ADVICE FOR TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Sociology TASC level 3 Teaching and Learning Supplement must be read in conjunction with the Sociology TASC level 3 course document and relevant External Assessment Specifications and Examination Guidelines.

It contains advice to assist teachers delivering the course and can be modified as required. This Course Supplement is designed to support teachers new to or returning to teaching this course.

Sociology develops a capacity for detailed observation of social patterns and behaviour in groups, and encourages learners to become aware of and to think about daily life and activities from a variety of sociological perspectives. This study allows learners to harness key sociological frameworks to analyse social institutions, especially in contemporary Australian society.

COURSE CONTENT

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Modules 1 – 3 are usually taught in sequence.

Module 1 will be taught first. Modules 2 – 3 may be taught sequentially. The skills in Module 4 will be introduced during Modules 1 – 3.

Module 4 may be taught discretely or integrated throughout Modules 1 – 3.

The Investigative Project aspect of Module 4 can be introduced at a time determined by the teacher.

While each of the following modules is presented as a discrete unit of study, these modules are interrelated and course providers are encouraged to be flexible in the way they arrange the teaching of the content. Investigating modules in an overlapping and interrelated way, will facilitate learner understanding of the interrelationship between these social processes and institutions.
Compulsory Content and Elective Content

The content for Modules 1 – 4 is compulsory. The Work Requirement for Unit 4, the Investigative Project, is compulsory.

**Module 1**

**Socialisation - Conformity and Deviance**

Module 1 focuses on socialisation and the formation of identity. It examines the process of socialisation by placing it in the context of culture and the formation of norms. The socialisation process is examined through the agents of socialisation and across the life span. Socialisation theory is critiqued with particular emphasis on human agency and free will. The connection between socialisation and social control is also established.

This module focuses on four key questions:

- What makes us what we are?
- How is socialisation a mechanism of social control?
- What is the meaning and relativity of deviance?
- What are the alternative sociological explanations of deviance?

**Key Concepts:**

- agents of socialisation
- norms
- status (ascribed & achieved)
- roles
- sub-culture
- primary/secondary socialisation
- identity
- conformity
- difference
- deviance
- social interaction
- sanctions – positive and negative as well as formal and informal
- social control
- Positive and negative functions of deviance
- the relativity of conformity and deviance
- internalisation
- stigma.

**Examples of learning activities**

Learners:

- write an analysis of a feature film that includes a deviant character; attempt to describe the motivations of the character according to Hirschi’s (1990) four elements of social bonding that contribute to the likelihood of an individual becoming deviant: attachment to family, commitment to social norms and institutions, involvement in activities and the belief that these things are important.

- focus on an example of moral panic that has recently been represented in the media; develop a true/false quiz for the class based on the representation of the issue in the media, students inform each other of the less-sensational truth of the topic. Suggestions include: attacks on public transport, violence in the city, perceptions of religious attire worn in public, displays of indigenous culture during sporting contests, the ice ‘epidemic’.
conducted a research report detailing the relative nature of deviance depending on location, era, situation and social status; choose a behaviour that is considered acceptable or deviant depending on the situation, including how the behaviour has been addressed socially and/or by the law when it has been considered deviant.

search newspapers and magazines for examples of Durkheim’s four functions of deviance that are considered essential to society; for example, affirming cultural norms (e.g. identification of threatened values or norms), clarifying moral boundaries (e.g. explicit social boundary between right and wrong), promotion of social unity (e.g. evidence of the collective outrage), and encouragement for social change (e.g. suggested changes to the status quo).

write an essay about the impact of formal social control systems, such as planned and programmed responses to expected deviance; evidence and examples should include creative forms of social control sitting outside of the criminal justice system; for example, precautionary interventions from family, peers, teachers, social workers, closed-circuit surveillance, electronic tagging and private security.

draw a Venn diagram that identifies whether there are any behaviours consistently considered deviant regardless of age, social status, time and space.

construct a multimedia presentation that outlines similarities and differences between the functionalist, conflict, feminist and interactionist perspectives of the socialisation process.

write a 600-800 word essay to assess the agents of socialisation and how they shape the individual.

undertake in class quizzes or end of unit tests.

