



EDED11458 *Indigenous Studies and Learning*

Term 3 - 2023

Profile information current as at 27/09/2024 10:11 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 3 - 2023

- Bundaberg
- 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. **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 Email

Feedback

Use of the Q & A forums for general questions and assessment questions.

Recommendation

Continue to use the Q & A forums for general unit questions and assessment questions.

Feedback from Student feedback

Feedback

Tutorials and zoom classes

Recommendation

Consider tutorial time and what concepts will be covered in this limited timeframe.

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: 4 (2021)

Authors: Neil Harrison & Juanita Sellwood

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780190329396

Binding: Website Link

Additional Textbook Information

Textbook should be available to all students online via CQU library.

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

Karen D'Aiitti Unit Coordinator

k.daiitti@cqu.edu.au

Schedule

Week 1 - Tutorial 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 1 Understanding Aboriginal and Torres Strait Islander Children	Chapter 1: Beginning teachers in Aboriginal and Torres Strait Islander Communities (Harrison & Sellwood, 2021). Australian Professional Standards for Teachers A Personal Account of Coming to See Correspondences through Work in Women's Studies White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh, 1988/89)	

Week 2 - Tutorial 2 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Tutorial 2
Inclusive Australian History

Chapter 2: Our shared Australian story (Harrison & Sellwood, 2021).
Aboriginal and Torres Strait Islander Histories and Cultures (2016) (ACARA)
Engaging and Communicating with Australian Aboriginal and Torres Strait Islander Protocols (CQU, 2021)

Week 3 - Tutorial 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 3 Inclusive Australian History - continued	Chapter 3: Teaching about the Stolen Generations (Harrison & Sellwood, 2021). A Formidable Challenge (Gray & Beresford, 2008) Closing the Gap Report (2023)	Assessment Task 1 Terminology & Protocols Quiz due Friday 24th November Terminology and Protocols Quiz 100% Due: Week 3 Friday (24 Nov 2023) 11:45 pm AEST

Week 4 - Tutorial 4 - 27 Nov 2023

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

University Break Week - Tutorial 5 - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 5 The Impacts of Past Policies on Australian Indigenous Cultures and Identity - continued	Chapter 6: Trauma-aware schooling practices for supporting students (Harrison & Sellwood, 2021). Bringing them Home Report (Read, 1998)	

Week 5 - Tutorial 6 and Tutorial 7 - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 6 and Tutorial 7 Culture, Identity - Ways of Knowing, Learning and Being x 2	Chapter 4: Strategies for teaching Aboriginal and Torres Strait Islander students (Harrison & Sellwood, 2021). Aboriginal and Torres Strait Studies Handbook (QSA, 2010) Aboriginal and Torres Strait Islander Cultural Capability Action Plan (QLD Government, 2019 - 2021).	2 tutorials this week Assessment task 2 due Friday 15th December Written Response (letter) to Stimulus Due: Week 5 Friday (15 Dec 2023) 11:45 pm AEST

Vacation Week 6 - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - Tutorial 8 - 02 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 8 Quality Educational Practices	Chapter 5: Teaching reading and writing with Aboriginal and Torres Strait Islander Children (Harrison & Sellwood, 2021). 8 Aboriginal Ways of Learning Factsheet Aboriginal Pedagogy	

Week 8 - Tutorial 9 - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

Tutorial 9 Quality Educational Practices - continued	Chapter 9: Learning from Country (Harrison & Sellwood, 2021). Beginnings.. living and learning in remote Aboriginal Schools (Helen McCarthy pages 1 - 34)
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Week 9 - Tutorial 10 - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 10 Quality Educational Practices - continued	Chapter 7: Ways of Teaching Traditional Knowledges (Harrison & Sellwood, 2021). Chapter 8: The role of a student's first language in the classroom (Harrison & Sellwood, 2016). English as an additional language or dialect (EAL/D) learners (Victoria State Government, 2022).	

Week 10 - Tutorial 11 - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 11 Relationships, Community Partnerships and Strategies for Indigenous Education	Chapter 8: Building Community Partnerships (Harrison & Sellwood, 2021).	

Week 11- Tutorial 12 - 29 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial 12 Revision of the Unit		Assessment Task 3 due Friday the 9th February 2024.

Term Specific Information

This unit deviates slightly from the University schedule.
Tutorials 1 - 4 follow the university's Week 1 - Week 4 schedule.
During the university break, we will have our Tutorial 5 (week starting 4th December).
During the university Week 5, we will have 2 tutorials (Tutorial 6 + 7) (week starting the 11th December).
Tutorials 8 - 12 will run each week in the university weeks 7 through to 11.
There are no tutorials in the university week 12.
The full timetable can be seen under the **Virtual Class** class tab in Moodle.

