *Racial discrimination*. Thirroul, NSW: Spinney Press.
- Healey, J. (Ed.). (2009). *Religious beliefs*. Thirroul, NSW: Spinney Press.
- Knowles, G. & Lander, V. (2011). *Diversity, equality and achievement in education*. London: Sage Publications.
- Keating, A. (2010). *Teaching transformation: transcultural classroom dialogues*. 1st Palgrave Macmillan pbk. ed.
- Mundine, K., & Giugni, M. (2005). *Diversity and difference: Lighting the spirit of identity*. Watson, ACT: Early Childhood Australia.
- Papademetre, L., & Scarino, A. (2000). *Integrating culture learning in the languages classroom*. Melbourne, Vic: Language Australia Ltd.
- Park, L. (2010). *Australia's multicultural way of life*. South Yarra, Vic.: Macmillan Education Australia.
- Pedersen, P. B. (2004). *110 experiences for multicultural learning*. Washington DC: American Psychological Association.
- Pollard, L. (2000). *Embracing diversity: how to understand and reach people of all cultures*. Hagerstown, MD: Review & Herald Publishing.
- Race, R. (2011). *Multiculturalism and education*. New York: Continuum.
- Rippin, A. (Ed). (2008). *The Islamic world*. London: Routledge.
- Talvacchia, K. T. (2003). *Critical minds and discerning hearts: A spirituality of multicultural teaching*. St Louis, MS: Chalice Press.
- Wang, H. & Olson, N. (2009). *A journey to unlearn and learn in multicultural education*. New York: Peter Lang.

SECTION 3 – STUDENT INFORMATION

3.1 Subject synopsis

This subject deals with schools as a multicultural community. Exposure to different cultures, the issues and implications of diversity, tolerance, prejudice and racism will be explored from a Christian worldview in the context of the classroom. Indigenous Australians and various world cultures will be studied with a view to understanding and exploring issues in education related to these cultures. Methods and approaches in teaching English as a Second Language will also be examined. While all AITSL Graduate Teacher Standards are addressed to varying extents, Standard 1 (Know students and how they learn) and Standard 4 (Create and maintain supportive and safe learning environments) are particularly emphasised.

This subject is intended to give students exposure to different cultures and languages. The philosophical assumption upon which this course is based is that God created all humankind as equally valuable. The various dimensions of a range of cultures and languages give the student opportunity to broaden their understanding and appreciation for the differences and diversity in Australian society. This developing constructive awareness and recognition of all members in a multicultural society will enable the student to implement effective approaches and strategies in the multicultural classroom.

3.2 Subject content and structure

Cultural diversity - learning to live together

- concepts of culture
- cultural influences and human relationships
- multiculturalism in Australia
- racism, prejudice and ethnocentrism within the community
- a Christian perspective of racism in schools
- understanding Aboriginal and a variety of world cultures.

Indigenous issues in education

- Aboriginal history and cultures
- Aboriginal English, identity and diversity in regard to the education and impact of cultural and linguistic factors influencing the performance of Aboriginal students in schools
- National and NSW educational priorities and policies impacting on Aboriginal Education
- relevant issues for Aboriginal students and community members in relation to schooling
- roles of Aboriginal support personnel within systems and at school, and the contribution of Indigenous educational and community organisations in improving educational outcomes for Aboriginal students
- effective teaching and learning strategies for meeting the needs of Indigenous students across the full range of the Graduate Teacher Standards
- Aboriginal perspectives within relevant syllabuses
- strategies for the full inclusion of Indigenous students in the educational life of classrooms and schools
- skills in addressing the educational needs of Aboriginal students: teaching practice; appropriateness of resources; culturally inclusive practices of curriculum, classroom teaching and assessment for early childhood, primary and secondary education; strategies for the establishment of partnerships with Aboriginal parents and communities for the education of Aboriginal students
- delivery of content by an appropriately qualified Aboriginal educator/teacher.

