

SCS203 Introduction to Aboriginal and Torres Strait Islander Education

School: School of Law and Society

2024 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 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 Studies for teachers. You will examine contemporary cultures and lifestyles, languages, demography, and current policies. You will also examine history and its ongoing effects, including frontier conflict and dispossession, 'Living Under the Act', Stolen Generations and assimilation, struggles for rights and recognition, including Aboriginal and Torres Strait Islander voices and stories. You will also reflect on engagement with families and community, anti-racism and reconciliation.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Asynchronous online learning materials | 2hrs | Week 1 | 10 times |
| Tutorial/Workshop 1 – On campus tutorials | 2hrs | Week 1 | 10 times |
| Seminar – All cohort on-line in Weeks 1, 2, 5, 6, 9 & 10 | 1hr | Week 1 | 6 times |

1.3. Course Topics

Education Policies

Race and Racism

Demographics and Diversity

Arts and language

Frontier Conflict and dispossession

'The 1897 Act' and the Stolen Generations

Torres Strait Islands

Reconciliation, protocols and engaging

Cultural competence

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 AE304, ED303, ED304, ED315, or SE303

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

| | | | |
|------------------|--|--|----------------------------------|
| 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 | | |
| 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 |

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 | | |
| 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 |

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 | | |
| FORMAT: | You are required to produce a 1500 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 |

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 | |
| 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 |

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

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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.

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.

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