



EDED20494 *Indigenous Learners and Learning*

Term 3 - 2023

Profile information current as at 07/05/2024 09:28 pm

All details in this unit profile for EDED20494 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 will develop your knowledge and understanding of historical factors that impact on the engagement of Aboriginal and Torres Strait Islander learners and families in education. 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: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- 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 Postgraduate 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. **Portfolio**

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 SUTE

Feedback

Tutorial Content

Recommendation

Update the content in the weekly tutorials to maintain the integrity of the unit requirements. Tutorial material will continue to build on and complement the moodle content.

Feedback from SUTE

Feedback

Quiz (AT1)

Recommendation

Check the answers and update the quiz to avoid repetition of questions.

Unit Learning Outcomes

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

1. Use culturally appropriate 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.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.1 Physical, social and intellectual development and characteristics of students

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians

3.7 Engage parents/carers in the educative process

4.1 Support student participation

7.3 Engage with the parents/carers

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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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 - Portfolio - 50%	•	•			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Knowledge		◦	◦	◦	◦	◦	◦
2 - Communication	◦	◦	◦	◦	◦	◦	◦
3 - Cognitive, technical and creative skills		◦	◦	◦	◦	◦	◦
4 - Research				◦			◦
5 - Self-management			◦		◦		
6 - Ethical and Professional Responsibility	◦	◦	◦	◦	◦	◦	◦
7 - Leadership							
8 - Aboriginal and Torres Strait Islander Cultures	◦						

Textbooks and Resources

Textbooks

EDED20494

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: Paperback

Additional Textbook Information

This is the 4th edition, an updated version from the 2016 book which was the 3rd edition. Students should be able to access the book 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.daietti@cqu.edu.au

Schedule

Week 1 - Tutorial 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Teaching in Aboriginal and Torres Strait Islander Education	Chapter 1: Beginning teachers in Aboriginal and Torres Strait Islander Communities (Harrison and Sellwood, 2021). Australian Professional Standards for Teachers (AITSL, 2017). White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh, 1988/99).	

Week 2 - Tutorial 2a and Tutorial 2b - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
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A Shared Australian History x 2	<p>Chapter 2: Our Shared Australian Story (Harrison & Sellwood, 2021). Australian Professional Standards for Teachers (2017). Aboriginal and Torres Strait Islander Histories and Cultures (ACARA, 2016). Gulanga Good Practice Guide (Actoss, 2016). Chapter 3: Teaching about the Stolen Generations (Harrison & Sellwood, 2021). A formidable Challenge: Australia's quest for equity in Indigenous education (Gray & Beresford, 2008)</p>
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Week 3 - Tutorial 3a and Tutorial 3b - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
The Impacts of Past Policies on Australian Cultures and Identity x 2	<p>Community Guide to the UN Declaration on the Rights of Indigenous Peoples (UN, 2019). Advancing Aboriginal and Torres Strait Islander Education: An Action Plan for QLD (2019). Chapter 6: Trauma-aware schooling practices (Harrison & Sellwood, 2021). After "Bringing them Home" report (Peter Reid, 1998).</p>	<p>AT1 (online quiz) due Friday the 24th November. Census Date is 28th November. Online Quiz (Pass/Fail) 100% Due: Week 3 Friday (24 Nov 2023) 11:45 pm AEST</p>

Week 4 - Tutorial 4a and Tutorial 4b - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Identity - Ways of Knowing, Learning and Being x 2	<p>Aboriginal and Torres Strait Islander Cultural Capability Action Plan (QLD Government, 2023-2024). Aboriginal and Torres Strait Islander Studies Handbook (QSA, 2010). Advancing Aboriginal and Torres Strait Islander Education: An Action Plan for QLD (QLD Government, 2019). Chapter 4: Strategies for Teaching Aboriginal and Torres Strait Islander students (Harrison & 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)</p>	<p>AT2 due Friday the 1st December. Written Response (letter) to Stimulus Due: Week 4 Friday (1 Dec 2023) 10:45 pm AEST</p>

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - Tutorial 5a and Tutorial 5b - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Quality Educational Practices x 2

