

Course Outline

Code: SCS203

Title: Introduction to Aboriginal and Torres Strait Islander Education

School: Social Sciences
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Justine Grogan - jgrogan@usc.edu.au
Course Moderator: Dr Marcus Bussey – mbussey@usc.edu.au

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

In this course, you will examine the importance of Aboriginal and Torres Strait Islander Studies for teachers. You will explore contemporary cultures and lifestyles, languages, demography, and current policies. You will also analyse history and its ongoing effects, including frontier conflict and dispossession, “Living Under the Act”, Stolen Generations and assimilation, struggles for rights and recognition, including Aboriginal and Torres Strait Islander voices and stories. You will also reflect on engagement with families and community, anti-racism and reconciliation.

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

Activity	Details
Nil	Nil

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Demonstrate a broad knowledge of and respect for Aboriginal and Torres Strait Islander cultural and linguistic diversity in educational settings.	1 and 3	Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Identify and explain the effects of historical and social influences on the histories of Aboriginal and Torres Strait peoples and their on-going impacts in education in urban, regional, rural and remote contexts.	2 and 3	Knowledgeable.
Design and create teaching strategies for Aboriginal and Torres Strait Islander learners.	1, 2 and 3	Creative and critical thinkers.
Justify a coherent personal and professional approach to Aboriginal and Torres Strait Islander education that is reflective and informed by education policy, understandings of culture, history and racism.	1, 2 and 3	Empowered.

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

Must be enrolled in Program AE304, ED304, SE303, ED315, ED303 or UU301, AB101 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

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 Details of early feedback on progress

This course will include an early on-line quiz worth 10% which is due in Week 4. The quiz will be completed on-line and will provide you with immediate feedback on your academic and research progress, including the need for additional support.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral, and Written Piece	Individual	20%	750 words	Across the semester	Online Assignment Submission with Plagiarism check
2a	Quiz/zes	Individual	10%	20 questions	Week 4	Quiz (Online Test)
2b	Essay	Individual	20%	1500 words	Week 6	Online Assignment Submission with Plagiarism check
3	Written Piece	Individual	50%	2000 words	Week 10	Online Assignment Submission with Plagiarism check
			100%			

Assessment Task 1: Presentation

Goal:	To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion.
Product:	Oral and Written Piece
Format:	<p>In the first tutorial, you are required to select one week from weeks 2 to 9 (inclusive) from which you will devise, write and present one question, each with a referenced commentary derived from and linked to one of the required readings set for your nominated week. The purpose of the presentation is to guide and stimulate tutorial discussions in exploring, analysing and understanding the specific tutorial topic for that week. You are encouraged to be imaginative in this presentation</p> <p>Content: You are required to prepare one question with a commentary of 750 words. The commentary needs to demonstrate evidence of thought and familiarity with the required reading for your selected week.</p> <p>Structure: The commentary may not take the form of answering your question. Your question should be analytical, not simply descriptive, and effective in promoting debate and discussion.</p> <p>Expression: The question and commentary is to be written in prose style with correct grammar, spelling and punctuation.</p> <p>Referencing: The commentary is to be correctly in-text referenced in APA or Harvard style and the journal or chapter is to be listed as a reference list underneath your question.</p> <p>Presentation: You will receive feedback regarding this presentation in the next tutorial.</p>
Criteria:	<ul style="list-style-type: none"> Respectfully describe key aspects of Aboriginal and Torres Strait Islander cultures, languages and contemporary situations in diverse urban, regional, rural and remote contexts Evaluate the educational implications for students of Aboriginal and Torres Strait Islander backgrounds

	<ul style="list-style-type: none"> • Describe and explicate policy frameworks for Aboriginal and Torres Strait Islander education • Use appropriate academic language and presentation style
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Assessment 2a: On-line quiz

Goal:	The goal of this assessment task is for you to apply and demonstrate your knowledge of course content and readings with a series of multiple-choice questions.
Product:	Quiz/zes
Format:	The quiz will consist of approximately 20 questions resulting in a cumulative grade.
Criteria:	Accuracy and correctness of response

Assessment Task 2b: Essay

Goal:	Aboriginal and Torres Strait Islander histories have ongoing impacts and implications for the education of students from Aboriginal and Torres Strait Islander backgrounds. Understanding this context and ways to respond to support student learning is an important part of your development as a teacher.
Product:	Essay
Format:	<p>You are required to produce a 1500 word essay due in week 6 which will be uploaded to Blackboard.</p> <p>You will analyse the educational implications of the histories of Aboriginal and Torres Strait Islander families and their diverse responses. You will critically analyse the required readings and understandings of the histories of Aboriginal and Torres Strait Islander people and the implications of those histories for the education of students from Aboriginal and Torres Strait Islander backgrounds. Your essays will include a given topic within Aboriginal and Torres Strait Islander Education and some of the weekly readings as appropriate evidence for your argument. You will outline how your knowledge and understandings of these histories and their impacts can enable you to work effectively with Aboriginal and Torres Strait Islander students and their families in diverse urban, regional, rural or remote contexts.</p> <p>You will need to 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>
Criteria:	<ul style="list-style-type: none"> • Reflect upon and demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, languages and the ongoing impacts and implications • Evaluate the educational implications of this knowledge for students of Aboriginal and Torres Strait Islander backgrounds • Explain how to address these educational implications in terms of teaching strategies • Use appropriate academic language

Assessment Task 3: Reflective learning plan

Goal:	As a future teacher, you will be required to reflect on your own professional development needs and identify ways to continue your learning. This task has been designed to provide you with the opportunity to demonstrate your awareness of your professional responsibilities, challenges and opportunities in the area of Aboriginal and Torres Strait Islander education and the importance of respect, engagement and self-awareness in teaching.
Product:	Written Piece

Format:	<p>Imagine that you are nearing the end of your supervised professional experience at a school. The school coordinator has indicated that you have progressed well during your placement. She/he is keen to know what you feel the next steps in your professional learning might be in relation to professional standards 1.4 and 2.4. Document in a reflective plan how, by the end of your program, you will continuously grow the following goals in relation to professional standards 1.4 and 2.4:</p> <ul style="list-style-type: none"> • understanding and respect for Aboriginal and Torres Strait Islander people and their cultures; • ability to promote reconciliation; • engagement with anti-racism in your professional practice; • understanding of how to engage with Aboriginal and Torres Strait Islander families and communities with a focus on building relationships; • social justice and inclusive learning and teaching practices. <p>You will present a structured reflective learning plan written in the first person that sets out aims, criteria and actions required to progressively achieve the goals. The plan will be uploaded to your e-portfolio for progressive completion and review.</p>
Criteria:	<ul style="list-style-type: none"> • Describe the importance of respect for Aboriginal and Torres Strait Islander people, culture and reconciliation • Describe ways to engage effectively with Aboriginal and Torres Strait Islander families and communities and relevant professional networks • Explain the effects of racism • Describe EAL/D classroom strategies and strategies to address communication and relationship building • Reflect on the personal and professional responsibilities of teachers in pursuit of social justice and inclusive education and ways to advance these goals • Use appropriate academic language

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.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 2 hours per week for ten weeks. Tutorial: 2 hours per week for ten weeks
USC Gympie	Lecture: 2 hours per week for ten weeks. Tutorial: 2 hours per week for ten weeks
USC Fraser Coast	Lecture: 2 hours per week for ten weeks. Tutorial: 2 hours per week for ten weeks
USC Caboolture	Lecture: 2 hours per week for ten weeks. Tutorial: 2 hours per week for ten weeks

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) or course reader

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

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

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 Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **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
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au