Assessment Tasks

1 Terminology and Protocols Quiz 100%

Assessment Type

Online Quiz(zes)

Task Description

This assessment task quiz 1 tests students' knowledge and understanding of protocols and terminology associated with working with Aboriginal and Torres Strait Islander peoples. Using the correct terminology and understanding the protocols shows respect to our First Nations peoples.

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

- 1) 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)
- 2) Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages (APST 2.4)

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 3 Friday (24 Nov 2023) 11:45 pm AEST

online

Return Date to Students

The quiz is marked automatically in the system.

Weighting

Pass/Fail

Minimum mark or grade

100%

Assessment Criteria

Weighting

Assessment Criteria

Knowledge and understanding of Aboriginal and Torres Strait Islander terminology and protocols.

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

Graduate Attributes: Communication + Cross Cultural Competence

Pass/Fail

Minimum mark or grade: Students need to get 100% on the quiz in order to proceed with the unit. Students will not be able to see AT2 or AT3 until AT1 is complete. Student may attempt the quiz as many times as they like to pass.

Referencing Style

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

Submission

Online

Submission Instructions

via Moodle

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 (letter) to Stimulus

Assessment Type

Written Assessment

Task Description

This task is a letter, of no more than 2000(+/-10%) words, responding to Amy's request. It must be addressed to the State and Federal members of parliament that represent students' electorates. If students wish, they can also address the letter to their education and shadow ministers of their State and Federal governments.

The letter must:

1. be written in a scholarly manner which includes supporting all assertions with reference to the scholarly literature. This means that the vast majority of the sources cited should be articles from peer-reviewed journals, books and conference papers. Students can and should reference Government websites where they are the primary source of policy information.
2. use references from the Unit readings to show knowledge and understanding of the impact of government policy and past and present representations on culture and identity of Aboriginal and Torres Strait Islander peoples and students (APST2.4) (criteria 2).
3. include reflections on the impact of our shared Australian history (and students' cultural backgrounds) on the attitudes and views they have formed of Aboriginal and Torres Strait Islander people as students and learners.
4. students must make reference to participation in at least three (3) learning experiences associated with studying this

Unit that have shaped their understanding on the importance of teachers' acknowledgement, recognition, and respect for Indigenous history, culture and languages (APST2.4), (criteria 1).

5. explain effective teaching strategies for supporting the identity needs of Aboriginal and Torres Strait Islander students and how to promote reconciliation between Indigenous and non-Indigenous peoples, 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 the curriculum and

encouraging all students to take pride in the local Indigenous culture, and

developing strong relationships with the local Indigenous community through effective and sensitive communication (APST 1.4), (criteria 3).

Assessment Due Date

Week 5 Friday (15 Dec 2023) 11:45 pm AEST

online

Return Date to Students

Assessments will be returned in January 2024 after moderation has occurred.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

1) Knowledge and understanding of Australian Indigenous histories, cultures and language (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

online

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

For this task students choose a school to research.

Students identify at least four (4) school-based and six (6) individual teaching strategies that show consideration of students' cultural, linguistic and identity needs (APST 1.4 criteria 1 + 2) AND strategies for working effectively and sensitively with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students. (APST 1.4 + 2.4, criteria 1). Strategies will demonstrate how reconciliation may be achieved at both a school and classroom level. (APST 2.4, Criteria 3). Strategies should be a combination of what is already in place at the student's chosen school + some of the student's own ideas, based on the school's vision.

The work is to be presented as a written "White Paper" in a scholarly report format that explains each of the design strategies with one or two brief examples, the reasons for their choice and how they relate to the chosen school. The White Paper (scholarly report) will, in no more than 1500 words (+/-10%), clearly explain WHY and HOW the strategies chosen 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 the allocated school (APST 1.4, criteria 4). The White Paper should consider the diversity of needs of Aboriginal and Torres Strait Islander students in the allocated school. The White Paper MUST be supported by references taken from the Unit, other scholarly readings, and the set textbook.

The submission MUST demonstrate 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, students need to demonstrate a broad knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages. The submission MUST be written in a sensitive and respectful manner adhering to correct cultural protocols and terminology.

Assessment Due Date

Week 12 Friday (9 Feb 2024) 11:45 pm AEST

online

Return Date to Students

Assessments will be returned after moderation is complete

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

- 1) 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'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

online

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