



INDG40015 *Indigenous Australians and Education*

Term 1 - 2024

Profile information current as at 11/05/2024 05:59 am

All details in this unit profile for INDG40015 have been officially approved by CQUniversity 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

This unit provides you with a broad overview of the education of Aboriginal and Torres Strait Islander peoples in Australia. It begins by looking at traditional ways of educating Aboriginal and Torres Strait Islander children, before examining a history of Indigenous education since the colonisation of Australia by white settlers, and seeing how racism still has a major influence on Indigenous education. You will look at the impact of social factors, such as health issues, housing, remoteness, and poverty on education; and also see how different cultural factors, including Aboriginal and Torres Strait identities, different ways of teaching and learning, and language in particular, affect Indigenous education in Australia. You will look more specifically at teaching and learning in Indigenous communities, including some case studies. Finally, the unit allows you to explore trends in Indigenous early childhood education, school education, Indigenous vocational education and training (VET) and TAFE, and Indigenous tertiary education in more detail, including the influence that Indigenous Australians have had on mainstream education.

Details

Career Level: *Non-award*

Unit Level: *Not Applicable*

Credit Points: 6

Student Contribution Band: 10

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 1 - 2024

- 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 Non-award 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: 10%

2. **Essay**

Weighting: 40%

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 Unit Coordinator

Feedback

Some resource materials are dated.

Recommendation

Review the current resource materials and update to more recent materials where required.

Feedback from Students

Feedback

Students praise the regular communication and level of support they receive.

Recommendation

Continue to stay in regular contact with students, either individually or in small groups, in order to provide support and maintain high levels of student engagement.

Unit Learning Outcomes

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

1. Analyse the historical and contemporary impacts of government policies upon education for Indigenous Australians
2. Identify various social issues that impact upon education for Indigenous Australians
3. Explain why Aboriginal and Torres Strait Islander culture and history should be incorporated in the education of all Australian students
4. Evaluate contemporary trends in various levels of education for Indigenous Australians.

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
1 - Written Assessment - 10%		•	•	
2 - Essay - 40%	•	•	•	•
3 - Portfolio - 50%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Self Management	—			
2 - Communication	—	—	—	—
3 - Information Literacy	—	—	—	—
4 - Information Technology Competence				
5 - Problem Solving			—	
6 - Critical Thinking	—			—
7 - Cross-Cultural Competence	—	—	—	—
8 - Ethical Practice	—	—	—	—
9 - Aboriginal and Torres Strait Islander Cultures	—	—	—	—

Textbooks and Resources

Textbooks

There are no required textbooks.

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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Laurence Armstrong Unit Coordinator
l.armstrong@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Overview of Learning Material		

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Aboriginal and Torres Strait Islander Ways of Learning		

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Aboriginal and Torres Strait Islander Education Since Colonisation		Written Assessment - Paragraph Due: Week 3 Friday (22 Mar 2024) 11:55 pm AEST

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Impacts on Aboriginal and Torres Strait Islander Education		

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Factors Impacting on Education		

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Racism and Education		Written Assessment - Essay Due: Week 6 Friday (19 Apr 2024) 11:55 pm AEST
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Education in Remote Communities		
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Education in Torres Strait Islander Communities		
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Trends in Aboriginal and Torres Strait Islander Early Childhood Education		
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Trends in Aboriginal and Torres Strait Islander School Education		
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Trends in Aboriginal and Torres Strait Islander VET and Tertiary Education		
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Review		Written Assessment - Portfolio Due: Week 12 Friday (31 May 2024) 11:55 pm AEST

Term Specific Information

Unit Coordinator: Laurie Armstrong
Email: l.armstrong@cqu.edu.au
Telephone: 07 4930 9251
Mobile: 0418 373 373

Assessment Tasks

1 Written Assessment - Paragraph

Assessment Type

Written Assessment

Task Description

Write a 200-300 word paragraph that responds to the Week 2 content about traditional Aboriginal and Torres Strait Islander ways of learning. Questions are provided in the Assessment 1 instructions on Moodle to help guide what you include in your paragraph.

Purpose

The purpose of this assessment is to support your understanding of the unit content and to help you develop your academic writing skills. The paragraph is also designed to form one of the body paragraphs in your second assessment, an essay. You will be provided with feedback on your paragraph (Assessment 1), which you can then apply and use in your essay (Assessment 2).

Sources of information

The eReading list on Moodle contains several sources of information for the Week 2 topic. One source is tagged 'essential'; others are tagged 'recommended'. You must cite and reference the essential source in your paragraph. It's up to you whether you would like to also cite and reference some of the recommended sources from the eReading list or content from the Week 2 Moodle Book. Either way, you must include a Harvard style reference list on a separate page after your paragraph.

Formatting

Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11, and include page numbering. Upload your paragraph and reference list to Moodle as one Word document. The Word document should have your name and student number on it, as well as the unit code and name *INDG40015: Indigenous Australians and Education*.

