

# SCS203 Introduction to Aboriginal and Torres Strait Islander Education

**School:** School of Law and Society

2025 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Fraser Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://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

In this course, you will examine the importance of Aboriginal and Torres Strait Islander perspectives for teachers. You will examine contemporary cultures and lifestyles, languages and demography. You will also examine Western ideologies, and how they differ to Indigenous ideologies in a historical and contemporary context in relation to policies, culture and education.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Asynchronous online learning materials	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – On campus tutorials	2hrs	Week 1	10 times
<b>Seminar</b> – All cohort on-line	1hr	Week 1	3 times

### 1.3. Course Topics

Understanding Indigenous perspectives in an Australian context  
Indigenous Knowledge and worldview in Education  
Understanding Australian Indigenous historical and current policies  
Cultural competence

### 1.4. Mature Content

Violence

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Demonstrate a broad knowledge of and respect for Aboriginal and Torres Strait Islander cultural and linguistic diversity in educational settings.	Knowledgeable Creative and critical thinker Ethical	1.4, 2.4
2 Identify and explain the effects of historical and social influences on the histories of Aboriginal and Torres Strait peoples and their on-going impacts in education in urban, regional, rural and remote contexts.	Knowledgeable Creative and critical thinker Empowered Ethical	1.4, 2.4
3 Design and create teaching strategies for Aboriginal and Torres Strait Islander learners.	Knowledgeable Empowered Ethical Engaged	1.4, 3.7
4 Justify a coherent personal and professional approach to Aboriginal and Torres Strait Islander education that is reflective and informed by education policy, understandings of culture, history and racism.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1.4, 2.4, 3.7

#### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.
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.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.

### 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 AR301, AR392, ED312, SA301, AE304, ED303, ED304, ED315, SE303 or 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

This course will include an early on-line quiz worth 10% which is due in Week 4. The quiz will be completed on-line and will provide you with immediate feedback on your academic and research progress, including the need for additional support.

### 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	Oral and Written Piece	Individual	20%	750 words	Refer to Format	In Class
All	2a	Quiz/zes	Individual	10%	20 questions	Week 4	Online Test (Quiz)
All	2b	Essay	Individual	30%	1500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	2000 words	Week 11	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Presentation

<b>GOAL:</b>	To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	In the first tutorial, you are required to select one week from weeks 2 to 9 (inclusive) from which you will write and present one question, each with a referenced commentary, derived from and linked to one of the required readings set for your nominated week.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Respectfully describe key aspects of Aboriginal and Torres Strait Islander cultures, languages and contemporary situations in diverse urban, regional, rural and remote contexts	1 2 4
	2	Evaluate the educational implications for students of Aboriginal and Torres Strait Islander backgrounds.	1 2 4
	3	Describe and explicate policy frameworks for Aboriginal and Torres Strait Islander education.	4
	4	Use appropriate academic language, professional presentation style and a creative activity to solidify learning outcomes.	4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies		

**All - Assessment Task 2a:** On-line quiz

<b>GOAL:</b>	The goal of this assessment task is for you to apply and demonstrate your knowledge of course content and readings with a series of multiple-choice questions.										
<b>PRODUCT:</b>	Quiz/zes										
<b>FORMAT:</b>	The quiz will consist of approximately 20 questions resulting in a cumulative grade.										
<b>CRITERIA:</b>	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Accuracy and correctness of response</td><td>1</td></tr> <tr> <td>2</td><td>Identify and explain the effects of historical and social influences on the histories of Aboriginal and Torres Strait peoples and their on-going impacts in education in urban, regional, rural and remote contexts.</td><td>1</td></tr> </table>	No.		Learning Outcome assessed	1	Accuracy and correctness of response	1	2	Identify and explain the effects of historical and social influences on the histories of Aboriginal and Torres Strait peoples and their on-going impacts in education in urban, regional, rural and remote contexts.	1	
No.		Learning Outcome assessed									
1	Accuracy and correctness of response	1									
2	Identify and explain the effects of historical and social influences on the histories of Aboriginal and Torres Strait peoples and their on-going impacts in education in urban, regional, rural and remote contexts.	1									
<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies										

**All - Assessment Task 2b:** Essay

<b>GOAL:</b>	Aboriginal and Torres Strait Islander histories have ongoing impacts and implications for the education of students from Aboriginal and Torres Strait Islander backgrounds. Understanding this context and ways to respond to support student learning is an important part of your development as a teacher.																
<b>PRODUCT:</b>	Essay																
<b>FORMAT:</b>	You are required to produce a 1500 word essay due in week 7 which will be uploaded to Canvas.																
<b>CRITERIA:</b>	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Reflect upon and demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, languages and the ongoing impacts and implications.</td><td>1 2 4</td></tr> <tr> <td>2</td><td>Evaluate the educational implications of this knowledge for students of Aboriginal and Torres Strait Islander backgrounds.</td><td>1 2 4</td></tr> <tr> <td>3</td><td>Explain how to address these educational implications in terms of teaching strategies.</td><td>3</td></tr> <tr> <td>4</td><td>Use appropriate academic language.</td><td>1</td></tr> </table>	No.		Learning Outcome assessed	1	Reflect upon and demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, languages and the ongoing impacts and implications.	1 2 4	2	Evaluate the educational implications of this knowledge for students of Aboriginal and Torres Strait Islander backgrounds.	1 2 4	3	Explain how to address these educational implications in terms of teaching strategies.	3	4	Use appropriate academic language.	1	
No.		Learning Outcome assessed															
1	Reflect upon and demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, languages and the ongoing impacts and implications.	1 2 4															
2	Evaluate the educational implications of this knowledge for students of Aboriginal and Torres Strait Islander backgrounds.	1 2 4															
3	Explain how to address these educational implications in terms of teaching strategies.	3															
4	Use appropriate academic language.	1															
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy																

### All - Assessment Task 3: Reflective learning plan

<b>GOAL:</b>	As a future teacher, you will be required to reflect on your own professional development needs and identify ways to continue your learning. This task has been designed to provide you with the opportunity to demonstrate your awareness of your professional responsibilities, challenges and opportunities in the area of Aboriginal and Torres Strait Islander education and the importance of respect, engagement and self-awareness in teaching.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	You will write a structured reflective learning and resource plan with set out aims, and your actions required to progressively achieve cultural competency in your teaching standards 1.4 & 2.4.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Describe the importance of respect for Aboriginal and Torres Strait Islander people, culture and reconciliation	1 3 4
	2	Describe ways to engage effectively with teaching resources and Aboriginal and Torres Strait Islander students, families and communities	1 3 4
	3	Explain the effects of racism	1 2 3 4
	4	Describe EAL/Dclassroom strategies and strategies to address communication and relationship building	1 2 3 4
	5	Reflect on the personal and professional responsibilities of teachers in pursuit of social justice and inclusive education and ways to advance these goals	1 3 4
	6	Use appropriate academic language	1
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies		

## 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.

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kaye Price, Jessa Rogers	2019	Aboriginal and Torres Strait Islander Education	n/a	Cambridge University Press

### 8.2. Specific requirements

Nil

## 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto: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](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)