Chapter 5: Teaching reading and writing with Aboriginal and Torres Strait Islander children (Harrison & Sellwood, 2021).
Chapter 7: Ways of Teaching Traditional Knowledges (Harrison & Sellwood, 2021).
8 Aboriginal ways of learning factsheet (PainAustralia, 2012).
Aboriginal Pedagogy - 8 Ways (NSW Department of Education, 2021).
Chapter 9: Learning from Country (Harrison & Sellwood, 2021).
Chapter 8: The role of a student's first language in the classroom. (Harrison & Sellwood, 2016).
Anywhere can be home - Bree's Teacher Transfer Tales
Preparing Pre-service Teachers' Minds, Hearts and Action for Teaching in Remote Indigenous Contexts (Osborne, 2003).

Week 6 - Tutorial 6 - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Relationships, Community Partnerships and Strategies for Indigenous Education	Chapter 8: Building Community Partnerships (Harrison & Sellwood, 2021). Indigenous Knowledge and the Cultural Interface: Underlying Issues at the Intersection of Knowledge and Information Systems (Nakata, 2002 - 2010).	AT3 is due on Friday the 12th January 2024 No extensions allowed for AT3 for students going on Praxis 3.

Term Specific Information

Important note about the structure of this unit:

Based on previous student feedback, the content of this unit is now delivered in intensive mode. Each unit within the Masters course was created to deliver its unique content best and prepare you to complete assessment tasks effectively, as well as allow some 'downtime' prior to the commencement for the placement for Professional Praxis 3 and the commencement of university Term 1, 2024.

EDED20494 will be delivered as follows:

- 1) Week 1 - Tutorial 1
- 2) Week 2 - Tutorials 2a and 2b
- 3) Week 3 - Tutorials 3a and 3b
- 4) Week 4 - Tutorials 4a and 4b
- 5) Break week - no tutorials
- 6) Week 5 - Tutorials 5a and 5b
- 7) Week 6 - Tutorial 6

Due to the nature of a diverse unit delivery, it is important that you organise your personal diary in order to keep up with the course requirements. It is also important that you realise that you should 'double' the usual time allocation for the intensive mode of EDED20494. To find out more information, please refer to our timetable located under the **'Virtual Classes' tab in Moodle.**

Assessment Tasks

1 Online Quiz (Pass/Fail) 100%

Assessment Type

Online Quiz(zes)

Task Description

This assessment task quiz 1 tests your 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 people.

This assessment specifically addresses Standards 1.4 and 2.4 of the Australian Professional Standards for Teachers and is designed to measure your 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) AND
- 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**Frequency of Quizzes****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

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

Specifically, students must:

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)

Students must get 100% on the quiz in order to proceed with the unit. Students can attempt the quiz as many times as they like in order to pass. Please note that students will not be able to access AT2 or AT3 until they have passed AT1 with the required 100%.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Use culturally appropriate 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

Use an essay format (WORD document not PDF) and structure to write a response of no more than 1500 words (+/- 10%) (excluding the List of References) that clearly establishes your position in response to the focus statement. In doing so, please be guided by the following:

Your response will be informed by the material covered in the unit, including readings provided or linked to on the Moodle site, and by other relevant sources obtained through independent searches. The use and relevance of the literature used should be demonstrated by in-text citations and a list of references.

Your paper will aim to demonstrate knowledge and understanding of the impact of past and present representations of Aboriginal and Torres Strait Islander peoples and government policy on race relations between Indigenous and non-Indigenous Australians. This may be achieved through a discussion of a selection of past and current events, policy approaches and their effects, perspectives and interpretations of the effects of colonisation, racism and dispossession, and other such topical aspects introduced and covered in the unit. The topical points to be included in the discussion need to be selected so that they support your response to the focus statement while being sufficiently diverse to

demonstrate your understanding of the broader range of topics covered in the unit.