ESL Teaching

- multiculturalism as a social policy response to cultural and linguistic diversity, and its influence on policy and legislation in the areas of migration, citizenship, anti-discrimination and human rights
- current multicultural, anti-racism and ESL education policies, programs and services and their role in contributing to student outcomes and the equity and quality of school education reflected on cultural assumptions in their own teaching and schooling practices and identified implications for improving teaching and learning
- cultural and language demands and biases of classroom resources
- concepts of culture, identity and cultural diversity
- education and the impact of cultural and linguistic factors on the performance of
- students in schools
- educational strategies and issues of linguistic minority students including the nature and duration of second

language and literacy learning; outcomes of schooling for different cultural/linguistic groups; ESL education; bilingual and community languages education

- skills in applying culturally inclusive practices in relation to the curriculum, classroom teaching and assessment
- effective teaching and learning strategies for teaching second language learners in the context of the mainstream classroom and the range of key learning areas, and for working with ESL and Community Language teachers
- strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds
- ethical issues related to education in a culturally and linguistically diverse society, and developed strategies in the areas of values education, civic and citizenship education, and the comparative study of religion
- first and second language acquisition theories.

3.3 Assessment detail (On campus)

Assessment 1	Task type	Due date	Length	Weighting
On campus	Group presentation	Weeks 3-6 in tutorials	Between 30 and 40 minutes per group Workshop: at least 5 minutes per person Worksheet: 2 x A4 sheets (back to back)	25%

Task Details

Five – six students will be allocated a specified minority group to workshop with the class. Each topic will be presented in seminar style with the objective of maximising the learning and understanding of the group and their tolerance towards that particular minority group. Appropriate teaching strategies for each group should be included.

Workshop

An active multimedia presentation and/or other rich resources should be prepared and presented along with activities and resources that cover:

- The location of at least one of the countries for that minority group along with some history and background for that country that would highlight the way the group perceives Australian culture.
- Languages, education and religions for the country chosen.
- Traditional family life, customs and beliefs of the country and how that impacts on Australian culture.
- An analysis of the types of issues children of this culture may expect to experience in the Australian education system.
- At least one recent documented issue involving the people and the culture you are discussing and their interactive experiences within Australia.

Worksheets

Two A4 pages (back to back) professionally presented information sheet that could be used as a resource for teachers encountering the particular minority group in the classroom. There should be enough copies for each member of the tutorial group.

Minority Groups

Refugees to Australia from Sri Lanka, Bangladesh, Iraq or one of the African countries.

International students from Asia studying in Australia. (eg. China, Korea, Taiwan, Indonesia, India)

Students born in Australia but living in low socio-economic regions of Australian cities. They may have varying cultural backgrounds. (eg. South American, Lebanese, Indian)

Pacific Islanders living in Australia. (eg. Tonga, Cook Islands, Samoa, Solomon Islands, Fiji)

Cultural Presentation Assessment 1 Criteria (25%)**Minority group:****Names:**

CRITERIA	Needs work	Basic	Proficient	Exceptional	Mark
	0-2	3-5	6-8	9-10	
1. Engaging multimedia or other rich resources that enhance engagement.					
2. Handout covered the requirements thoroughly, was professionally presented and of appropriate length.					
3. Individual - each presenter was confident and knew their material thoroughly.					
	Not evident	Basic	Proficient	Exceptional	Mark
	0	1-2	3-4	5	
4. Use of hands on activities that would enhance understanding of the culture.					
5. The presentation was well structured and followed guidelines					
6. The topic was creatively and comprehensively explored.					
7. Presenters used gestures, body language and formal spoken language to convey the information.					
8. Evidence of whole group participation.					
9. Included one recent documented issue involving the culture and experiences within Australia.					
10. Time allocation for the tutorial was used appropriately.					
Further comments:					
Total mark:					/65

3.3 Assessment detail (On campus)

Assessment 2	Task type	Due date	Length	Weighting
On campus	Panel discussion (10%) and individual essay (25%)	Panel discussion in tutorials weeks 7-12 Essay due Wednesday week 9	Discussion: 5-7 minutes per student Essay: 1500 words	35%

Task Details

Groups will be formed from the tutorials and will choose one of the five topics below. They will do a group presentation that will take the form of a panel discussion with an individual essay written on the same topic.

