



EDED11458 *Indigenous Studies and Learning*

Term 3 - 2019

Profile information current as at 30/04/2024 02:01 am

All details in this unit profile for EDED11458 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The unit Indigenous Studies and Learning develops knowledge and understanding of historical factors that impact on the engagement of Aboriginal and Torres Strait Islander learners and families in education and care settings. The policy and action of governments and media representations are analysed, discussed and compared with indigenous perspectives on race relations and past events with an emphasis on developing understanding and appreciation of contemporary Indigenous Australian identity and culture. Pedagogies for working effectively and appropriately with indigenous Australians, families and communities including current systemic initiatives and policies are evaluated in terms of their suitability for students in rural, remote and urban Australian communities. You will consider Aboriginal and Torres Strait Islander world views and your own and others attitudes to Indigenous people to defend the selection of teaching strategies aimed at promoting reconciliation and effective learning relationships with students, families and communities.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

To be eligible to enrol in this unit, students must be enrolled in CC12, CC13, CC14 or the Start University Now (SUN) program

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2019

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback

Further support for assessment tasks.

Recommendation

Further resources to support the assessment tasks will be provided.

Feedback from Student evaluation

Feedback

Content and expectations in understanding the content were very high.

Recommendation

Content and expectations will be reviewed.

Feedback from Student evaluation

Feedback

Moodle navigation is complex.

Recommendation

Moodle navigation will be reviewed.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
2. Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
3. Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
4. Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
5. Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
6. Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander student
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 3.5 Use effective classroom communication
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 7.3 Engage with the parents/carers

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•	•			•
2 - Written Assessment - 50%				•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•		
2 - Problem Solving		•			•	
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy		•	•	•	•	•
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence	•	•	•	•	•	•
8 - Ethical practice	•	•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•			•	•		
2 - Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

EDED11458

Prescribed

Learning and Teaching in Aboriginal and Torres Strait Islander Education

Edition: Third (2016)

Authors: Harrison and Sellwood

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780190303204

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Claire Laundy Unit Coordinator

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Angelina Ambrosetti Unit Coordinator

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Schedule

Week 1 --- Understanding Aboriginal and Torres Strait Islander Children - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 1 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Introduction Quiz to be completed Assessment Task 1a Quiz is available Undertake Week 1 self-test quiz Week 1 Study Guide tasks to be submitted

Week 2 -- Inclusive Australian History - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 2 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Assessment Task 1a Quiz is available Week 2 Study Guide tasks to be submitted

Week 3 -- Inclusive Australian History continued - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 3 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 3 Study Guide tasks to be submitted Undertake Week 2-3 self-test quiz
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Week 4 -- The impacts of past policies on Australian Indigenous cultures and identity - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 4 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 4 Study Guide tasks to be submitted Assessment task 1a closes on Friday week 4

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Consolidate/catch up with learning to date.

Week 5 -- The impacts of past policies on Australian Indigenous cultures and identity continued - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 5 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 5 Study Guide tasks to be submitted Undertake Week 4-5 self-test quiz

Week 6 -- Culture and Identity: Ways of knowing, learning and being - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 6 Study Guide tasks to be submitted

Week 7 -- Culture and Identity: Ways of knowing, learning and being continued - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Week 7 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 7 Study Guide tasks to be submitted Undertake Week 6-7 self-test quiz

Week 8 -- Quality Teaching for Indigenous Australian Children - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Week 8 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 8 Study Guide tasks to be submitted Indigenous Terminology/Protocols Quiz and Written response to Stimulus Due: Week 8 Friday (17 Jan 2020) 11:45 pm AEST

Week 9 -- Quality Teaching for Indigenous Australian Children continued - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Week 9 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 9 Study Guide tasks to be submitted Undertake Week 8-9 self-test quiz

Week 10 -- Engaging Indigenous learners in authentic learning environments - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Week 10 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 10 Study Guide tasks to be submitted Undertake Week 10 self-test quiz

Week 11 -- Relationships, Community Partnerships and Strategies for Indigenous Education - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Week 11 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 11 Study Guide tasks to be submitted

