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

NIRAKN & NATSIHEC International Indigenous Research Conference
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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

- Involvement in resistance as the emancipatory imperative
- Giving privilege to Indigenous voices
- Political integrity

Process of production

Interaction

Text

Process of interpretation

Description
Interpretation
Explanation

Social action
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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