1. **What is this course about?**

1.1 **Description**

This course extends your knowledge of Aboriginal and Torres Strait Islander ways of learning in education contexts. Through interactions with Aboriginal and Torres Strait Islander people, you critically reflect on cultural beliefs and professional practice and develop skills to evaluate and ameliorate the impact of dominant pedagogies and discourses on learners. You will learn how to embed these perspectives and communicate and utilise equitable and differentiated teaching strategies that demonstrate a commitment to Aboriginal and Torres Strait Islander education.

1.2 **Field trips, WIL placements or activities required by professional accreditation**

All assessments are required to be completed for professional accreditation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1.3 **Course topics**

- Teacher positioning and cultural standpoints influencing practice and pedagogy
- Analysing dominant discourses and pedagogies and their influence on Aboriginal and Torres Strait Islander learners
- Understanding and analysing current policies that influence Aboriginal and Torres Strait Islander studies and learners. For example, RAP, Closing the Gap, ACARA cross-curricular themes
- Locating and assessing suitable cultural resources for teaching
- Understanding of diversity and diverse cultural protocols and how to engage with Aboriginal and Torres Strait Islander students, families and communities
- Relational pedagogies and Aboriginal and Torres Strait Islander learners
- Embedding Aboriginal and Torres Strait Islander perspectives into student learning activities
Course Outline: EDU410 Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching

2. **What level is this course?**
400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th year of an undergraduate program

3. **What is the unit value of this course?**
12 units

4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td></td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Reflect on your own cultural beliefs, values and standpoint and how this relates to Aboriginal and Torres Strait Islander learners and the process of respectfully embedding content into the curriculum.</td>
<td>Task 3: Reflective vlog</td>
<td>Ethical</td>
</tr>
<tr>
<td>Critically select and analyse suitable cultural resources and respectfully embed Aboriginal and Torres Strait Islander content in learning activities</td>
<td>Task 1: Quiz Task 2: Community connections and Resource Analysis Critique</td>
<td>Creative and Critical Thinkers</td>
</tr>
<tr>
<td>Identify and critically examine key legislative, community and wellbeing programs that support Aboriginal and Torres Strait Islander learners. Identify strategies for working effectively, sensitively and confidentially with parents/carers.</td>
<td>Task 3: Reflective vlog</td>
<td>Ethical</td>
</tr>
<tr>
<td>Explicate a broad range of strategies for involving parents and community members in facilitating Aboriginal and Torres Strait Islander learning and embedding content into the curriculum.</td>
<td>Task 1: Quiz Task 2: Community connections and Resource Analysis Critique</td>
<td>Engaged</td>
</tr>
<tr>
<td>Argue for teaching strategies that respond to the learning strengths and needs of students from diverse backgrounds including Aboriginal and Torres Strait Islander students with English as an additional language.</td>
<td>Task 1: Quiz Task 2: Community connections and Resource Analysis Critique Task 3: Reflective vlog</td>
<td>Creative and Critical Thinkers</td>
</tr>
<tr>
<td>Design differentiated learning and teaching that is informed by critical reflective practice to meet diverse learner needs.</td>
<td>Task 2 Community connections and Resource Analysis Critique</td>
<td>Creative and Critical Thinkers</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**
Refer to the [USC Glossary of terms](https://www.usq.edu.au/glossary) for definitions of “pre-requisites, co-requisites and anti-requisites”.
Course Outline: EDU410 Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching

5.1 Enrolment Restrictions
This course is open to students enrolled in ED303, ED304, ED306, ED307, AE304, SE303, ED315, UU301 or XU301