Module 2 examines dimensions of power in contemporary Australian society through a study of four institutions: family, education, work and media. The emergence of legislation as part of an ongoing dialogue between competing interests within society can best be explained and understood from the theoretical perspectives which underpin the analysis of each institution:

- Functionalist perspective
- Conflict perspective (including feminism)
- Interactionist perspective.

This module focusses on four key questions; each unit will address these key questions:

- What is the role of these institutions and how have they changed over time in contemporary Australian society?
- What are the dimensions of power and politics in these institutions?
- What are the inter-relationships between these institutions?
- What is the role of stratification in these institutions?

A – FAMILY
Key Concepts

- nuclear Family
• functions of family
• alternative family forms/changing family structure
• primary socialisation
• changing roles in the family
• fertility rates
• ascribed status
• patriarchy
• gender roles
• sole parent families
• blended families
• extended families
• domestic division of labour
• double burden
• institution
• family
• inequality
• stratification.
• ‘living apart together’ LAT relationships

**Examples of learning activities**

Learners:

write an analysis of a video clip or feature film that represents family life in a particular era (e.g. nineteenth century) What was the family structure at the time? Was ‘family’ as an institution experiencing changing pressures on family life? What were they? How did this impact on individual members of the family?

analyse text-based representations(s) through a short written response; compare an excerpt of text (may be contemporary or a specific era with that of another era).

respond to a series of visual stimuli that represents the institution of family. (Address dimensions of power: gender roles, marriage and divorce, changing technology or other).

use sociological imagination to consider different definitions of family; select a type of family different from their own and prepare a written report that identifies similarities and differences between the two experiences of family life; if possible, students are paired up with other students from different types of families to share their experiences.

formulate a table to compare and contrast characteristics of different types of families such as the nuclear family, single parent family, cohabitation, same-sex attracted parenting, extended family and blended family; when formulating a definition of family, take into account the various experiences of family life.

write a film analysis of the documentary ‘Two Men & Two Babies’ about a same sex Melbourne couple who used a surrogate to help them become parents; an ATOM Study Guide is available at:

construct a family tree outlining their extended family; list roles assigned to each family member (e.g. husband, wife, homemaker, breadwinner); analyse their family tree to discover recurring and/or reinforced roles; this information is further discussed using the feminist view of family.

construct a multimedia presentation that compares the experience of family life and the changing role of family members in Australia with family life in other cultures complete a representation analysis of different depictions of family on television; the television shows should be produced in four different countries (e.g. Australia, New Zealand, England, Canada and America).

analyse data relating to family structure trends over time; construct an hypotheses to explain key factors that have changed and continue to change family life in family life in Australia.

construct a multimedia presentation that explains the inter-relationship of family with other institutions e.g. poverty, portrayal of the family in media, choice of schools, changes in labour markets).

write a 600-800 word essay to assess the agents of socialisation and how they shape the individual

discuss: ‘Since WW2 changing gender roles, work, and education have impacted on the changing forms of Australian families’ The format of this question is a 600-800 word essay.

B – EDUCATION
Key Concepts
- secondary socialisation
- institutionalised inequality
- manifest/latent functions
- hidden curriculum
- anti-school subculture
- meritocracy
- social reproduction
- cultural capital
- institution
- education
- inequality
- stratification,
- social mobility.

Examples of learning activities
Learners:

write an analysis of a video clip or feature film that represents education in an historical context, What were the standards of education at the time? Does this differ from state to state (e.g. Australia) or from country to country? What was the function of education? How does education differ today? What is the contribution of university and VET – how has this changed over time?
examine how education is depicted in Australian television drama; consider how stereotyping has been used in the drama, and issues arising from this homogeneous thinking about education. Refer to Chris Lilley’s role of Ja’mie in the ABC drama ‘Summer Heights High’.

analyse text-based representations e.g. an excerpt of text, article or government legislation (may be contemporary or a specific era); identify the dimensions of power and politics in this institution through a short written response. How does it differ according to context? (e.g. funding, gender issues, government policies and legislation); compare the context of the article with that of the learner’s experience.

respond to a series of visual stimuli that represents power and politics in education. Address dimensions of power: gender, choice of schools, poverty and the impact on education.

construct a multimedia presentation that explains the inter-relationship of with other institutions e.g. achievement at school, portrayal of education in media, choice of schools.

write a 600-800 word essay to assess the role of stratification in education as an institution; address access to resources; types of school; funding, meritocracy, anti-school sub-culture etc.

