

Speaking back to the deficit discourses

AARE Conference
November 27 – December 1, 2016

Melitta Hogarth
Queensland University of Technology

m.hogarth@qut.edu.au

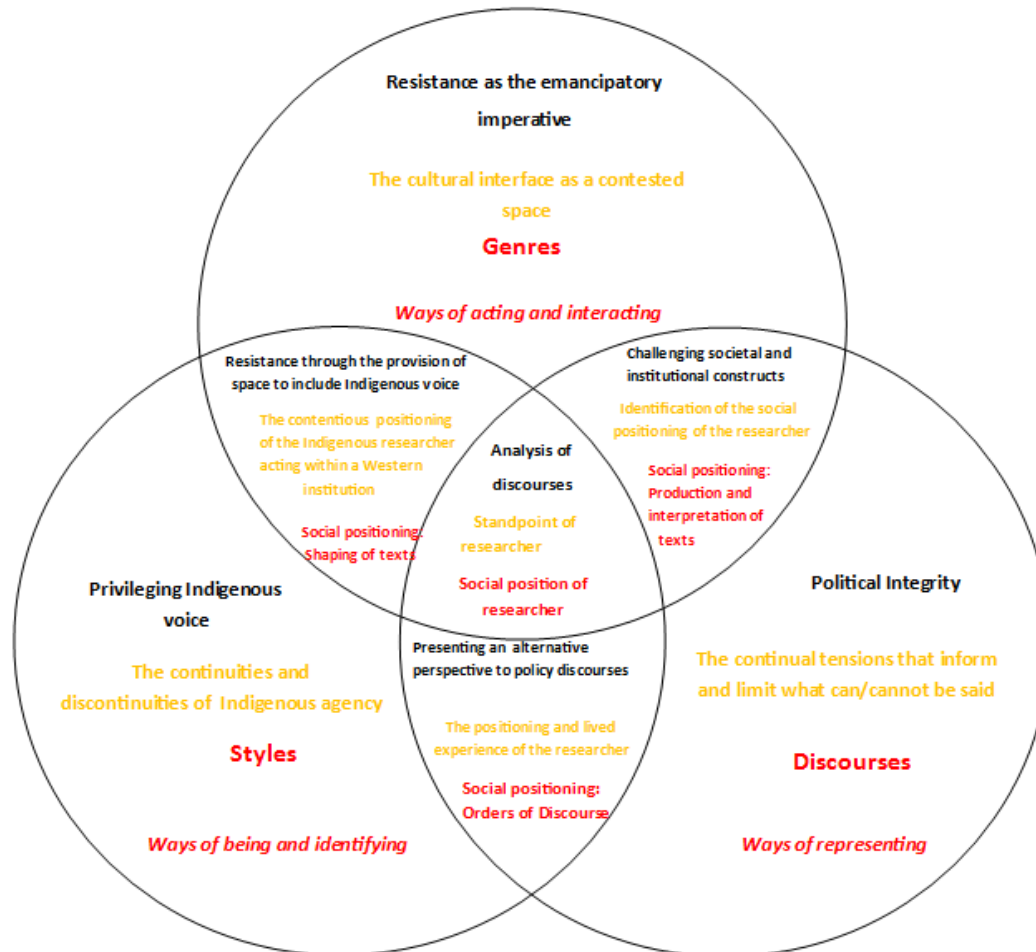
PhD Candidate

How?? What methodology?