5.2 Pre-requisites
N/A

5.3 Co-requisites
N/A

5.4 Anti-requisites
N/A

5.5 Specific assumed prior knowledge and skills (where applicable)
None

6. How am I going to be assessed?

6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress
Students will be given early feedback on Task 1 to enable them to better understand the perspectives of Aboriginal and Torres Strait Islander Peoples and to facilitate their understanding so that they can more effectively and respectfully embed First nations perspectives into their teaching and learning practices.
6.3 Assessment Tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration/length?</th>
<th>When should I submit?</th>
<th>Where should I submit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quiz/zes</td>
<td>Individual</td>
<td>20%</td>
<td>1 x 30 min</td>
<td>1 Session 1 offering: prior to intensive week Semester 1 offering: Week 3 during tutorials</td>
<td>Quiz (Online Test)</td>
</tr>
<tr>
<td>2a</td>
<td>Artefact - Creative, and Written Piece</td>
<td>Individual</td>
<td>30%</td>
<td>5-8mins</td>
<td>2 a) Session 1 offering: 4pm Friday 24th January Semester 1 offering: 4pm Monday Week 6</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>2b</td>
<td>Artefact - Creative, and Written Piece</td>
<td>Individual</td>
<td>30%</td>
<td>1500 words</td>
<td>Session 1 offering: 4pm Friday 7th February Semester 1 offering: 4pm Monday week 8</td>
<td>Online Assignment Submission</td>
</tr>
<tr>
<td>3</td>
<td>Journal</td>
<td>Individual</td>
<td>20%</td>
<td>10 mins</td>
<td>Session 1 offering: 4pm Friday 21st February Semester 1 offering: 4pm Monday Week 11</td>
<td>Online Assignment Submission</td>
</tr>
</tbody>
</table>

Assessment Task 1: Quiz

**Goal:** You will demonstrate your knowledge and understanding of course topics

**Product:** Quiz/zes

**Format:** You will undertake a quiz in order to determine your depth of knowledge and understanding of Aboriginal and Torres Strait Islander Histories and Cultures

**Criteria:**
1. Demonstrate knowledge of Aboriginal and Torres Strait Islander histories.
2. Demonstrate knowledge of Aboriginal and Torres Strait Islander cultures
3. Demonstrate understanding of issues and practices relating to Aboriginal and Torres Strait Islander people within the classroom environment.

**Generic skill assessed**

<table>
<thead>
<tr>
<th>Communication</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Graduate</td>
</tr>
</tbody>
</table>
Assessment Task 2 A: Community Connections Plan

**Goal:** You will demonstrate your knowledge and understanding of course topics by creating a plan of how you will acknowledge and respectfully engage with members of the Aboriginal and Torres Strait Islander community in your teaching and learning practices in a specified context.

**Product:** Artefact - Creative, and Written Piece

**Format**
Presentation of your findings regarding your exploration of a specific context with your plan to engage with community and creation of your acknowledgement in this context.

**Criteria:**
1. Demonstrate knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures.
2. Demonstrate understanding of issues and practices relating to Aboriginal and Torres Strait Islander people within the classroom environment.
3. Identify processes for engagement with community representatives and / or professional groups.
4. Written and Visual communication skills including English expression, grammar and professional persona

**Generic skill assessed** | **Skill assessment level**
--- | ---
Communication | Graduate
Problem solving | Graduate

Assessment Task 2B: Resource analysis Critique

**Goal:** The goal of this task is to critically evaluate four teaching resources in terms of their cultural relevance and practices and the potential impact and effectiveness on student learning outcomes.

**Product:** Artefact - Creative, and Written Piece

**Format**
You will be provided with a report format to respond to the resource investigation outlining the following:
- **Identification of four resources** to assist teachers to embed Aboriginal and Torres Strait Islander perspectives in the classroom.
- **Evaluation of the cultural relevance and practices** associated with the resource in terms of:
  - Teaching and Learning
  - Assessment and Evaluation

**Criteria:**
1. Identification and evaluation of the cultural relevance of a resource in terms of teaching, learning, assessment and evaluation.
2. Argue for pedagogical choices that are culturally relevant and appropriate to the learner needs.
3. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.

**Generic skill assessed** | **Skill assessment level**
--- | ---
Communication | Graduate
Problem solving | Graduate
Assessment Task 3: Reflective vlog/Multimedia presentation

**Goal:** The goal of this task is to develop an argument to persuade educators to connect with community and embed First Nations perspectives in their teaching and learning practices. You will critically reflect on your learnings from the course and how this influences your practice as a teacher.