C – WORK

Key Concepts:
- division of labour
- post-industrial society
- casualisation of the workforce
- deregulation
- unemployment,
- underemployment,
- working poor
- feminisation of poverty
- power
- poverty
- social-mobility
- inequality
- stratification
- feminisation of workforce
- achieved status
- glass ceiling
- structural unemployment
- institution
- work
- alienation.

Examples of learning activities

Learners:

write an analysis of a video clip or feature film that represents the role of work in an historical context (e.g. 1960s), compared to today. What were the standards of work conditions at the time? How have the
sectors of the workforce changed in recent times? (primary, secondary, tertiary) What forces have impacted on this? What has been the impact of industrialization, technology, automation, globalisation? Analyse text-based representations e.g. an excerpt of text or article that illustrates the dimensions of power and politics in the workforce: unemployment, under-employment, de-unionisation, class, income distribution etc.); identify the dimensions of power and politics in this institution through a short written response. How does it differ according to context? (e.g. funding, gender issues, government policies and legislation); compare the context of the article with that of the learner’s experience.

Respond to a series of visual stimuli that represents the inter-relationship of work with other institutions (for example) social consequences of rapid social change, specialisation of labour markets, women/family and the balance of work/life etc. …

Construct a multimedia presentation that explains the role of stratification in this institution e.g. casualisation of the labour market or gender and work (blue, white and pink collar jobs; vertical and horizontal segregation).

The term ‘working poor’ is used to describe one sector of today’s workforce. Discuss the implications for society when such payments as ‘double time’ and ‘tipping’ are essential components of some workers’ casual wage.

There are many factors that impact on the types of industries that provide high levels of employment. Research and quote statistics to illustrate the rise and fall of some key industries in Australia over the past ten (10) years.

Write a 600-800 word essay to assess the role of power and politics in the workplace.

D – MEDIA

Key Concepts:
- media ownership and control
- agenda setting
- norm setting
- gate keeping
- deviance amplification
- moral panic
- stereotyping
- scapegoating
- bias
- institution
- media
- inequality
- stratification.
Examples of learning activities

Learners:

- work in groups to propose a definition for media, providing examples illustrating their definition.
- formulate a table to compare and contrast the first and second media age; eras of popular culture.
- construct a multimedia presentation that compares the theories of media and media ownership.
- examine the dimensions of power and politics in the media: power of the media; media ownership and control; the media and public opinion; stereotyping; scapegoating; bias etc.
- research reasons for categorisation of youth, and consequences of homogenous thinking about youth and adolescence, include stereotyping, prejudice and discrimination. Find examples in the media that support examples of homogenous thinking.
- respond to a series of visual stimuli to analyse the inter-relationship between media and other institutions: media images of the family; technology and education; effects of images on our perception of groups e.g. Muslims and terrorism; media images of work and/or education.
- write a 600-800 word essay to assess the impact on social media on the ‘democratization’ of information in contemporary Australian society.
- explain how the role of media, how it is delivered and how has changed since 1980.

Module 3
Equality and Inequality

Module 3 involves the study of equality and inequality in contemporary Australian society through investigating the following social categories:

- Gender
- Ethnicity
- Indigenous People
- Age
- Rural/regional Australians.

This module focuses on three key questions for each of the social categories:

- What are the social, economic and political dimensions of inequality?
- What are the causes and consequences of inequality?
- How does inequality relates to one or more of the following institutions:
  - Family?
  - Education?
  - Work?
  - Media?

