



## COURSE OUTLINE

# SCS203 Introduction to Aboriginal and Torres Strait Islander Education

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2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay  
USC Caboolture  
USC Fraser Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*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 examine contemporary cultures and lifestyles, languages, demography, and current policies. You will also examine 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – On campus tutorials - weeks 1 - 10	2hrs	Week 1	10 times
<b>Lecture</b> – 2 hour live online lecture for timetable	2hrs	Week 1	10 times

### 1.3. Course Topics

Introduction and course overview  
Education Policies  
Race and Racism  
Demographics and Diversity  
Arts and language  
Frontier Conflict and dispossession  
'The 1897 Act' and Stolen Generations  
Torres Strait Islands  
Reconciliation, protocols and engaging  
Cultural competency

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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

12 units

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

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<b>1</b> Demonstrate a broad knowledge of and respect for Aboriginal and Torres Strait Islander cultural and linguistic diversity in educational settings.	Knowledgeable Creative and critical thinker Ethical	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
<b>2</b> 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.	Knowledgeable Creative and critical thinker Empowered Ethical	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
<b>3</b> Design and create teaching strategies for Aboriginal and Torres Strait Islander learners.	Knowledgeable Empowered Ethical Engaged	1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students
<b>4</b> 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.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	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

## 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. Pre-requisites

Enrolled in Program AE304, ED303, ED304, ED315, SE303, UU301, AB101 or XU301

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

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

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	20%	750 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2a	Quiz/zes	Individual	10%	20 questions	Week 4	Online Test (Quiz)
All	2b	Essay	Individual	20%	1500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2000 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Presentation

<b>GOAL:</b>	To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	<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:	No.	Learning Outcome assessed	
	1	Respectfully describe key aspects of Aboriginal and Torres Strait Islander cultures, languages and contemporary situations in diverse urban, regional, rural and remote contexts	1 2 4
	2	Evaluate the educational implications for students of Aboriginal and Torres Strait Islander backgrounds.	1 2 4
	3	Describe and explicate policy frameworks for Aboriginal and Torres Strait Islander education.	4
	4	Use appropriate academic language, professional presentation style and a creative activity to solidify learning outcomes.	4

#### All - Assessment Task 2a: On-line quiz

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	The quiz will consist of approximately 20 questions resulting in a cumulative grade.		
<b>CRITERIA:</b>	No.		Learning Outcome assessed
	1	Accuracy and correctness of response	1

#### All - Assessment Task 2b: Essay

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	<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.</p> <p>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:	No.	Learning Outcome assessed
	1	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. <span style="float: right;">1 2 4</span>
	2	Evaluate the educational implications of this knowledge for students of Aboriginal and Torres Strait Islander backgrounds. <span style="float: right;">1 2 4</span>
	3	Explain how to address these educational implications in terms of teaching strategies. <span style="float: right;">3</span>
	4	Use appropriate academic language. <span style="float: right;">1</span>

### All - Assessment Task 3: Reflective learning plan

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	<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"> <li>• understanding and respect for Aboriginal and Torres Strait Islander people and their cultures;</li> <li>• ability to promote reconciliation;</li> <li>• engagement with anti-racism in your professional practice;</li> <li>• understanding of how to engage with Aboriginal and Torres Strait Islander resources, families and communities with a focus on building relationships;</li> <li>• social justice and inclusive learning and teaching practices.</li> </ul> <p>You will present a structured reflective learning and resource plan written in the first person with set out aims, and your actions required to progressively achieve cultural competency. The plan will be uploaded to your e-portfolio for progressive completion and review.</p>	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Describe the importance of respect for Aboriginal and Torres Strait Islander people, culture and reconciliation <span style="float: right;">1 3 4</span>
	2	Describe ways to engage effectively with teaching resources and Aboriginal and Torres Strait Islander students, families and communities <span style="float: right;">1 3 4</span>
	3	Explain the effects of racism <span style="float: right;">1 2 3 4</span>
	4	Describe EAL/Dclassroom strategies and strategies to address communication and relationship building <span style="float: right;">1 2 3 4</span>
	5	Reflect on the personal and professional responsibilities of teachers in pursuit of social justice and inclusive education and ways to advance these goals <span style="float: right;">1 3 4</span>
	6	Use appropriate academic language <span style="float: right;">1</span>

## 7. Directed study hours

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.

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

Please note: 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Kaye Price, Jessa Rogers	2019	Aboriginal and Torres Strait Islander Education	Cambridge University Press

### 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 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. 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>

## 10.8. 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

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