UniSC

COURSE OUTLINE

EDU410 Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching

School: School of Education and Tertiary Access

2026 | Session 1

UniSC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course extends your knowledge of Aboriginal and Torres Strait Islander ways of learning in education contexts. Through interactions with Aboriginal and Torres Strait Islander people, you critically reflect on cultural beliefs and professional practice and develop skills to evaluate and ameliorate the impact of dominant pedagogies and discourses on learners. You will learn how to embed these perspectives and communicate and utilise equitable and differentiated teaching strategies that demonstrate a commitment to Aboriginal and Torres Strait Islander education.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	3hrs	Week 1	5 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the workshop component of the course during the week long intensive. The workshops are synchronous using technology-enabled learning and teaching experience that involves on-campus engagement and application of learning materials.	10hrs	Week 2	Once Only
Tutorial/Workshop 2 – A zoom or face to face session each week post intensive.	2hrs	Week 3	4 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	3hrs	Week 1	5 times
Tutorial/Workshop 1 – An online learning approach is used to deliver the workshop component of the course during the week long intensive. The workshop is synchronous using technology-enabled learning and teaching experience that involves online engagement and application of learning materials.	10hrs	Week 2	Once Only
Tutorial/Workshop 2 – A zoom session each week post intensive.	2hrs	Week 3	4 times

1.3. Course Topics

- Teacher positioning, critical reflection and cultural standpoints influencing practice and pedagogy
- Analysing dominant discourses and pedagogies and their influence on Aboriginal and Torres Strait Islander learners
- Understanding and analysis of current policies that influence Aboriginal and Torres Strait Islander studies and learners – for example, RAP, Closing the Gap, ACARA cross-curricular themes
- Locating and assessing suitable cultural resources for teaching
- Understanding of diversity and diverse cultural protocols and how to engage with Aboriginal and Torres Strait Islander students, families and communities
- Relational pedagogies and Aboriginal and Torres Strait Islander learners
- Embedding Aboriginal and Torres Strait Islander perspectives into student learning activities

2. What level is this course?

> 400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Reflect on your own cultural beliefs, values and standpoint and how this relates to Aboriginal and Torres Strait Islander learners and the process of respectfully embedding content into the curriculum.	Ethical	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.6, 3.7, 4.1, 4.4, 7.3, 7.4
2 Critically select and analyse suitable cultural resources and respectfully embed Aboriginal and Torres Strait Islander content in learning activities	Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.3, 3.4, 3.7, 4.1, 6.3, 7.4
3 Identify and critically examine key legislative, community and wellbeing programs that support Aboriginal and Torres Strait Islander learners. Identify strategies for working effectively, sensitively and confidentially with parents/carers.	Ethical	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.4, 6.3, 7.3, 7.4
4 Explicate a broad range of strategies for involving parents and community members in facilitating Aboriginal and Torres Strait Islander learning and embedding content into the curriculum.	Engaged	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.3, 3.4, 3.5, 3.7, 4.1, 6.3, 7.4
5 Argue for teaching strategies that respond to the learning strengths and needs of students from diverse backgrounds including Aboriginal and Torres Strait Islander students with English as an additional language.	Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.4, 6.3, 6.4, 7.3, 7.4
6 Design differentiated learning and teaching that is informed by critical reflective practice to meet diverse learner needs.	Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 6.3, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

CODE	COMPETENCY
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED303, ED304, ED306, ED307, AE304, SE303, ED315, UB009

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will be given early feedback on Task 1 to enable them to better understand the perspectives of Aboriginal and Torres Strait Islander Peoples and to facilitate their understanding so that they can more effectively and respectfully embed First Nations perspectives into their teaching and learning practices.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	1 x 30 mins	Week 1	Online Test (Quiz)
All	2a	Artefact - Creative, and Written Piece	Individual	25%	1500 words equivalent	Week 3	Online Assignment Submission with plagiarism check
All	2b	Artefact - Creative, and Written Piece	Group	30%	2500 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Journal	Individual	35%	7 Mins	Week 8	Online Submission

All - Assessment Task 1: Quiz

GOAL:	You will demonstrate your knowledge and understanding of course topics
PRODUCT:	Quiz/zes
FORMAT:	You will undertake a quiz in order to determine your depth of knowledge and understanding of Aboriginal and Torres Strait Islander Histories and Cultures.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Reflect on knowledge of Aboriginal and Torres Strait Islander histories	1
	2	Reflect on knowledge of Aboriginal and Torres Strait Islander cultures	1
	3	Identify and critically examine key issues and practices relating to Aboriginal and Torres Strait Islander people within the classroom environment	3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies		