Key Concepts:

- equality
- Inequality
- life chances
- self-determinism
- poverty
- terra nullius
• ascribed and achieved status
• life choices
• stratification
• structured inequality
• poverty
• relative poverty
• masculine and feminine
• sexuality and identity
• gender socialisation
• glass ceiling
• gender stereotypes
• patriarchy
• discrimination
• sexism
• assimilation
• marginalisation
• prejudice
• social policies

• land rights
• reconciliation
• scapegoating
• attitudes
• prejudice
• racism
• ageism
• ethnicity
• White Australia policy
• migration
• multiculturalism
• cultural enrichment
• diversity
• ethnocentrism
• xenophobia
• unskilled labour
• social capital.

**Examples of learning activities**

Learners:

- construct a table that identifies sociological similarities and differences between the social categories of youth and the elderly; examples of similarities include government financial support, diversity of members, need for self-esteem, tax contribution; examples of differences include voting rights and responsibilities, access to alcohol, access to a driver’s license, health, consumerism; explain how using social categories assists in the analysis of social change and its place in sociological discourse.

- create a Venn diagram comparing the consequences of age for the two groups: youth and elderly.

- demonstrate and analyse certain scenarios related to gender (e.g. the study of coding) and its impacts in education.

- use a range of sources such as a dictionary, printed encyclopaedia and the Internet to examine different definitions of race and ethnicity; consider how the definitions have changed over time and the preferable definitions in sociological study.

- write a list of possible ethnic changes that occur when a spacecraft crashes on an alien planet and is not sighted or rescued for several generations; the craft contains women of non-English speaking Arabic background, tourists including young men of a football club, and a crew of ten made up of medical, scientific and academic people; the indigenous people on the planet are friendly, of average intelligence, extremely conformist, speak an unknown language incorporating gestures, and use a primitive culture based on artistic expression; they live in polygamous family groups; comment on the new social configuration of the society as it undergoes change.

- identify examples of the hybridisation of cultures in Australia; for example, a Muslim student wearing an abaya with a Maori tribal design.
along the hem is watching a Bollywood film while eating Halal tacos and writing an essay about the feminist perspective of family.

explore the ethnic diversity of the classroom by visually mapping birth places, and parents' and grandparents' birth places.

maintain an annotated collection of historical and contemporary text-based and visual representations of Aboriginal cultures and Torres Start Islander cultures that could be interpreted as ethnocentric and/or culturally relativistic; include at least two examples of a song, book, artwork, film and/or advertising campaign.

construct a multimedia presentation that displays the historical suppression of Aboriginal and Torres Start Islander culture in the form of a timeline; outline major government initiatives and policies, including protection, segregation, assimilation and integration alternatively, create a timeline that represents the history of migrants/refugees to Australia.

consider the following hypothetical sociologist’s report:

A group of 500 people rejecting the modern materialism of contemporary Australian society form a community on an isolated country property; within 10 years, local townships have ostracised these strange people; among themselves they speak English, but use secret words and hand signs; they breed and eat dogs but grow their own vegetables; they practice a communal religious rite to a nameless god each week; they believe in passivism and social obedience; each week they have a communal meeting where women sit in a tight circle surrounded by standing men who all sing and chant songs. Select five practices that give the group identity, two practices that you believe promote group cohesion and one practice likely to ostracise them from neighbours. Using sociological frameworks, argue whether or not you believe the group will be self-sustaining or decline.

‘Various forms of discrimination have been outlawed, however, Australia is often viewed as a patriarchal society’ Discuss this comment in relation to female pay and the perceived ‘glass ceiling’ in the workplace.

explain the ‘White Australia Policy’ and how it has changed the demographics in Australia since its inception.

Module 4
Sociological Research Methods

Module 4 is about constructing and describing how research can inform different sociological aspects of contemporary Australian society.

Key Concepts:
- scientific methods of social inquiry to explore social relationships
- outcomes of social activities
- systematic research processes
- objective observation
- collection and analysis of data
- ethical codes of conduct
- protection and wellbeing of the groups and individuals with whom sociologists work
- research methods used to gather information for analysis, such as case studies, surveys, interviews and non-participant observation.

This course focuses on four (4) key ethical considerations:
- Voluntary participation
- Informed consent
- Privacy
- Confidentiality of data.