Week 12 -- Relationships, Community Partnerships and Strategies for Indigenous Education continued - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Week 12 Moodle Study Guide	All study resources are provided in the Moodle Study Guide.	Week 12 Study Guide tasks to be submitted Undertake Week 11-12 self-test quiz
Exam Week - 17 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic
		School Design Task Due: Exam Week Monday (17 Feb 2020) 11:45 pm AEST

Assessment Tasks

1 Indigenous Terminology/Protocols Quiz and Written response to Stimulus

Assessment Type

Written Assessment

Task Description

Assessment Task 1a Indigenous Terminology and Protocols Quiz (100% required to pass)

Assessment task 1a quiz tests your knowledge and understanding of protocols and terminology associated with working with Aboriginal and Torres Strait Islander peoples.

This assessment specifically addresses Standard 1.4 and 2.4 of the Australian Professional Standards for Teachers and is designed to measure your ability to:

- 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. (APST 1.4)
- Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (APST 2.4).

This quiz is available as soon as you achieve 85% or greater in the Introduction Quiz.

To pass EDED11458 you **MUST** demonstrate full competency by attaining a mark of 100%.

You **MUST** complete this quiz by the end of Week 4 (8th December 2019). After that time the quiz will not be available for you to undertake.

You can retake this quiz as many times as you like to achieve the required 100% mark.

The quiz is made up of questions taken randomly from a number of question banks so no two quizzes will be the same.

Assessment Task 1b

This assessment task specifically addresses Standard 1.4 and 2.4 of the Australian Professional Standards for Teachers and is designed to measure your ability to:

- 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. (APST 1.4)
- Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (APST 2.4).

Task Description

Context for this assessment task

*Gudamulli (hello),
My name is Amy and I'm a Darumbal girl and a year nine student at my local high school.*

I've lived in Rockhampton all my life and been raised by my Aboriginal mother and my aunties.

Mum and my grandparents (when they were alive) would tell me stories about my culture including the Dreaming. They would also tell me stories about what happened in the old days. These stories are not very nice and included things like "The Act" and how they were not free to travel without the whitefella's permission. I remember grandfather talking about how he was frightened to speak our language and to practice our culture properly. He said that his grandfather was beaten as a child by a whitefella with a big stick down on the riverbank when he was looking for work at the old docks. Grandfather said that it was another whitefella from Tasmania that stepped in and saved his life. That man then adopted my great, great grandfather and gave him his surname. We still have relatives down in northeast Tasmania today.

Sometimes I feel angry about what the non-Indigenous people have done to my family over the years since Australia was colonised. All those bad stories make me sad, and angry.

My family were pleased when Mr Eddie Koiki Mabo won his case in the high court and got back his native title for all the people of Mer (Murray Island). While we were hopeful that this would mean that all Indigenous Australians would get their traditional lands back, we realised that the Australian Government were quickly passing laws to "extinguish" native title and to limit the entitlements of traditional owners to less than those of freehold title.

We were pleased when Prime Minister Kevin Rudd apologised to all our mobs about the kid stealing the whitefellas did in the name of assimilation, but we have not seen anything more come out of this apology.

I feel out of place when I'm at school. I know that I'm not as smart as many of the non-Indigenous kids, but I'm good at other stuff and I'm proud of my culture. Many of my teachers seem to know that I'm not as smart as the non-Indigenous kids and sometimes give me stuff that I can already do to make sure that I don't cause them any trouble. I still do muck up sometimes though.

I often hear on the news that our State and Federal Governments are trying to close the gap in education and health by funding support systems for us blackfellas. Yes, its true, we have a couple of Indigenous support workers at our school, and it is good to talk to Auntie Millie when I'm feeling a bit lost. I also know that there are some scholarships just for us mob, but I think that is more for our people who go to Uni.

Even though the governments are spending lots of money to close the gap in education I just don't see it working. I think maybe they are spending it on the wrong stuff!

This is where you come in. I am asking you to write a letter to your local State and Federal members of parliament explaining what you see as the problem and why things are not getting better in education for our mob. I would also like you to suggest additional government strategies that will make our educational outcomes better.