Panel Discussion/Essay topics:

1. Aboriginal education. Discuss the considerations and strategies that can be used in schools, where there is a significant (not necessarily majority) number of Aboriginal students, to integrate these students and minimise absenteeism and behavioural issues.
2. Many children of secondary school age arrive in Australia from all over the world knowing very little English and their parents only knowing select words and phrases from the English language. In the context of your major teaching area discuss how you could help students (from a culture of your choice):
 - acculturate into the Australian society
 - feel safe and secure
 - equip them to learn in a mainstream classroom.
3. Define racism, prejudice and ethnocentrism? Give examples of when, where and with what groups these three concepts have occurred in Australia. From your research suggest strategies that could be used to minimise these issues in the school's curriculum and extra-curricula activities.
4. What does it mean to you and at least one well known Australian to be an Australian citizen? Discuss the patriotism promoted and displayed by people from either India or Pacifica countries in both their country of origin and in Australia. How does the Australian citizenship test relate to those aspects of patriotism? Finally, relate how this knowledge and understanding can be used to help integrate students from your chosen country into a classroom of your choice (early childhood, primary or secondary).
5. Christianity was introduced into Australia at the time of colonisation. Outline the main differences and similarities in beliefs between *Christianity* and *one of the following, introduced religions in Australia: Buddhism, Hinduism, Judaism or the Islamic faith*. Discuss both the similarities, differences and the strategies that can be used to integrate students from the chosen faith into a Christian based education system.

Assessment guidelines for essay writing

1. The essays combine both research and a response. Consult widely from relevant books, journals and the internet. Analyse, synthesise and evaluate the information to develop your own well-considered, research-based response to the topic.
2. Direct quotes should be kept to a minimum (no more than 10% of your essay). It is preferable to paraphrase and synthesise the material in your own words using name citations.
3. Consult the Faculty of Education Written Assessment and Style Guide 2012 with reference to correct formatting for in-text referencing and the setting out of the reference list. Remember the abstract.
4. Keep an electronic copy of your essay and internet articles.
5. For the essay component, reference should be made to your major teaching area.

Panel Discussion Assessment 2 Criteria (10%)**Topic:****Names:**

CRITERIA	Needs work	Basic	Proficient	Exceptional	Mark
	1-2	3-5	6-8	9-10	
1. The presentation was well structured, organised and demonstrated preparation.					
2. The topic was creatively and comprehensively explored.					
3. Individual - each presenter was confident and knew their material thoroughly.					
	Not evident	Basic	Proficient	Exceptional	Mark
	0	1-2	3-4	5	
4. Introduction of the team and topic.					
5. Evidence of whole group participation?					
6. Obvious group discussion leader					
7. The information was well explained and followed the guidelines (addressed all sections)					
8. Presenters used gestures, body language and formal spoken language to convey the information.					
9. Evidence of analysis, synthesis and evaluation of topic.					
10. Time allocation for the panel discussion was used appropriately.					
11. Was interest maintained? Was the information relevant and useful for teachers?					
Further comments:					
Total mark:					/70

EDUC29500 Multicultural Education and Indigenous Studies**Essay marking****Name:**

CRITERIA	Outstanding	Thorough	Proficient	Adequate	Elementary	Not Evident	Mark
	18-20	15-17	9-14	4-8	1-3	0	
Knowledge *Competent interpretation and answering the question *Conveys strong impression of competence in understanding *Overall presentation and communication of ideas in a logical and coherent manner							
	5	4	3	2	1	0	
Knowledge Integration and interpretation of information, including evidence of analysis and synthesis and evaluation of topic. *Multiple authors integrated into text with a high level of reflective thought linked to text							
Conclusion *Points/reflections drawn together in a convincing summary of topic							
Format *All elements present and follows assignment guide. * Structure and progression. Well structured and progresses in a logical sequence							
Spelling and Grammar *Use of correct grammar, punctuation and spelling.							
	10	9-7	6-5	4-3	1-2	0	
Referencing *Bibliography/Reference list following APA format *Appropriate use of sources, direct quotes, citations and paraphrasing integrated smoothly into text *Information well referenced using in-text referencing							
	5	4	3	2	1	0	
Referencing *Referencing of 5+ information sources. *Variety of references could include; books, electronic sources and periodicals							
Total mark:							/55