Assessment Due Date

Week 3 Friday (22 Mar 2024) 11:55 pm AEST

Return Date to Students

Week 5 Friday (5 Apr 2024)

Weighting

10%

Assessment Criteria

The following criteria will be used in assessing your paragraph

ACADEMIC CONTENT

- Understanding of the unit material relevant to the assessment task
- Evidence of research
- Relevance to the topic

WRITING SKILLS

- Logical organisation of ideas and arguments
- Accuracy and fairness in representing the views discussed
- Clarity of expression, avoidance of grammatical errors, correct use of words
- Logical organisation of arguments and information in an appropriate paragraph structure
- Adherence to word length requirements

REFERENCING SKILLS

- Use of prescribed academic sources
- Acknowledgment of sources through correct in-text referencing and corresponding accurate reference list
- Use of Harvard style of referencing

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify various social issues that impact upon education for Indigenous Australians
- Explain why Aboriginal and Torres Strait Islander culture and history should be incorporated in the education of all Australian students

2 Written Assessment - Essay

Assessment Type

Essay

Task Description

'Historical government policies severed First Nations people from their traditional culture, which has impacted all aspects of their lives, including their education.' Write a 1000-1200 word essay examining this statement by referring to content from Weeks 2 to 5. Questions are provided in the Assessment 2 instructions on Moodle to help guide what you include in each paragraph of your essay. Use the feedback you received on Assessment 1 to improve that paragraph and include in your essay.

Purpose

The purpose of this assessment is to deepen your understanding of the impact of historical government policies on First Nations culture and education. You will explore the connection between First Nations culture and education for all

Australians. This assessment will also enhance your academic writing and referencing skills.

Sources of information

The eReading list on Moodle contains several sources of information for each week. One source is tagged 'essential'; others are tagged 'recommended'. You must cite and reference the essential sources from Weeks 2 to 5 in your essay. It's up to you whether you would like to also cite and reference some of the recommended sources from the eReading list or content from the weekly Moodle Books. Either way, you must include a Harvard style reference list on a separate page at the end of your essay.

Formatting

Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11, and include page numbering. Upload your essay and reference list to Moodle as one Word document. The Word document should have your name and student number on it, as well as the unit code and name *INDG40015: Indigenous Australians and Education*.

Assessment Due Date

Week 6 Friday (19 Apr 2024) 11:55 pm AEST

Return Date to Students

Week 8 Friday (3 May 2024)

Weighting

40%

Assessment Criteria

The following criteria will be used in assessing your essay

ACADEMIC CONTENT

- Understanding of the unit material relevant to the assessment task
- Evidence of research
- Relevance to the topic

WRITING SKILLS

- Logical organisation of ideas and arguments
- Accuracy and fairness in representing the views discussed
- Clarity of expression, avoidance of grammatical errors, correct use of words
- Logical organisation of arguments and information in an appropriate essay structure
- Adherence to word length requirements

REFERENCING SKILLS

- Use of prescribed academic sources
- Acknowledgment of sources through correct in-text referencing and corresponding accurate reference list
- Use of Harvard style of referencing

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse the historical and contemporary impacts of government policies upon education for Indigenous Australians
- Identify various social issues that impact upon education for Indigenous Australians
- Explain why Aboriginal and Torres Strait Islander culture and history should be incorporated in the education of all Australian students
- Evaluate contemporary trends in various levels of education for Indigenous Australians.

3 Written Assessment - Portfolio

Assessment Type

Portfolio

Task Description

Write a portfolio of five x 200-300 word paragraphs responding to each week's content from Weeks 7 to 11. Questions are provided on Moodle to help guide what you include in each paragraph.

Purpose

The portfolio will develop your understanding of unit content by encouraging you to examine contemporary trends in

First Nations education through the lens of historical events and policies. You will develop insight into how historical events and policies have shaped contemporary attitudes to First Nations people as students and influenced the inclusion of First Nations knowledges in curricula of various education sectors.

Sources of information

Each paragraph must cite and reference the 'essential' source from the relevant week on the eReading list.

Recommended sources and content from the unit Moodle books may also be cited and referenced. You must include Harvard style reference list at the end of the portfolio.

Formatting

Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11, and include page numbering.

Upload your portfolio and reference list to Moodle as one Word document. The Word document should have your name and student number on it, as well as the unit code and name INDG40015: Indigenous Australians and Education.

Assessment Due Date

Week 12 Friday (31 May 2024) 11:55 pm AEST

Return Date to Students

Exam Week Friday (14 June 2024)

Weighting

50%

Assessment Criteria

The following criteria will be used in assessing your essay

ACADEMIC CONTENT

- Understanding of the unit material relevant to the assessment task
- Evidence of research
- Relevance to the topic

WRITING SKILLS

- Logical organisation of ideas and arguments
- Accuracy and fairness in representing the views discussed
- Clarity of expression, avoidance of grammatical errors, correct use of words
- Logical organisation of arguments and information in an appropriate portfolio structure
- Adherence to word length requirements

REFERENCING SKILLS

- Use of prescribed academic sources
- Acknowledgment of sources through correct in-text referencing and corresponding accurate reference list
- Use of Harvard style of referencing

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse the historical and contemporary impacts of government policies upon education for Indigenous Australians
- Identify various social issues that impact upon education for Indigenous Australians
- Explain why Aboriginal and Torres Strait Islander culture and history should be incorporated in the education of all Australian students
- Evaluate contemporary trends in various levels of education for Indigenous Australians.

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