I know from my conversations with Mr Aldred (your Unit coordinator) that the members of parliament will not take your letter seriously unless you write it in a scholarly matter using citations from the literature he has provided for you and other scholarly sources.

I also want you to share three of your own experiences from your Indigenous Studies and Learning Unit in your letter to make them politicians understand what you have learned and how it has affected you.

Mr Aldred told me that he would help you with these letters by providing a format and some guided questions so that you can have the best possible impact for our mob.

Thank you in advance for your time and for your commitment to helping me and my mob to get better outcomes in our school education.

Amy

Expectations for your written response

Your letter, of no more than 2000(+/-10%) words, must respond to Amy's request above and be addressed to your State and Federal members of parliament that represent your electorates. You can also, if you wish, address it to the education ministers and shadow ministers of your State and Federal governments.

Your letter must:

1. be written in a scholarly manner which includes supporting all of your assertions with reference to the scholarly literature. This means that the vast majority of the sources you cite should be articles from peer-reviewed journals, books and conference papers.
You can and should reference Government websites where they are the primary source of policy information.
2. use references from the Unit readings to show your knowledge and understanding of the impact past and present representations of Aboriginal and Torres Strait Islander peoples and Government policy have had on race relations.
3. include your own reflections on the impact of our shared Australian history (and your cultural background) on the attitudes and views you have formed of Aboriginal and Torres Strait Islander people as students and learners.
4. make reference to your participation in at least three (3) learning experiences associated with studying this Unit that have shaped your understanding on the importance of teachers' acknowledgment, recognition, and respect for Indigenous history and culture.
5. explain effective teaching strategies for supporting the [identity](#) needs of Aboriginal and Torres Strait Islander students and how you would promote reconciliation within classroom contexts and the broader school community by:
 - acknowledging and teaching our shared Australian history,
 - paying respect to the local Indigenous culture by embedding Indigenous perspectives into your curriculum and encouraging all of your students to take pride in the local Indigenous culture, and
 - developing strong relationships with the local Indigenous community.

Letter Structure

- Your submission is to be structured as a business letter and submitted as an MSWord .doc file.
- You must write an introduction first that provides:
 - the context for your communication (writing on behalf of Amy as part of an Indigenous Studies and Learning Unit in your Course).
 - an overview, as you see it, on the reasons why the "closing the gap" strategies for education are not working.
 - a brief outline of some strategies you believe will work to improve educational outcomes for Indigenous students and contribute to reconciliation.
- You need to follow your introduction with a discussion that:
 - demonstrates your knowledge and understanding of the **diverse Australian Indigenous histories, cultures, and languages**.
 - analyses the impact of historical government policy and past and present representations on **culture and identity** of Australian Indigenous peoples and students.
 - critically reflects on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings.
 - use culturally appropriate language and academic conventions to construct a convincing and persuasive argument.
- the next part of your letter should be a conclusion that:
 - re-states the purpose of the letter.
 - provides a summary of the critical points you have made in your persuasive argument.
 - thanks to the reader for the time they have taken to read what you have written.
 - includes a final section for your references.
 - ends with a business salutation "Yours sincerely" then your name and place for your signature.

Guiding questions for your discussion:

1. What are the differences between the way in which we teach Australian history at schools and the way Indigenous people have experienced it since colonisation?
2. What impact do some non-Indigenous peoples' stereotypes have on Indigenous students?
3. What is generational trauma and what impact does this have on Indigenous students?
4. What impact has suppressing Indigenous cultural knowledge and languages over the years since colonisation had on the way Indigenous school students see themselves in terms of identity and confidence with regard to educational success?
5. Why is it important to know and understand Indigenous cultural practices and protocols?
6. What strategies would you suggest that would help drastically improve the performance of Indigenous school students and lead more quickly towards reconciliation?

For further advice please contact your lecturer on the "Q&A" forum.

Assessment Due Date

Week 8 Friday (17 Jan 2020) 11:45 pm AEST

Return Date to Students

Assessment tasks will be returned after moderation processes have occurred and so that feedback can be used for the following task.