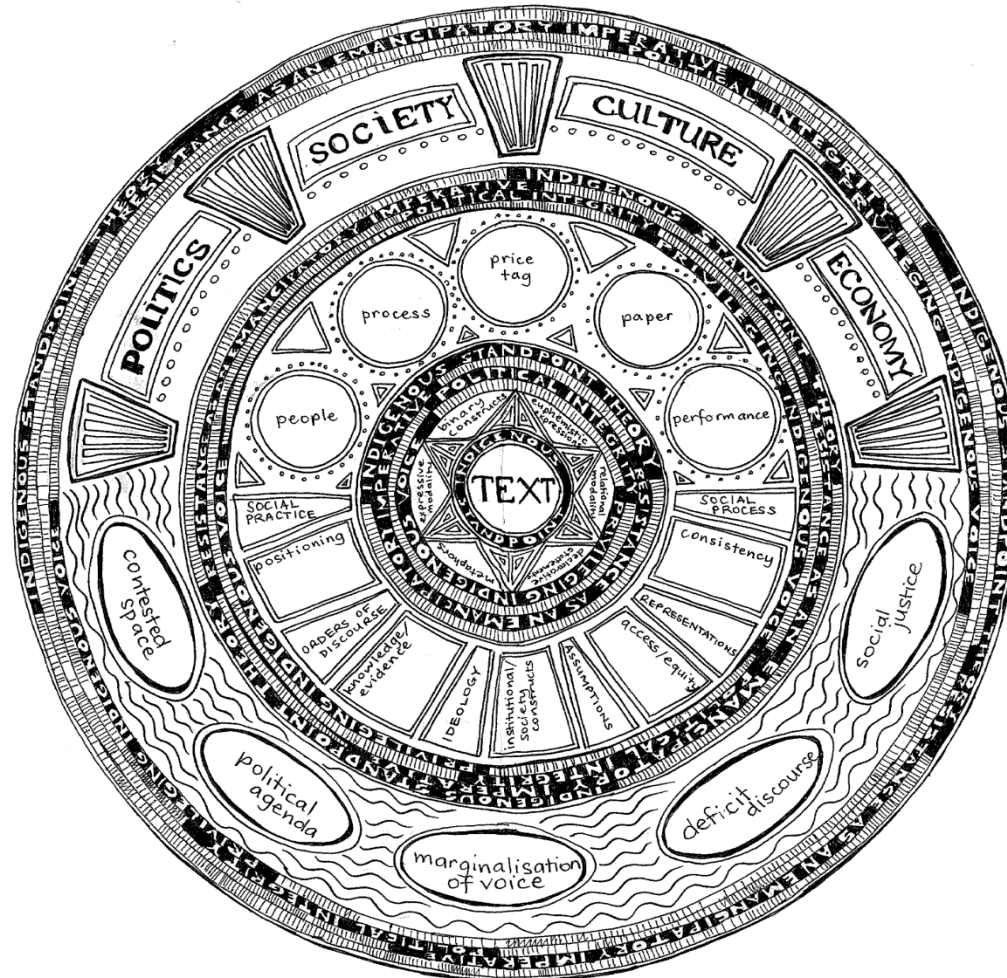
“...the researcher you are is the person you are. By reflecting on what guides your actions it is possible to determine what methodology will likely guide your research activity”

(Gale, 1998, p. 3; as cited in Henry, Dunbar, Arnott, Scrimgeour, & Murakami-Gold, 2004, p. 2)

Indigenous Critical Discourse Theory

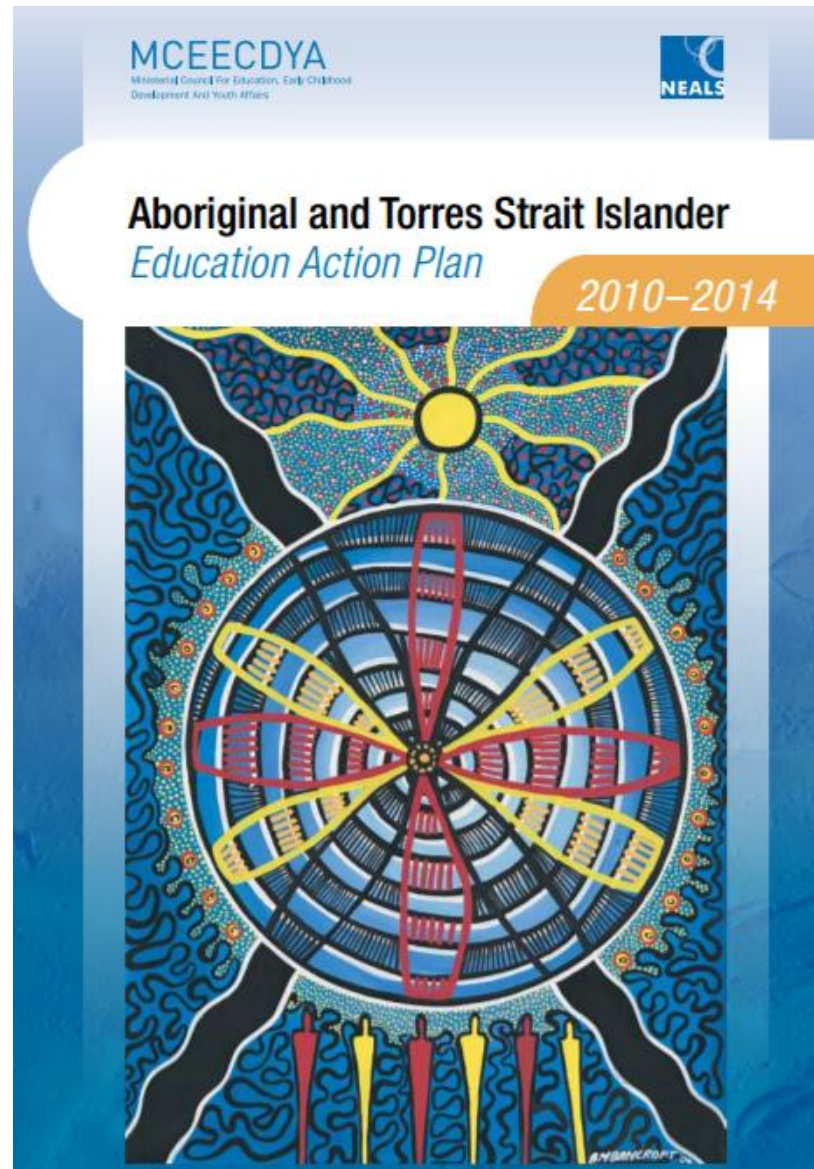


Indigenous Critical Discourse Analysis



The text subject to analysis and to exemplify ICDA in practice

Ministerial Council for Education Early Childhood Development and Youth Affairs [MCEECDYA]. (2011). *Aboriginal and Torres Strait Islander Education Action Plan (2010-2014)*. Retrieved from http://www.mceecdya.edu.au/verve/_resources/A10-0945 IEAP web version final2.pdf.



Textual Description

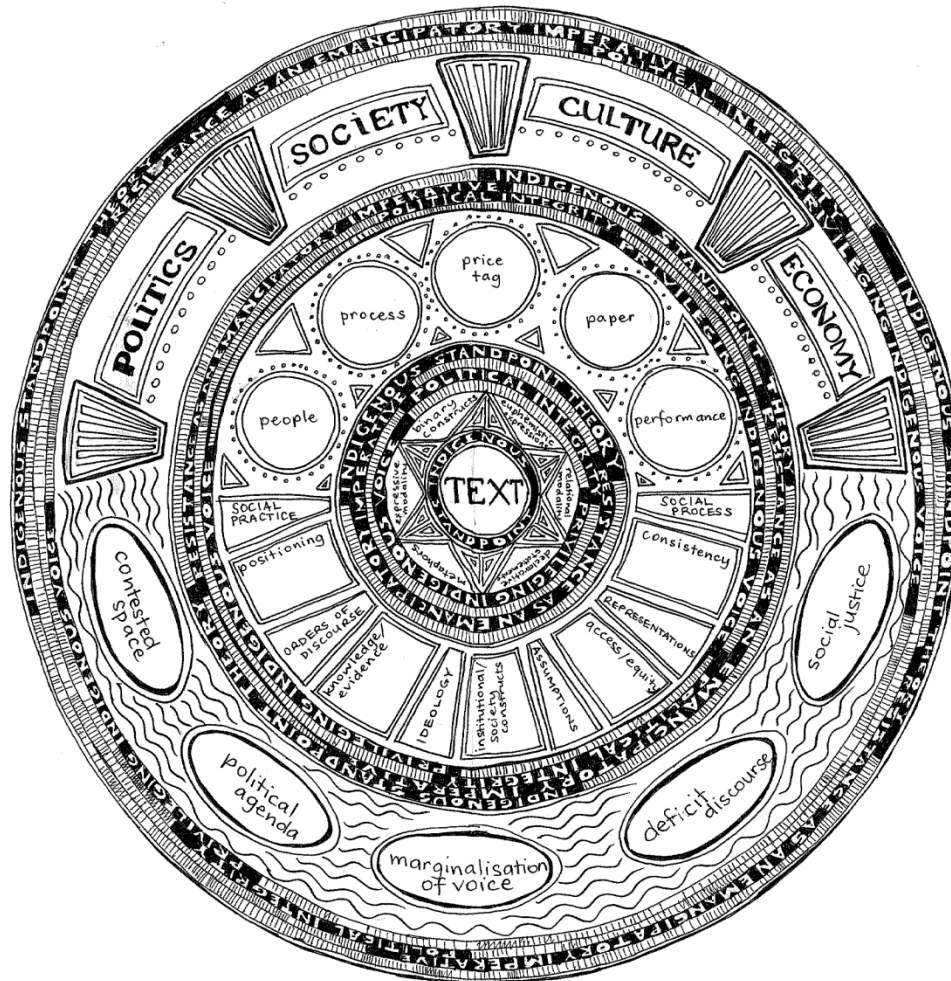
“In implementing the actions in this Plan, government and non-government education providers **will follow the six principles** for the delivery of programs and services to Aboriginal and Torres Strait Islander Australians agreed under the *National Indigenous Reform Agreement*”
(Council of Australian Governments, 2008, p. 6 [original emphasis]).

Interpretation and Explanation: Example 1

“The involvement of Aboriginal and Torres Strait Islander people at all levels of educational decision-making and the participation of Aboriginal and Torres Strait Islander principals, teachers, education workers or community members in schools and classrooms provides strong role models and builds connections, contributing to a positive impact on educational outcomes. Similarly, **non-Indigenous school leaders and staff must go beyond the classroom and school in seeking to engage with communities”** (*Ministerial Council for Education Early Childhood Development and Youth Affairs [MCEECDYA], 2011, p. 12*).

Interpretation and Explanation: Example 2

- Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.
- Proportion of focus schools with a school-community partnership agreement in place *(Ministerial Council for Education Early Childhood Development and Youth Affairs [MCEECDYA], 2011, p. 13).*



DEVELOPMENT AND YOUTH AIDS [MCECDTA], 2011, p. 14).

Questions??