Examples of learning activities
Learners:

- find definitions for the following terms in the context of sociological research: nature of ethical methodology with reference to voluntary participation, informed consent, privacy and the confidentiality of data.

- access The Australian Sociological Association (TASA), www.tasa.org.au/ethical-guidelines/; create an overview of the ethical guidelines for primary sociological research

- undertake primary research in the form of background briefings’, which may take the form of interviews with willing participants; discuss in a group environment; propose a range of research questions related to a topic provided by teachers (relevant to the IP topic – Equality and Inequality) Sample topics include:
  - What are the social, economic and political dimensions of inequality?
  - What are the causes and consequences of inequality?
  - How does inequality relate to one or more of the following institutions?
    - Family
    - Education
    - Work
    - Media

These focus questions should relate to at least one of the following groups:
- Gender
- Indigenous Australians
- Ethnicity/Migrants
- Age
- Youth
- Rural/regional Australia

- research and create a list of appropriate interpersonal skills required to conduct primary research interviews.

- identify examples of comparative perspectives on the experience of family life and the changing role of family members in Australia compared to family life in different cultures.
• create a list of the influences of key demographic, cultural, economic, technological and social developments on the ways people create and experience family life and on the place and role of family as a social institution.

• research a definition of ‘comparative methodology’. Outline Australia’s ethnic diversity through the use of comparative methodology.

• consider the ethical implications of conducting research on human subjects in the context of research into ethnic groups; using a proposed topic create a guide for primary ethical research.

Supporting Student Responses and Elaborations

The inquiry model is a circular and dynamic interrelationship between planning, teaching and learning, and assessment.

Examples of assessment tasks

Three or more of the following are suggested:

• a research methodology design exercise
• an ethical principles exercise
• an empirical evidence report
• a focus question exercise
• a literature review
• a primary research and data analysis report
• a research report.

Specific strategies that teachers can use to elicit student responses while checking for understanding include:

**Feedback**

Pivotal to formative assessment is the feedback loop which helps learners to improve and develop and teachers should plan effectively to support this. It comprises three concepts:

- Feed up – where is the learner going?
- Feed back – how is the learner going?
- Feed forward – where to next and what must the learner do to get there?

**Mind-mapping**

A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the centre of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. A mind map is an ideal tool to use in the questioning phase of the inquiry process.

**Brainstorming**

Brainstorming is sometimes called applied imagination and combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Brainstorming can be particularly useful in skill steps 4 and 5 of the inquiry model.
Folio
In assisting with the requirements for academic integrity both teachers and learners should undertake a collaborative process to achieve this goal. Teachers should allow class time in which learners undertake components of the work requirement and also to provide for verification. Processes may include Written feedback, including:
- Investigation checklists
- Using teacher observation sheets for drafts and referencing
- Making annotated notes in responses to issues emerging during research and drafting.

Learners are expected to complete evidence, in hard or digital copy, that the work they have completed is their own. This could comprise:
- Copies of emails
- The keeping of a journal.
- Working notes and jottings
- Copies of research papers and drafts
- Evidence of research, including collection and sorting of data.

Teaching strategies that are particularly relevant and effective in Psychology, either individually or in combination, include:

**Oral skills**
- role plays, games and simulations
- debate and discussion
- interviews and surveys
- group work
- brainstorming
- presentations

**Written skills**
- multiple choice items
- short responses
- extended responses
- projects and inquiries
- classroom displays
- timelines
- graphic organisers

**Community based learning**
- specialist speakers and lectures
- excursions
- work-integrated learning
- Cooperative learning

**Analysis**
- statistics and data
- graphical representations
- collection and interpretation of newspaper and journal articles
- audio, visual and television reviews
- experimental and observational research
• game play

Applications
• case studies/scenarios
• design surveys
• applied practical exercises
• software packages or applications
• interactive and multimedia packages
• podcasts, wikis, blogs
• social media, e.g. twitter

RESOURCES
Texts (General)
Online Support Materials
Online support materials are provided for each subject and updated regularly on the website (www.tas.gov.au).