Comments

3.3 Assessment detail (On campus)

Assessment 3	Task type	Due date	Length	Weighting
On campus	Exam	Exam week	2 hours 40 minutes (10 minutes is allocated for reading the paper)	40%

3.3.1 Task details

Multiple choice and true/false	Short answer	Essays
25%	30%	40%

3.3 Assessment detail (Distance)

Assessment 1	Task type	Due date	Length	Weighting
Distance	Cultural PowerPoint presentation	End of week 5	10-12 slides (approximately 20 minutes long)	25%

Task Details

Your first assessment (Assessment 1) as outlined below, will give you the opportunity of exploring another culture. Consult the reference list for helpful sources.

Choose a country/cultural group from the list below. This country/cultural group should be represented in Australia. Produce an in-depth PowerPoint or similar presentation on all aspects of that culture. This presentation should be focused on furthering the enhancement of knowledge, understanding and/or tolerance towards that culture.

Include the following areas in your presentation.

- Language and communication
- Education and religion
- Family life, customs and beliefs
- At least one recent documented issue involving the people and the culture you are discussing and their interactive experiences within Australia.
- Your slide presentation should be succinct, interesting and engaging, and include pictures. You must either record your voice on each slide (select 'slide show' from the PowerPoint Tool bar; choose 'Record Narration'; click 'OK' and record) or write your script in the 'click to add notes' section of the 'normal view' of the PowerPoint.

Minority Groups

Samoa, Saudi Arabia, Vietnam, Italy, India.

Your local library can also be accessed for relevant material. Remember to reference all sources that you use in your assessment.

You may use other references *including many on the internet* as long as these are credible sources and are referenced according to the Avondale College Faculty of Education Written Assessment Guide, 2012. A copy of this Guide has been placed on Moodle.

This assessment will most likely be greater than the 40mb that can be uploaded onto Moodle. Unless you can compress it and email it successfully, it will need to be burned onto a CD/DVD and posted to Distance Education.

3.3 Assessment detail (Distance)

Assessment 2	Task type	Due date	Length	Weighting
Distance	Three reviews	End of week 9		45%
			Part A 1200 words Part B two reviews 550 words each	25% 20%

Task Details

For this assessment task the following resources will need to be accessed:

- A *two hour seminar* (on DVD) and chapters 2, 3, 6 and 9 from your textbook "Teaching and Learning in Indigenous Education" by Neil Harrison (for Assessment 2 Part A)
- *Two* articles
- *One* video clip

Part A

You are to review a two hour seminar by Duane Vickery and a series of chapters on Indigenous Studies and Education from your textbook, "Teaching and Learning in Indigenous Education". This is a compulsory review. Summarise and discuss the issues involved and evaluate the various strategies as they relate to the mainstream classroom. For further information about writing a 'Review' see Appendix A.

Chapter titles:

Chapter 2	Indigenous Ways of Learning
Chapter 3	Quality Teaching Practices
Chapter 6	Behaviour Management

Part B

Choose *two* from the three *optional resources* listed below to review. (The remaining video clip or article will become the basis for your discussion paper for Assessment 3). Each review will briefly summarise the content of the video clip or article, discuss the main issues involved as well as evaluate the main points of the article with at *least two similar sources* on the same topic.

Remember a *reference* section for each review; including any information that is from your own research or experience. See the Faculty of Education Written Assessment and Style Guide 2012 for directions as how to format your references, which you can access on Moodle.

