



# EDED11458 *Indigenous Studies and Learning*

## Term 2 - 2022

Profile information current as at 27/09/2024 10:12 am

All details in this unit profile for EDED11458 have been officially approved by CQU University 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 2 - 2022

- Online

### 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. **Online Quiz(zes)**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **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**

Moodle site needs to be updated

**Recommendation**

The Moodle format and content have been updated as required.

#### Feedback from Student evaluation

**Feedback**

Assessment tasks were valuable

**Recommendation**

Keep assessment tasks, but continue to support students with relevant materials and resources.

## Unit Learning Outcomes

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

1. Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
2. Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
3. 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
4. Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
5. Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
6. 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
7. 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	7
1 - Online Quiz(zes) - 0%	•						
2 - Written Assessment - 50%	•	•	•	•			•
3 - Written Assessment - 50%	•				•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Online Quiz(zes) - 0%	•						•			
2 - Written Assessment - 50%	•	•	•	•			•	•		
3 - Written Assessment - 50%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

EDED11458

#### Prescribed

#### **Learning and Teaching in Aboriginal and Torres Strait Islander Education**

Edition: 4th (2021)

Authors: Neil Harrison & Juanita Sellwood

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780190329396

Binding: Paperback

#### **Additional Textbook Information**

This is an updated version from 2016 book which was the 3rd edition.

I believe there have been significant changes so the 4th edition is required please.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Claire Laundy** Unit Coordinator

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**Karen D'Aietti** Unit Coordinator

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## Schedule

### **Week 1 - 11 Jul 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Aboriginal and Torres Strait Islander Children	Chapter 1: Beginning teachers in Aboriginal and Torres Strait Islander Communities (Harrison and Sellwood, 2021) Australian Professional Standards for Teachers (2017) (In week 1 eReading list)	

### **Week 2 - 18 Jul 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Inclusive Australian History	Chapter 2: Our shared Australian story (Harrison and Sellwood, 2021) Aboriginal and Torres Strait Islander Histories and Cultures (2016) (ACARA) (in week 2 eReading list)	<b>Assessment Task 1 (online Terminology and Protocols Quiz) due 22.7.22</b> <b>Census dates: 2.8.22</b> <b>Terminology and Protocols Quiz</b> Due: Week 2 Friday (22 July 2022) 11:45 am AEST
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### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Inclusive Australian History - continued	Chapter 3: Teaching about the Stolen Generations (Harrison and Sellwood, 2021) A Formidable Challenge: Australia's Quest for equity in Indigenous Education (Gray and Beresford, 2008) (Found in week 3 eReading list)	

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Impacts of Past Policies on Australian Indigenous Cultures and Identity	Community Guide to the UN Declaration on the Rights of Indigenous Peoples (2019) (Found in week 4 eReading list) Advancing Aboriginal and Torres Strait Islander Education: An action plan for Queensland (2019) Queensland Government (Found in week 4 eReading list)	

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Impacts of Past Policies on Australian Indigenous Cultures and Identity - continued	Chapter 6: Trauma-aware schooling practices for supporting students (Harrison and Sellwood, 2021) Closing the Gap Report (2020) (found in week 5 eReading list) Bringing them home (1998) Peter Read (found in week 5 eReading list)	

### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Identity: Ways of Knowing, Learning and Being	Aboriginal and Torres Strait Studies Handbook (2010) Queensland Studies Authority (Found in week 6 eReading list) Aboriginal Educational Plan (Found in week 6 eReading list)	

### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Culture and Identity: Ways of knowing, learning and being

Chapter 4: Strategies for teaching Aboriginal and Torres Strait Islander students (Harrison and Sellwood, 2021)

Seeking a Pedagogy of Difference: What Aboriginal Students and their Parents in North Queensland say about Teaching and their Learning - Lewthwaite et al. (2015) (Found in Week 7 eReading list)

**Assessment Task 2 due Friday the 2nd September, 2022**

**Written Response to Stimulus (Letter)** Due: Week 7 Friday (2 Sept 2022) 11:45 pm AEST

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Quality Educational Practices for Indigenous Learners	Chapter 5: Teaching reading and writing with Aboriginal and Torres Strait Islanders children (Harrison and Sellwood, 2021)	

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Quality Educational Practices for Indigenous Learners - continued	Chapter 7: Ways of Teaching Traditional Knowledges (Harrison and Sellwood, 2021) 8 Aboriginal Ways of Learning Factsheet (2012) (Found in week 9 eReading)	

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Quality Educational Practices for Indigenous Learners - continued	Chapter 9: Learning from Country (Harrison and Sellwood, 2021) Preparing Preservice Teachers' Minds, Hearts and Actions for Teaching in Remote Indigenous Contexts - Barry Osborne (2003) (Found in week 10 eReading list)	

#### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Relationships, Community Partnerships and Strategies for Indigenous Education	Chapter 8: Building Community Partnerships (Harrison and Sellwood, 2021) Indigenous Knowledge and the Cultural Interface: underlying issues at the intersection of knowledge and information systems (2002-2010) Nakata (found in week 11 eReading list)	

#### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Relationships, Community Partnerships and Strategies for Indigenous Education - continued	Revision readings of unit	<b>Assessment Task 3 due on the 7th October, 2022</b>  <b>School Design Task: White Paper</b> Due: Week 12 Friday (7 Oct 2022) 11:45 pm AEST

#### Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Unit Coordinator correspondence will be via Moodle and weekly email. Please check the weekly News Forum in Moodle and your emails regularly.

Tutorials to be held via ZOOM. The link can be found under the 'Virtual Classes' tab on the left hand side in Moodle. Tutorial times and links can also be found in this tab.

Assessment Task 1 is an online quiz. You must pass this in order to continue with the unit.

Assessment Tasks 2 and 3 need to be uploaded to Moodle using Turnitin.

Students must PASS all 3 assessment tasks to pass this unit.

## Assessment Tasks

### 1 Terminology and Protocols Quiz

**Assessment Type**

Online Quiz(zes)

**Task Description**

Assessment task one is an online quiz which students must pass in order to continue with the unit. The Assessment task is entitled 'Terminology and Protocols Quiz' and is due by Friday the 22nd July. Students must receive 100% on this quiz but can take the quiz as many times as they need to achieve this score.

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 2 Friday (22 July 2022) 11:45 am AEST

**Return Date to Students**

Quiz is marked automatically in the system

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

This assessment task assesses students' knowledge of correct protocols and terminology when communicating and referring to Aboriginal and Torres Strait Islander Peoples, cultures and histories.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Online mode

**Graduate Attributes**

- Communication
- Cross Cultural Competence

**Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories

### 2 Written Response to Stimulus (Letter)



**Assessment Type**

Written Assessment

**Task Description**

This assessment requires students to write a letter to their local State and Federal members of parliament on behalf of Amy, a Darumbal girl. Amy has written a letter in which she raises her concerns about Indigenous Education. Students are required to respond to these concerns, explaining what they see as the problem and why they believe educational outcomes are not improving for Indigenous students. Students should suggest additional government strategies that will improve educational outcomes for Indigenous students, sharing three of their own experiences from the unit.

**Assessment Due Date**

Week 7 Friday (2 Sept 2022) 11:45 pm AEST

Students need to upload their assessment Moodle using Turnitin

**Return Date to Students**

Assessments will be returned after moderation is completed

**Weighting**

50%

**Minimum mark or grade**

Pass

**Assessment Criteria**

Students will be assessed on the following criteria:

- 1) Knowledge and understanding of Australian Indigenous histories, cultures and languages (APST 2.4).
- 2) 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).
- 3) 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)
- 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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Students need to upload their assessment Moodle using Turnitin

**Graduate Attributes**

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

**Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
- 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.

## 3 School Design Task: White Paper

**Assessment Type**

Written Assessment

**Task Description**

Students have to design a 'White Paper' plan for a school of their choice that describes and justifies a set of school-wide (4) and individual teacher based (6) strategies that engage Indigenous students in educational settings, and that leads to reconciliation between Indigenous and non-Indigenous Australians. The strategies chosen must demonstrate consideration of students' cultural, linguistic and identity needs as well as strategies for working effectively and sensitively with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students. Strategies need to demonstrate how reconciliation may be achieved at a school and classroom level. Strategies should be a combination of what is already in place at your chosen school and some of your own ideas based on your research, readings and the school's ethos.

**Assessment Due Date**

Week 12 Friday (7 Oct 2022) 11:45 pm AEST

Students to upload to Moodle using Turnitin

**Return Date to Students**

Assessment will be returned after moderation has occurred

**Weighting**

50%

**Minimum mark or grade**

Pass

**Assessment Criteria**

Students will be assessed against the following criteria:

**1) Strategy selection shows knowledge and understanding of the impact of Indigenous cultural identity on learning (APST 1.4)**

**2) Application of knowledge of Indigenous cultures to the selection of strategies for relationship building that support educational equity and performance (APST 2.4)**

**3) Knowledge of language backgrounds and the diversity of student characteristics that affect the learning of Aboriginal and Torres Strait Islander students (APST 1.4)**

**4) Understanding of a school and teacher's role in promoting reconciliation between Indigenous and non-Indigenous Australians (APST 2.4)**

**5) Use of authoritative sources to justify strategy selection (APST 1.4)**

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Students to upload to Moodle using Turnitin

**Graduate Attributes**

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

- Ethical practice

### **Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
- 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.

## 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