All - Assessment Task 2a: Community Connections Plan

GOAL:	You will demonstrate your knowledge and understanding of other people's views and the impact of colonisation on Aboriginal and Torres Strait Islander peoples by creating a plan of how you will acknowledge and respectfully engage with members of the Aboriginal and Torres Strait Islander community in your teaching and learning practices in a specified context.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	Presentation of your findings regarding your exploration of other people's views within a specific context along with your plan to engage with community and create your acknowledgement in this context.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Critically select appropriate written and visual communication skills including English expression, genre conventions, grammar and professional persona	2
	2	Identify and critically examine your knowledge and understanding of issues and practices relating to Aboriginal and Torres Strait Islander people within the educational setting and the impact of colonisation on different groups.	3
	3	Explain your knowledge and understanding of Aboriginal and Torres Strait Islander people's standpoint, perceptions, beliefs and values and the impact of colonisation on different groups.	4
	4	Explain your knowledge and understanding of protocols for engagement with community representatives and professional groups.	4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies		

All - Assessment Task 2b: Unit of Work

GOAL:	The goal of this task is to develop a unit of work / sequence of lessons which embed Aboriginal and Torres Strait Islander perspectives through curriculum, pedagogy and assessment practices. A rational will accompany your work that will justify your pedagogical choices and discuss how your approach will align with Parental and Community Engagement plans. You will critically evaluate four teaching resources in terms of their cultural relevance and practices and the potential impact and effectiveness on student learning outcomes
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	This is a group task and requires you to work and submit your task with a partner. You will be provided with two templates - a Unit of work template and a CAF template to respond to the the classroom application investigation outlining the following: - specific examples of the 8 Ways Pedagogical Framework in your teaching, learning and assessment tasks - demonstrate cognitive development through Higher Order Thinking Skills - demonstrate social-emotional development through cooperative learning tasks - justify the pedagogical choices you have made in a rationale - Identification of four resources to assist teachers to embed Aboriginal and Torres Strait Islander perspectives in the classroom - Evaluation of the cultural relevance and practices associated with the resource in terms of teaching, learning and assessment

CRITERIA:	No.		Learning Outcome assessed
	1	Reflect on your own knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures	①
	2	Critically select and analyse the cultural relevance of a resource in terms of teaching, learning, assessment and evaluation.	②
	3	Critically select respectful written communication skills and academic literacies including English expression, genre conventions, grammar, spelling, punctuation, APA referencing conventions.	②
	4	Argue for Aboriginal pedagogical frameworks and domains of development	⑤
	5	Design learning and teaching that is culturally relevant and appropriate to Aboriginal and Torres Strait Islander learner needs and the spirit of reconciliation and aligns with Parental and Community Engagement protocols.	⑥

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies

All - Assessment Task 3: Reflective vlog

GOAL:	The goal of this task is to demonstrate how you will embed Aboriginal and Torres Strait Islander perspectives in your teaching and learning practices in your future classroom. You will critically reflect on your learnings from the course and how this influences your practice as a teacher.
PRODUCT:	Journal
FORMAT:	The Vlog will address the following areas: - Reflect on and appraise your knowledge of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and include strategies that support their well-being and safety within the school, system, curriculum and legislative requirements - Reflect on what you have learnt from the course in terms of content and pedagogy and how your experience from this course will influence your teaching practice and your future professional development

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Argue for the inclusion of Aboriginal and Torres Strait Islander perspectives and the implications for all students in a culturally appropriate way	5
	2	Reflect on your learnings from the course including communicating and working with community and peers/future colleagues	1
	3	Critical analysis of personal and professional learnings in terms of responsibilities of teachers in pursuit of social justice and inclusive education	2
	4	Critically select visual and verbal communication skills including English expression, grammar and professional persona.	2
	5	Explicate a range of strategies to support embedding Aboriginal and Torres Strait Islander perspectives in the curriculum	4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

7.   Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 Truth Telling	Historical context and discourse relating to Education. Learning materials will investigate the key concepts for this module. Readings and activities outlined on the Course Canvas site
Module 2 Voices within Community	Community perspectives to develop deeper relational understandings. Learning materials will investigate the key concepts for this module Readings and activities outlined on the Course Canvas site
Module 3 Why truth and voice matter	Understanding connections, cultural protocols and community partnerships Learning materials will investigate the key concepts for this module Readings and activities outlined on the Course Canvas site including Parental and community Engagement Protocols and current literature relating to increasing engagement for First Nations peoples in education.
Module 4 Establishing treaty in our classrooms	Transformative teaching and learning. Learner relatedness and diversity. Teaching resources. Teaching practices. Classroom applications. Learning materials will investigate the key concepts for this module. Readings and activities outlined on the Course Canvas site.
Module 5 Walking together - Your challenge	Self perceptions and teacher identity. Reflections and professional practice. Learning materials will investigate the key concepts for this module. Readings and activities outlined on the Course Canvas site.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au