3.3 Assessment detail (Distance)

Assessment 3	Task type	Due date	Length	Weighting
Distance	Discussion paper	End of week 13	1500 words	30%

Task Details

Choose either the remaining video clip or article from the Optional Resources list below (you must choose the resource that you have not used in Assessment Task 2) with a view to discussing and evaluating it further. You may use additional articles, if appropriate, as further references for your discussion. You will not do a review on this article.

This discussion essay should include the following:

- An Abstract
- An Introduction
- Discussion/analysis of the points, considering its usefulness in the education process.
- Compare and contrast the educational usefulness of this article/video clip with nine other references on this topic. (This may include other methods of combating anti-racism and/or references that are critical or which support this topic.)
- Write a conclusion, summing up/reviewing your evidence and close with the concluding comment/s regarding the article/video clip and its usefulness in the educational process.

3.4 Optional resources for assessment (Tasks 2 and 3 Distance)

Video clip (available on line)
Frontline: Frontline. (2008). A Class divided. Chapters 1 – 5 http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html
Article 1
<i>Implementing Language Acquisition in Classrooms</i> Access this article from Proquest Database Reference: Carrigan, R. P. (2009). Implementing language acquisition in classrooms. <i>The Education Digest</i> , 75(4), 57-61. Proquest Database.
Article 2
<i>If It's Not Worth Saying in English, It's Not Worth Saying at All</i> Access this article from Proquest Database Reference: Moayeri, M. (2008). If it's not worth saying in English, it's not worth saying at all. <i>The Journal of Educational Thought</i> , 42(3), 293-304. Proquest Database.

3.5 Appendix

3.5.1 Writing a 'review'

A 'Review' is not merely a summary. The general format of a review is as follows:

An Introduction which includes background information about the author and the general purpose of the work (book, article or DVD). Include the main point and focus of your review as well as outlining your basic argument or evaluation of the book, article or DVD.

- Next give a summary or overview. This should take up approximately 25 – 30% of your review.
- Discuss the topic, analysing your arguments and relate them to the whole article/ DVD. Remember to discuss both the strengths and weaknesses of the book/article/DVD; remembering to back your opinions using specific referenced examples.
- In your conclusion revise and summarise your arguments. State your conclusion commenting on whether you feel the strengths or weaknesses of the book/article or DVD are more convincing.
- Remember you 'References' section at the end. All sources should be included in this section.

3.5.2 General information

Contact Information

For all general and administrative enquires (including subject materials, assessment postings, and assessment extensions) relating to this subject please make first contact with the lecturer – Dr Peter Kilgour. For any general communication or administrative issues please contact:

Peter Kilgour

Lecturer

Phone: (02) 49 802 304

Fax: (02) 49 802 190

e-mail peter.kilgour@avondale.edu.au

Address:

PO Box 19

Cooranbong NSW 2265

Australia

Office Hours: Please see timetable on E5B office door for details

1. Attendance is expected at all class appointments, including tutorials and lectures. (See Avondale College policy on attendance at academic appointments, Avondale College Handbook). If a student attends less than 85% of classes, steps will be taken that may result in a failing grade. Classes such as demonstrations,

presentations and micro-lessons are mandatory and cannot be made up.

Overseas students admitted to Australia on student visas should be aware that the College is obliged under Federal law to monitor and report to DIMIA (Department of Immigration and Multicultural and Indigenous Affairs) unsatisfactory attendance or unsatisfactory academic performance. Visa cancellation may result.