Weighting

50%

Assessment Criteria

- Knowledge and understanding of Aboriginal histories, cultures and language (APST 2.4)
- Analysis of the impact of government policy and past and present representations on culture and identity of Aboriginal and Torres Strait Islander peoples and students (APST 2.4)
- Critical reflection on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings (APST 1.4)
- Use of culturally appropriate language and academic conventions to construct a defensible position in Letter to the stimulus (APST 2.4)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
- Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
- Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 School Design Task

Assessment Type

Written Assessment

Task Description

Throughout this Unit, you have examined a range of strategies and resources appropriate for working with Australian Indigenous learners, families and communities; and for the teaching of our shared Australian history in respectful ways that promote reconciliation.

For this task, you are asked to design a White Paper plan (for a specific school) that describes and justifies a set of school-wide and individual teacher strategies that engage Indigenous students in learning in educational settings and that lead to reconciliation between Indigenous and non-Indigenous Australians.

Task Details

In Week 4 of this Term you will be allocated a Queensland school that you are required to research for the purposes of this assessment task.

You **MUST** identify at least four (4) school-based and seven (7) individual teaching strategies that show consideration of students' cultural, linguistic and identity needs AND strategies for working effectively and sensitively with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students.

Your work is to be presented in two formats:

- A written “White Paper” in a scholarly report format that explains each of your design strategies and how they relate to the school you have been allocated (1000+/- 10% words).
- A multimedia presentation (in a format of your choice) that outlines your design by briefly explaining your strategies, the reasons for their choice and how they relate to your allocated school. As a multimedia presentation, you are expected to include images and non-linguistic representations that simply and clearly explain your design.

Your submission **MUST** demonstrate an extensive knowledge and a broad understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Additionally, you will need to demonstrate a broad knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages. Your submission **MUST** be written in a sensitive and respectful manner.

Once marked, with the recommendation of the Unit coordinator, your design may be shared with your allocated school along with an invitation to provide you with real-world feedback. This feedback does not contribute to your final grade and you have the final say in terms of your permission to share it. If you are happy for your work to be shared, you will need to respond in the affirmative to the relevant email request from your Unit coordinator.

White Paper:

Your White Paper (scholarly report) will, in no more than 1000 words (+/-10%), clearly explain why and how your strategies would meet the learning, language, cultural and identity needs of Indigenous learners as well as identify any limitations on the effectiveness of these strategies in your allocated school. Your White Paper should consider the diversity of needs of Aboriginal and Torres Strait Islander students in your allocated school. The White Paper **MUST** be supported by references taken from Unit, other scholarly readings and your set textbook.

Multimedia Presentation:

The format of your multimedia presentation is up to you, but it must be able to be viewed in its entirety in less than five minutes.

The following formats are acceptable:

- MS PowerPoint presentation
- Video hosted on YouTube (settings to “Private”)
- Animation
- Prezi (<https://prezi.com/>)
- Wix website
- Weebly website

It is an expectation that you will reference the work of others in your presentation. This includes any images or music that you use. The way in which you reference the works of others is up to you and should be appropriate for the media type you use e.g. references to music and images used in a video are normally done at the end of the video in the “Credits”.

If you require more information or guidance please post your questions to the “Q&A” forum.

Assessment Due Date

Exam Week Monday (17 Feb 2020) 11:45 pm AEST

Return Date to Students

Assessment tasks will be returned once moderation has occurred.

Weighting

50%

Assessment Criteria

- Knowledge and understanding of the impact of Indigenous cultural identity on learning (APST 1.4)
- Application of knowledge of Indigenous cultures to the selection of strategies for relationship building that support educational equity and performance (APST 2.4)
- Knowledge of language backgrounds and the diversity of student characteristics that affect the learning of Aboriginal and Torres Strait Islander students (APST 1.4)
- Understanding of a school’s role in promoting reconciliation between Indigenous and non-Indigenous Australians (APST 2.4)
- Use of authoritative sources to justify strategy selection (APST 1.4)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
- Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem