

## Course Outline

**Code: EDU716**

### **Title: Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning**

<b>Faculty:</b>	Science, Health, Education and Engineering		
<b>School:</b>	Education		
<b>Teaching Session:</b>	Semester 1 r:		2019
<b>Course Coordinator:</b>	Dr. Sharon Louth		
<b>Course Moderator:</b>	Dr Carol McCarthy Smith		

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

#### **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 perspectives in education.

##### **1.2 Course topics**

- Teacher positioning, critical reflection and cultural standpoints influencing practice and pedagogy
- Analysing dominant discourses and pedagogies and their influence on Aboriginal and Torres Strait Islander learners
- Understanding and analysis of 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
- Teaching reading and writing strategies for English as an Additional Language or Dialect (EAL/D) learners
- Embedding Aboriginal and Torres Strait Islander perspectives into student learning activities

#### **2. What level is this course?**

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

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

12 units

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

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Reflect on your own cultural beliefs and values and how this relates to Aboriginal and Torres Strait Islander learners and the process of respectfully and critically selecting embedding content and suitable cultural resources into the curriculum.	Task 3: Reflective vlog	Ethical.
Evaluate key legislative, community and wellbeing programs that support Aboriginal and Torres Strait Islander learners	Task 1: Resource Analysis Report Task 2: Unit of Work	Ethical.
Explain and critically analyse 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.	Task 3: Reflective vlog	Creative and critical thinkers.
Justify 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.	Task 1: Resource analysis report Task 2: Unit of Work	Creative and critical thinkers. Ethical.
Design differentiated learning and teaching that is informed by critical reflective practice to meet diverse learner needs.	Task 1: Resource analysis report Task 2: Unit of Work Task 3: Reflective vlog	Creative and critical thinkers.

*Students may attend combined lectures with ED315, ED304, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.*

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

This course is only available to students enrolled in ED508 or ED705 or ED706 or ED707

##### 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)

Nil.

## 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 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Resource analysis report	Individual	25%	1500 words	Session 1 offering: 4pm Monday 21 <sup>st</sup> January. Semester 1 offering: 4pm Monday Week 5	Blackboard Safe Assign
2	Unit of Work	Group	50%	3000 words	Session 1 offering: 4pm Monday 4 <sup>th</sup> February. Semester 1 offering: 4pm Monday Week 7	Blackboard Safe Assign
3	Reflective Vlog	Individual	25%	5 – 7 mins	Session 1 offering: 4pm Monday 27 <sup>th</sup> February. Semester 1 offering: 4pm Monday Week 11	Blackboard video vault
			100%			

#### Assessment Task 1: Resource analysis report

<b>Goal:</b>	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.
<b>Product:</b>	Case Study Report consisting of a “Consider All Factors” (CAF) chart and an “Executive Summary” of findings.
<b>Format:</b>	You will be provided with a report format to respond to the resource investigation outlining the following: <ul style="list-style-type: none"> <li>• <b>Identification of four resources</b> to assist teachers to embed Aboriginal and Torres Strait Islander perspectives in the classroom.</li> <li>• <b>Evaluation of the cultural relevance and practices</b> associated with the resource in terms of: <ul style="list-style-type: none"> <li>○ Teaching and Learning</li> <li>○ Assessment and Evaluation</li> </ul> </li> </ul>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Identification and evaluation of the cultural relevance of a resource in terms of teaching, learning, assessment and evaluation.</li> <li>2. Argue for pedagogical choices that are culturally relevant and appropriate to the learner needs.</li> <li>3. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</li> </ol>
<b>Generic skill assessed</b>	<b>Skill assessment level</b>
Communication	Specialised
Organisation	Specialised

**Assessment Task 2: Unit of Work**

<b>Goal:</b>	The goal of this task is to create a Unit of Work and provide a rationale for the implementation of the unit in a classroom/school/community context.
<b>Product:</b>	Rationale and Unit of Work(on the template provided)
<b>Format:</b>	<p>You will be provided with a framework for a Unit of Work to embed Aboriginal and Torres Strait Islander Perspectives. You will choose the context and content of the Unit of Work. Your unit of work will include:</p> <ul style="list-style-type: none"> <li>• <b>Application of strategies relating to teaching, learning, assessment and evaluation</b> practices which focus on Aboriginal and Torres Strait Islander perspectives and student's physical, social and intellectual development needs.</li> <li>• <b>Justification of the teaching program</b> on the basis of: pedagogy, resources, engagement with community, curriculum and legislative requirements; and how these relate to students physical, social and intellectual development needs.</li> </ul> <p>Your rationale should take a <b>scholarly format</b> and reference course materials, academic literature, curriculum, policy and legislation.</p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Selection of suitable cultural resources appropriate to engage with school and community to embed Aboriginal and Torres Strait Islander perspectives.</li> <li>2. Creation of learning experiences to meet learners' physical, social and intellectual development needs.</li> <li>3. Application of teaching strategies to support embedding Aboriginal and Torres Strait Islander perspectives in the learning environment.</li> <li>4. Justification of the teaching and learning approaches you have taken to include curriculum and legislative requirements, community engagement, pedagogical approach and how these align with learner development and needs.</li> <li>5. .Written communication and academic literacies, including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>
<b>Generic skill assessed</b>	<b>Skill assessment level</b>
Problem solving	Specialised
Communication	Specialised

**Assessment Task 3: Reflective vlog/Multimedia presentation**

<b>Goal:</b>	The goal of this task is to engage with members of the Aboriginal and Torres Strait Islander community for feedback on your approach to embedding Aboriginal and Torres Strait Islander perspectives from your Unit of Work. You will critically reflect on your learnings from the course and how this influences your practice as a teacher.	
<b>Product:</b>	5 minute vlog/multimedia presentation	
<b>Format:</b>	<p>The Vlog will address the following areas:</p> <ul style="list-style-type: none"> <li>• The process you followed to engage with community – How did you go about connecting with community members for feedback on your Unit of Work?</li> <li>• A PMI based on their feedback – What did they say about it?</li> <li>• To what extent will you modify it for future use?</li> </ul> <p>What have you learnt from the course in terms of your teacher identity and professional development?.</p>	
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Identify processes for engagement with community representatives and / or professional groups.</li> <li>2. Evaluation of your unit of work including modifications for future implementation.</li> <li>3. Critical analysis of personal and professional learnings in terms of responsibilities of teachers in pursuit of social justice and inclusive education.</li> <li>4. Visual and verbal communication skills including English expression, grammar and professional persona.</li> </ol>	
<b>Generic skill assessed</b>	<b>Skill assessment level</b>	
Problem solving	Specialised	
Communication	Specialised	

**7. What are the course activities?****7.1 Directed study hours**

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit

**7.2 Teaching semester/session(s) offered**

Sippy Downs: Semester 1 and Session 1

### 7.3 Course content

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1 Deepening Understandings	Module 1: Historical context and discourse relating to Education cultural protocols and school and community partnerships	Lectures and tutorials will be used to investigate and understand the key concepts for this module	Readings and activities outlined on the Course Blackboard site
Module 2 Transformative Teaching and Learning	Module 2:  Learner relatedness and diversity  Teaching resources  Teaching practices  Classroom applications	Lectures, tutorials and seminars will investigate the key concepts for this module	Readings and activities outlined on the Course Blackboard site
Module 3 Walking together	Module 3:  Self-perceptions and teacher identity Reflections and professional practice	Lectures, tutorials and guests will investigate the key concepts for this module	Readings and activities outlined on the Course Blackboard site

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 Prescribed text(s)

Author	Year	Title	Publisher
NSW Dept of Education & Communities Regional Aboriginal Education Team	2012	8 Ways: Aboriginal pedagogy from Western NSW (REAT)	NSW Dept of Education & Communities

### 8.2 Specific requirements

N/A

## 9. Risk management

Health and safety risks for this course 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](mailto:studentcentral@usc.edu.au)

### 10.5 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

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - 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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.7 Education specific information

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

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Resource analysis	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 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. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice
Task 2: 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.



	<p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>6.3 Engage with colleagues and improve practice.</p> <p>7.4 Engage with professional teaching networks and broader communities.</p>
Task 3: Reflective vlog/Multimedia presentation	<p>1.1 Demonstrate knowledge and understanding of, social development and characteristics of students and how these may affect learning.</p> <p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</p> <p>3.7 Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p>4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</p>

### Overview of the Master of Teaching (Secondary) Program

#### Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning  
 EDU765 Professional Experience: Orientation to the Profession  
 First two curriculum courses

#### Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion  
 EDU713 Individual Learner Needs  
 EDU715 Literacy and Numeracy across the Curriculum  
 EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning  
 EDU766 Assessing Learning  
 EDU714 Professional Experience: Managing Learning Environments  
 Second two curriculum courses

#### Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning  
 EDU718 Teacher as Researcher  
 EDU719 Teacher as Global Practitioner  
 EDU720 Professional Experience: The Professional Teacher

<b>Overview of the Master of Teaching (Primary) Program</b>	
<b>Orientation to the profession:</b> EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession	
<b>Developing professional knowledge and skills:</b> EDU712 Diversity and Inclusion EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning EDU717 Using Data for Learning EDU792 Professional Experience: Individual Learner Needs	<b>Developing curriculum and pedagogy knowledge and skills:</b> EDU767 Teaching Primary School English: Curriculum and Pedagogy EDU768 Teaching Mathematics in the Early Years EDU769 Teaching Science in Primary School EDU774 Teaching Primary School Mathematics EDU776 Teaching Reading and Writing in Primary School EDU777 Teaching Arts in the Primary Schools EDU778 Teaching History and Geography in Primary School EDU779 Teaching Health and Physical Education in Primary School EDU780 Teaching Technologies in Primary School
<b>Synthesis of professional knowledge in practice and research:</b> EDU718 Teacher as Researcher EDU720 Professional Experience: The Professional Teacher	