COURSE OUTLINE

SCS203 Introduction to Aboriginal and Torres Strait Islander Education

School: School of Law and Society

2026 | Trimester 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 unisc.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 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
BLENDED LEARNING			
Learning materials – Asynchronous online learning materials	1hr	Week 1	10 times
Tutorial/Workshop 1 – On campus tutorials	2hrs	Week 1	10 times
Seminar – 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 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 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

5.5. Microcredential Information

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	30%	900 words	Refer to Format	In Class
All	2a	Quiz/zes	Individual	10%	20 questions	Week 4	Online Test (Quiz)
All	2b	Essay	Individual	25%	1300 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	35%	1800 words	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Presentation

GOAL:	To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	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.

CRITERIA:

No.		Learning Outcome assessed
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

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

All - Assessment Task 2a: On-line quiz

GOAL:	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.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	The quiz will consist of approximately 20 questions resulting in a cumulative grade.

CRITERIA:

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

GENERIC SKILLS:	Communication, Organisation, Applying technologies

All - Assessment Task 2b: Essay

GOAL:	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.
PRODUCT:	Essay
AUTHORSHIP STATEMENT:	
FORMAT:	You are required to produce a 1300 word essay due in week 7 which will be uploaded to Canvas.

CRITERIA:

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

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

All - Assessment Task 3: Reflective learning plan

GOAL:	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.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	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.

CRITERIA:

No.		Learning Outcome assessed
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

GENERIC SKILLS:	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

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. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central