2. Assessment Tasks must each receive an individual mark of at least 40% with an overall aggregate mark of at least 50% in order for a passing grade to be obtained in this unit, except for the test where a mark of 50% must be achieved.
3. Extensions of time for the submission of assignments without penalty are allowed only in cases of certified illness or misadventure, after consultation with the lecturer. A request for extension must be sought, using the written application form available from the School of Education 2012 Written Assessment and Style Guide, and should be submitted before the due date, wherever practicable. Such applications should include the appropriate support documentation.
4. Late assignments will be marked in the usual way. However, for each date late, 10% for that assessment will be deducted. Late submissions cannot receive marks after the class assignments have been returned, due to the possibility of unfair advantage.
5. It is the student's responsibility to keep a copy of all assignments submitted, and to produce this copy if the need arises.
6. The lecturer reserves the right to photocopy students' assignments/examination scripts for purposes of cross marking and other assessment functions, external moderation, and detection of plagiarism.
7. All assignments must be submitted by 5pm on the date they are due. Hard copy assignments should be posted through the assignment slot at The School of Education Office.
8. Plagiarism is a serious offence. Please refer to the Avondale College policy on Academic Dishonesty-Plagiarism, in the Avondale College Handbook.
9. All assignments must be submitted with an Education School Cover Page which can be downloaded from E-reserve under the unit code. The intellectual property statement can be found on the title page which is available from E-reserve. To be valid it must be signed and dated.
10. Following any class absence it is the student's responsibility to take the necessary steps to catch up missed work and find out about class announcements.
11. Please regularly check your e-mail on Avondale web mail for class announcements.
12. Mobile phones should be turned off in lectures and other class appointments.

3.5.3 Distance contact information

Contact Information

For all general and administrative enquires (including subject materials, assessment postings, and assessment extensions) relating to this subject please make first contact with the lecturer – Dr Peter Kilgour. For any general communication or administrative issues please contact:

Gaylene Heise

Resources Coordinator Distance Education Unit

Phone: (02) 49 802 366

Fax: (02) 49 802 363

e-mail gaylene.heise@avondale.edu.au

Address:

PO Box 19

Cooranbong NSW 2265

Australia

3.5.3 General assessment requirements

For Distance Students

Instructions for uploading assignments (for students)

Your assignments for this subject will be submitted through the online Moodle site for this subject. The process of uploading your assignment will usually take about 1-5 minutes.

Step 1: In your Moodle site, click on the blue link that matches the name of your assignment, next to the "Upload assignment" symbol 

- Step 2:** Click on the "Browse" button to locate and choose the file on your computer.
- Step 3:** After you have chosen the file to upload, click on the "Upload file" button to upload your assignment file to Moodle.
- Step 4:** Click on the "Send for marking" button and then click "Yes" to finalise the submission of your assignment.

3.5.4 Health and safety notice

- In case of emergency, please follow the instructions of lecturers/staff members.
- When directed to evacuate the building, if possible, turn off any equipment and shut any windows next to you. Leave the building in an orderly fashion and exit via the safest most direct route possible to *Safety Assembly Area 16*, visible on the lawn between the Faculty of Education and Science and the Faculty of Business. DO NOT look for spouses or friends in other areas. Remain in your group at the assembly point until you are told to do otherwise.
- College policy for hygiene and WH&S reasons is for food not to be brought into classes. If because of your academic timetable you need to eat your lunch during the regular class period then you may do this but you are requested to remove all your rubbish and deposit it in the bins *outside* the building.
- Please do not block passageways with bags, boxes, or other encumbrances.
- A first aid kit is kept in the office of the Faculty of Education and Science. First Aid officers include Lorinda Bruce and Andrew Matthes.
- The nearest amenities for classes held in the Education Building are downstairs.

