

BIAS AND ASSUMPTIONS IN THE ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION ACTION PLAN

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Overview

This presentation aims to:

- Provide an overview of the Aboriginal and Torres Strait Islander Education Action Plan
- Demonstrate how bias and assumptions were identified within the Plan through the use of Critical Discourse Analysis
- Identify the major findings from the study

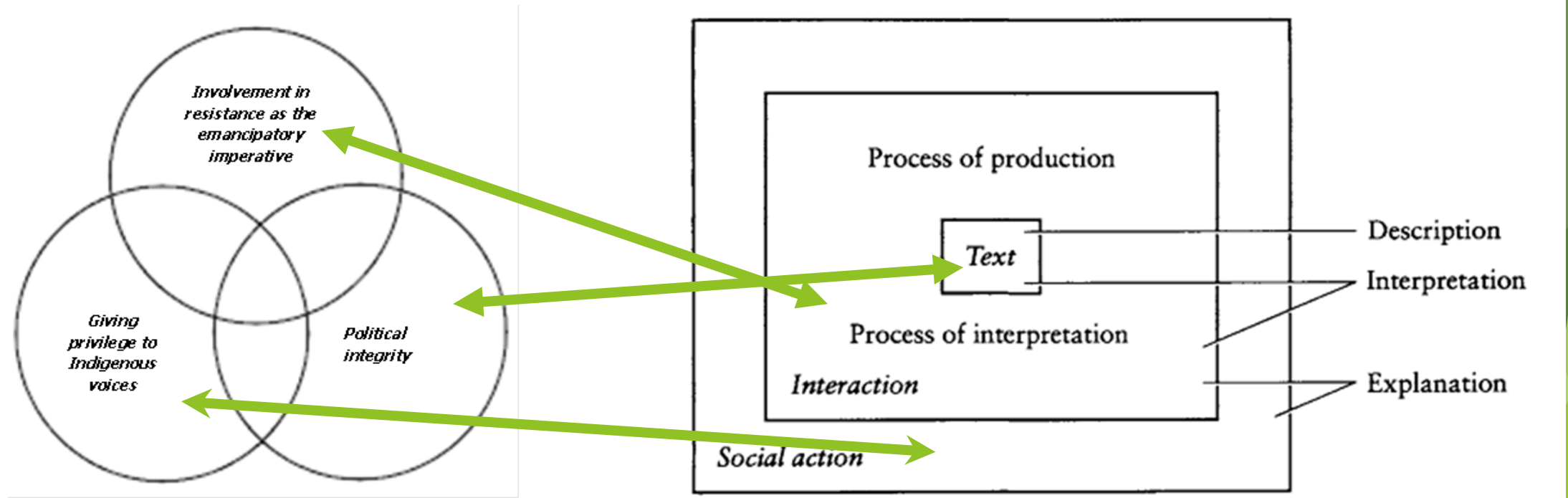



The Aboriginal and Torres Strait Islander Education Action Plan 2010-2014

- ▶ The plan was endorsed in 2011 by COAG
- ▶ Six domains
 - Readiness for School
 - Engagement and Connections
 - Attendance
 - Literacy and Numeracy
 - Leadership, Quality Teaching and Workforce Development
 - Pathways to Post-School Options
- ▶ Final Evaluation report in 2014 conducted by Acil Allen Consulting

Critical Discourse Analysis/Rigney's Indigenist Research Principles

Complementary





“ Governments have agreed to take urgent action to close the gap between the life outcomes of Aboriginal and Torres Strait Islander people and other Australians ”

(Ministerial Council for Education, Early Childhood Development and Youth Affairs, 2011, p. 3)



Major findings – Bias and assumptions

ASSUMPTIONS

- ▶ Homogenous grouping of Aboriginal and Torres Strait Islander people
- ▶ Maintenance of the dominant ideology
- ▶ Ignoring the detrimental effects of past policies

BIAS

- ▶ Terms of reference
- ▶ Maintenance of the dominant ideology
- ▶ One size fits all

Questions



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