BOOKS


Eckersley, R et. al. 2007, Generations in dialogue about the future: the hopes and fears of young Australians, Australian Youth Research Centre, Parkville.


Keeler, C & Couzens, V (eds) 2010, Meereang-an: Here is my country, the story of Aboriginal Victoria told through art, Koorie Heritage Trust Inc.


Mackay, H 2007, Advance Australia…Where?: how we’ve changed, why we’ve changed, and what will happen next?, Hachette Australia, Sydney.


Maley, B 2001, Family and marriage in Australia, Centre for Independent Studies, St Leonards.


Tonnies, F (ed. Jose Harris) 2001, Community and civil society, translated by Jose Harris and Margaret Hollis, Cambridge University Press, New York.

Taylor, P et. al. 2004, Sociology In Focus, Causeway Press Ltd, Harlow Essex.


JOURNALS AND PERIODICALS

Arena Journal (ISSN 1320-6567)

Australian Journal of Political Science (ISSN 1363-030X)

Australian Journal of Social Issues (ISSN 0157-6321)

Ethos: The Journal of Social Education Victoria (ISSN 1448-1324)

Eureka Street (ISSN 1036-1758)

Institute of Public Affairs Review (ISSN 1030-4177)
Journal of Sociology (ISSN 1440-7833)
The Monthly (ISSN 1832-3421)
Overland (ISSN 0030-7416)
Quarterly Essay (ISSN 1832-0953)
Social Alternatives (ISSN 0155-0306)
Communities, Children and Families Australia (ISSN 1833-6280)
Family Matters (ISSN 1030-2646)
Journal of Family Studies (ISSN 1322-9400)
Youth Studies Australia (ISSN 1038-2569)
Australian and New Zealand Journal of Criminology (ISSN 0004-8658)
Australian Aboriginal Studies Journal (ISSN 0729-4352)
Cultural Studies Review (ISSN 1446-8123)
Journal of Australian Indigenous Issues (ISSN 1440-5202)
Journal of Indigenous Policy (ISSN 1448-4463)
Journal of Intercultural Studies (ISSN 1469-9540)
Communities, Children and Families Australia (ISSN 1833-6280)

WEBSITES
Australian Bureau of Statistics
www.abs.gov.au
Australian Clearinghouse for Youth Studies
www.acys.info/
Australian Crime Commission
www.crimecommission.gov.au
Australian Family Relationships Clearinghouse
Australian Indigenous HealthInfoNet
www.healthinfonet.ecu.edu.au/
Australian Institute of Criminology
www.aic.gov.au
Australian Social Trends at Australian Bureau of Statistics
www.abs.gov.au/socialtrends
Communities and Families Clearinghouse Australia
Close the Gap
Closing the Gap Clearinghouse  

Communities at Department of Families, Housing, Community Services and Indigenous Affairs  

Community Development at Department of Planning and Community Development  

Cultural Infusion  
www.culturalinfusion.org.au/portal/

Department of Climate Change and Energy Efficiency  
www.climatechange.gov.au/

Department of Immigration and Citizenship  

Department of Justice  

Department of Sustainability and Environment  

Department of Sustainability, Environment, Water, Population and Communities  
www.environment.gov.au/

Diversity and Social Cohesion Program at Department of Immigration and Citizenship  

Families & Children at Department of Families, Housing, Community Services and Indigenous Affairs  
www.fahcsia.gov.au/sa/families/overview/Pages/default.aspx

Generation One  
www.generationone.org.au/

Indigenous at Department of Planning and Community Development  
www.dpcd.vic.gov.au/indigenous

Indigenous Australians at Department of Families, Housing, Community Services and Indigenous Affairs  

Indigenous Justice Clearinghouse  

Indigenous Youth at Department of Education, Employment and Workplace Relations  

Koori Court at Department of Justice  

Local Government development, Tasmania  
Longitudinal Surveys of Australian Youth
www.lsay.edu.au