3.5.5 On campus class program semester 2, 2012

Week	Date	Lecture Monday 2pm	Lecture Wednesday 11am	Tutorial
1	Aug 6 – Aug 10	No class – Prac		
2	Aug 13 – Aug 17	Outlines and organization	What is culture?	Tutorial topics chosen
3	Aug 20 – Aug 24	The Biblical perspective on multiculturalism	Acculturation	Tutorial presentation
4	Aug 27 – Aug 31	Diversity and relational issues	History and impact of multiculturalism	Tutorial presentation
5	Sept 3 – Sept 7	Cultural identity and belonging	Racism video	Tutorial presentation
6	Sept 10 – Sept 14	Racism video	Prejudice/Ethnocentrism	Tutorial presentation
7	Sept 17 – Sept 21	Cross –Cultural communication	Compulsory Indigenous Lectures	Panel discussion
8	Sept 24 – Sep 28	No lecture	No Lecture	No tutorial
	Sep 28 – Oct 7	Mid-Semester Break		
9	Oct 8 – Oct 12	No Lecture	Teaching ESL Students	Panel discussion
10	Oct 15 – Oct 19	Learning to Learn in a Second Language.	Structure of the English Language	Panel discussion
11	Oct 22 – Oct 26	The normalcy of white	Indigenous Issues reviewed	Panel discussion
12	Oct 29 – Nov 2	Pacifica Issues in education	Course review	Panel discussion
13	Nov 5 – Nov 9	Optional Revision Session	No lecture	No tutorial
	Nov 12 – Nov 20	Study Leave and Exams		

Some of scheduled lectures may be adjusted to cater for availability of guest speakers.

Appendix E – Contact Summary Form

Contact Summary Form					
Respondent: Taylor (M)		Place: Avondale College of Higher Education		Date: 29 May 2014	
Type of Contact : Interview					
Coder: AB	Date Coded: 9/9				
Question (summarised)	In vivo statements	Descriptive Code	Researchers initial response	Quotes that stand out	Any comments that are not part of this study but may be relevant for further study
Do you think the learning area will influence your planning to integrate ATSHAC	1. Struggle to see how I would integrate into mathematics	Nfeeling Confidence	Failure to see a link between learning area and ccc (cross-curriculum content)		
	2. I don't think it has much application	Relevance Purpose			
	3. Does not enhance mathematics	Nfeeling Purpose			
	4. Possibly it could, but I don't know how	Purpose			
What skills or knowledge in your learning area will assist you with planning	1. Purpose of integrating ccc is to benefit Aboriginal and Torres Strait Islander individuals	Purpose	Attaches purpose to a specific group		
	2. Specific local history and culture is important	Knowledge			
How prepared do you think pre-service teachers are to plan the integration of ccc specifically ATSHAC	1. Majority of pre-service teachers are not prepared	PSTCH	Not prepared due to a lack of content knowledge		Perception pre-service teachers at other tertiary institutions may be better prepared
	2. Content not covered specifically in curriculum studies	Tertiary			

How prepared do you think you are to integrate content specifically ATSHAC	1. I don't think I'm prepared at all 2. I don't have an understanding enough of you know the overall history or culture	Nfeeling Confidence Knowledge	Not prepared due to a lack of content knowledge	
An experience that may positively or negatively assist the planning process	1. We have the skills in place 2. We just don't have the knowledge of what we need to bring	Knowledge Knowledge Confidence	Lack of content knowledge but confident in teaching skills	
How will the skills and knowledge learnt at college assist the planning process	1. I do not think we have been adequately, adequately prepared for for this section, the new curriculum	Knowledge Confidence		Knowledge that tertiary content changing and there will be a greater focus on ATSHAC
How does the quoted statement from the Australian Curriculum on content priorities guide your planning	1. I don't think that statement does guide me 2. If it's relevant put it in, if it's not relevant don't put it in	Nfeeling Confidence Relevance Purpose Knowledge	Relevance influences decision making Importance of content knowledge	
What is imperative in your planning process	1. Understanding of the local culture		"cause once you understand it, it's much easier to put it in, because it you have the knowledge, you start looking for places to put it in"	
In what way will the school you work at influence your planning	1. The school's focus is probably the key thing	School	The school will strongly influence decision making	" if the school is saying we want an emphasis on this, then I'm going to put more emphasis into learning it and understanding it and

					doing the research to put it in"	
Why do you think pre-service teachers suggest inviting external speakers to address this content	1	Students are going to get a better learning experience if the expert teaches than if someone who doesn't know, is stressed and doesn't particularly care about the topic	Purpose Knowledge	Student learning is the focus but reasons other than lack of content knowledge raised		