**Product:** Journal 10 mins

**Format:** The Vlog will address the following areas:
- The process you followed to engage with community – How did you go about connecting with community members?
- What strategies did you use to demonstrate working effectively, sensitively and confidentially with parents/carers? With your peers?
- Reflect on and appraise your knowledge of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds needed to create this unit
- Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements
- What have you learnt from the course in terms of content and pedagogy?
- How will your experiences from this course influence your teaching practice? your teacher identity? and your future professional development?

**Criteria:**
1. Identify processes for engagement with community representatives and / or professional groups.
2. Evaluation of your learnings from the course including communicating and working with community and peers/future colleagues
3. Critical analysis of personal and professional learnings in terms of responsibilities of teachers in pursuit of social justice and inclusive education
4. Visual and verbal communication skills including English expression, grammar and professional persona.

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Graduate</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

7. **Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Sunshine Coast</td>
<td>40</td>
</tr>
<tr>
<td>USC Fraser Coast</td>
<td>40</td>
</tr>
<tr>
<td>USC Gympie</td>
<td>40</td>
</tr>
<tr>
<td>USC Caboolture</td>
<td>40</td>
</tr>
</tbody>
</table>
7.1 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Deepening Understandings</td>
<td>Module 1: Historical context and discourse relating to Education cultural protocols and school and community partnerships</td>
<td>Lectures and tutorials will be used to investigate and understand the key concepts for this module</td>
</tr>
<tr>
<td>Module 2: Transformative Teaching and Learning</td>
<td>Module 2: Learner relatedness and diversity Teaching resources Teaching practices Classroom applications</td>
<td>Lectures, tutorials and seminars will investigate the key concepts for this module</td>
</tr>
<tr>
<td>Module 3: Walking together</td>
<td>Module 3: Self-perceptions and teacher identity Reflections and professional practice</td>
<td>Lectures, tutorials and guests will investigate the key concepts for this module</td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Recommended Text(s)

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW Dept of Education &amp; Communities Regional Aboriginal Education Team</td>
<td>2012</td>
<td>8 Ways: Aboriginal pedagogy from Western NSW (REAT)</td>
<td>NSW Dept of Education &amp; Communities</td>
</tr>
</tbody>
</table>

8.2 Specific Requirements

N/A

9. Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.
10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

• 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
• 10% (of the assessment task’s identified value) for the third day
• 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
• A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au
10.5  **Wellbeing Services**

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, **AccessAbility Services** can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](mailto:studentwellbeing@usc.edu.au), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6  **Links to relevant University policy and procedures**

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability


10.7  **General Enquiries**

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au
## 10.8 School Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate).

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
</table>
| Task 1: Quiz and Community connections Plan          | 1.1 Demonstrate knowledge and understanding of, social development and characteristics of students and how these may affect learning.  
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.  
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 Describe a broad range of strategies for involving parents/carers in the educative process.  
6.3 Engage with colleagues and improve practice.  
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice                                                                                   |
| Task 2: Resource analysis and Unit of Work           | 1.1 Demonstrate knowledge and understanding of, social development and characteristics of students and how these may affect learning.  
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.  
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.  
1.4 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.  
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.  
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.  
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.  
3.3 Include a range of teaching strategies.  
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.  
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.  
6.3 Engage with colleagues and improve practice.  
7.4 Engage with professional teaching networks and broader communities.                                                                                           |
| Task 3: Reflective vlog/Multimedia presentation       | 1.1 Demonstrate knowledge and understanding of, social development and characteristics of students and how these may affect learning.  
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.  
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.  
1.4 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.                                                                                                 |
<table>
<thead>
<tr>
<th>Course Outline: EDU410  Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
<tr>
<td>3.7 Describe a broad range of strategies for involving parents/carers in the educative process.</td>
</tr>
<tr>
<td>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
</tr>
<tr>
<td>4.4 Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
</tr>
<tr>
<td>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
</tr>
<tr>
<td>7.4 Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
</tr>
</tbody>
</table>