Making Multicultural Australia
www.multiculturalaustralia.edu.au/

Mirrung Ngu Wanjarri

Neighbourhood Justice Centre at Department of Justice

Our Community

Office for Youth at Department of Education, Employment and Workplace Relations
www.deewr.gov.au/Youth/OfficeForYouth/Pages/default.aspx

Reconciliation Australia
www.reconciliation.org.au/

Refugee Council of Australia
www.refugeecouncil.org.au/

Smart Justice
www.smartjustice.org.au

Sustainability Victoria

Sustainable Living Tasmania

Youth at Department of Education, Employment and Workplace Relations
www.deewr.gov.au/Youth/Pages/default.aspx

Youth at Department of Planning and Community Development

Youth.gov.au
www.youth.gov.au

Youthcentral
www.youthcentral.vic.gov.au

AUDIOVISUAL

Australian Broadcasting Corporation
www.abc.net.au

All of Us (video) 2010, Victorian Multicultural Commission, Melbourne. Available from
From Voices of Australia: 30 Years of the Racial Discrimination Act: 1975-2005 (MP3) at Australian Human Rights and Equal Opportunity Commission

National Film and Sound Archives

Slow TV at The Monthly website

Special Broadcasting Service
www.sbs.com.au

VIDEOS


mY Generation (video) 2010, Smoking Gun Productions, Unley SA.

Polly and Me (video) 2009, Shark Island Productions, Sydney.
Available from www.sharkisland.com.au

Available from Screen Australia www.filmaust.com.au

Risking Our Kids (video) 2008, Film Finance Corporation Australia, Screenwest, Rymerchilds and Thunderbox.
Available from Ronin Films www.roninfilms.com.au

The Oasis (video) 2008, Shark Island Productions, Sydney.
Available from www.sharkisland.com.au

Two Men and Two Babies (video) 2008, Big and Little Films Pty Ltd, Melbourne.

Two Mums and a Dad (video) 2007, Singing Nomads Productions, Melbourne.
Available from Ronin Films www.roninfilms.com.au

Under One Roof (video) 2003, Film Australia and SBS Independent.
Available from Screen Australia www.filmaust.com.au

Wallboy (video) 2009, Shark Island Productions, Sydney.
Available from www.sharkisland.com.au

Available from Screen Australia www.filmaust.com.au

Convicted (video) 1993, Piper Films, Adelaide.
Available from www.piperfilms.com.au
Available from Ronin Films www.roninfilms.com.au

Available from Ronin Films www.roninfilms.com.au


Available from Film Australia www.filmaust.com.au

Halal Mate (video) 2007, Rebel Films, Melbourne.

Available from Gil Scrine Films www.gilscrenfilms.com.au

I’ll Call Australia Home (video) 2008, Becker Entertainment, Sydney.
Available from Screen Australia www.filmaust.com.au


Available from Ronin Films www.roninfilms.com.au

Intervention: Stories from the Inside (video) 2009, Tangentyere Research Hub and Vincent Lamberti, Alice Springs NT.
Available from Ronin Films www.roninfilms.com.au


Silma’s School (video) 2005, Firefly Productions, Sydney.
Available from Ronin Films www.roninfilms.com.au

Available from Ronin Films www.roninfilms.com.au

The Apology (video) 2008, Reconciliation Australia, Canberra.
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CD-ROMs


Organisations:

Asylum Seeker Resource Centre (Education Program), West Melbourne Vic
Australian Human Rights Commission
Australian Institute of Aboriginal and Torres Strait Islander Studies
Australian Institute of Criminal Studies
Australian Institute of Criminology
Australian Institute of Family Studies
Australian Research Alliance for Children and Youth
Australian Sociological Association
ARACY Research Network
Criminology Research Council
Department of Paediatrics, University of Melbourne
Immigration Museum (Education Program)
Institute for Social Research, Swinburne University of Technology
Melbourne Graduate School of Education Youth Research Centre at University of Melbourne
Youth Research Centre
Melbourne Graduate School of Education, University of Melbourne, Vic 3010
Youth Affairs Council of Victoria Inc
Reconciliation Australia
Tasmanian Heritage Council
Tasmania: Charter of Rights
Victorian Equal Opportunity & Human Rights Commission