Your paper will include a section that outlines your own personal reflections on the impact of a shared Australian history, and also of your own cultural background on the attitudes and views you have formed of Aboriginal and Torres Strait Islander people as students and learners. In doing so, you should make reference to your participation in at least three (3) learning experiences from the unit activities that have,

a) shaped your perspectives on the importance of teachers' acknowledgement, recognition and respect for Aboriginal and Torres Strait Islander history and cultures

b) show how the identity needs of Aboriginal and Torres Strait Islander students might be supported and

c) how teaching can promote reconciliation within classroom contexts and the broader school community.

Your paper will demonstrate knowledge and understanding of the Australian Professional Standards for Teachers (especially Standards 1.4 and 2.4) by making a direct comparison and referencing them when relevant to your response and reflections. Your paper will also demonstrate a practical understanding of the use of appropriate terminology by employing acceptable and respectful terminology when referring to Aboriginal and Torres Strait Islander people, families, communities, and students.

Assessment Due Date

Week 4 Friday (1 Dec 2023) 10:45 pm AEST
online

Return Date to Students

Assessments will be returned after moderation has occurred.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Knowledge and understanding of the diverse Australian Indigenous histories, cultures, and languages (APST: standard 2.4).

Analysis of the impact of historical government policy and past and present representations on culture and identity of Australian Indigenous peoples and students (APST: standard 2.4).

Critical reflection on the range of perspectives on Aboriginal and Torres Strait Islander culture, history and identity and the impact these views have on engagement and participation in education and care settings (APST: standard 2.4).

Use of culturally appropriate language and academic conventions to construct a defensible position in response to the stimulus (APST: standards 1.4 & 2.4).

Referencing Style

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

Submission

Online

Submission Instructions

online via Moodle

Learning Outcomes Assessed

- Use culturally appropriate 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

3 Portfolio

Assessment Type

Portfolio

Task Description

Justification of strategies for working with Aboriginal and Torres Strait Islander students, families and communities
Throughout the unit, you have examined a range of strategies and resources for working with Aboriginal and Torres Strait Islander learners, families and communities and for teaching the history of Australia in respectful ways that promote reconciliation.

For this task, you will select and describe the strategies you would use to engage Indigenous students in learning in

educational settings and explain why you think they would work.

Task Details

1800 words (including in text-citations) (+/-10%) + reference list

PART ONE:

You will identify:

1) 6 strategies (in total) with brief examples that show consideration of students' cultural, identity and linguistic needs + strategies with brief examples for working effectively and sensitively with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students.

AND

2) Your work can be presented in a format of your choices such as a table, matrix, written report or a multi-modal form that includes diagrams, flowcharts or any other format suitable for identifying and describing the chosen strategies. A word limit of 800 words (or equivalent for tables, diagrams etc.) applies to this section of the task. You may use sub-headings for your chosen strategies.

PART TWO:

You will provide a justification of no more than 1000 words that clearly explains why the above listed strategies would meet the cultural, linguistic and identity needs of Indigenous learners, as well as how to work effectively and sensitively with families and their communities. You should identify any limitations on the effectiveness of these strategies in a range of different contexts. This justification should consider the diversity of needs of Aboriginal and Torres Strait Islander students in rural, remote and urban areas and educational settings made up solely of Indigenous learners, as well as those where only a small minority of students are Indigenous. Your justification will be supported by references from unit readings, readings of your choice from peer-reviewed sources and your set text.

ALTERNATIVE FORMAT

You may prefer to present this work as one piece, rather than in two separate parts. This is acceptable as long as you cover all the necessary content, adhering to the criteria sheet.

Assessment Due Date

Week 8 Friday (12 Jan 2024) 11:45 pm AEST

online via Moodle

Return Date to Students

Assessments will be returned after moderation is complete

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Knowledge and understanding of the impact of Indigenous cultural identity on learning. APST: standards 1.4 & 2.4

Application of knowledge of Indigenous cultures to the selection of strategies for relationship building that support educational equity and performance. APST: standard 1.4

Knowledge of language backgrounds and the diversity of student characteristics that affect the learning of Aboriginal and Torres Strait Islander students. APST: standard 2.4

Use of authoritative sources to justify strategy selection.

Referencing Style

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

Submission

Online

Submission Instructions

online via Moodle

Learning Outcomes Assessed

- Use culturally appropriate 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
- 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.

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