Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ABORIGINAL AND TORRES STRAIT ISLANDER: LEARNING AND TEACHING
Unit ID:	EDBED3016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDFGC2031) (EDBED3005)
ASCED:	070301

Description of the Unit:

This course is designed to engage pre-service teachers in developing cultural awareness and classroom strategies for improving learning outcomes through best practice models in teaching Aboriginal and Torres Strait Islander students and promoting reconciliation between Indigenous and non-Indigenous Australians. Pre-service teachers will develop broad knowledge, understanding and an appreciation for Aboriginal and Torres Strait Islander peoples, histories, cultures and languages to meet current curriculum priorities and Australian Professional Standards for Teachers expectations and requirements. Stemming from understandings of historical relationships between non-Indigenous and Indigenous Australians, pre-service teachers will explore and engage with appropriate cultural protocols, as well as culturally inclusive teaching pedagogies, to develop positive and inclusive learning programs and outcomes for all students.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	✔	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Investigate and understand ways in which all Australians live together in a shared knowledge space and how this is reflected in current education policy and curriculum

K2. Identify ways in which Aboriginal and Torres Strait Islander peoples have been socially constructed within Australia, in both historical and contemporary contexts, and discuss ways in which this may influence education policy, programs, theory and practice

K3. Develop understandings of, and an awareness of Aboriginal and Torres Strait Islander histories, cultures and languages

K4. Understand the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds

Skills:

S1. Investigate current literature to develop theoretical understandings of factors surrounding Aboriginal and Torres Strait Islander educational practices and the implications for students

S2. Effectively use ICT to demonstrate theoretical understandings of subjects relating to Aboriginal and Torres Strait Islander educational practices and the implications for students

S3. Design innovative, inclusive and engaging, teaching and learning materials and resources which integrate Aboriginal and Torres Strait Islander knowledge systems

S4. Develop inter-personal strategies based on appropriate cultural protocols to assist in fostering relationships between Indigenous and non-Indigenous peoples in teaching and learning communities

S5. Negotiate ways in which to provide positive, inclusive and engaging education outcomes for all learners

Application of knowledge and skills:

A1. Articulate, through ICT, ways in which specific subject matter in relevant curriculum documentation may draw upon non-Indigenous and Indigenous knowledges and perspectives, to create inclusive, diverse and locally relevant teaching and learning materials and resources

A2. Work collaboratively to develop units of learning and teaching relevant to specific domain areas of the curriculum which are engaging and inclusive and promote reconciliation for all students

A3. Exhibit retention of knowledges, perspectives and strategies learned throughout the course to demonstrate theoretical understandings of cultural competency

Unit Content:

Topics to be covered

- Collaborative, hands-on, inquiry-based approach to teaching and learning
- The impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds

- Critical examination of current education curriculum and policy documentation to identify the legacy of Eurocentric colonial attitudes and assumptions of Aboriginal and Torres Strait Islander students and knowledges in educational settings, and inform discussions of ways in which social justice approaches may be used to promote advantage, equality and reconciliation
- Engagement with local communities of learning, consisting of Aboriginal and Torres Strait Islander peoples, teachers and education workers, families and external specialists, for the development of innovative, inclusive and engaging teaching and learning programs, and materials
- Analysis and application of effective teaching and learning strategies focusing on inclusivity, innovation, equality, and success for all students
- Exploration of a range of ICTs, including websites, podcasts, educational games, film clips, movie makers, application managers, and Microsoft office programs for culturally inclusive pedagogy

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K1, K3, K4, S5, A2	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	S1, S4, A3	AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K2, S1, A1	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	S2, A1	AT1, AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K1, K4, S3, A1	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S3, A1, A2 APST 2.4, 2.6	Apply knowledge of respectful and appropriate cultural protocols to analyse a selected cultural artefact linking it to possible curriculum levels, disciplines and activities that promote Aboriginal and Torres Strait Islander histories, culture or languages in a respectful manner.	Peer presentation and written analysis	30-40%
K2, K3, K4, S2, S3, S4, S5, A1, A2 APST 1.4, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4	A unit or learning plan demonstrating knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages. The unit or learning plan engages in appropriate cultural protocols, inclusive of Aboriginal and Torres Strait Islander perspectives and pedagogies	Unit/Learning Plan	40-50%
K2, K4, A3 APST 1.4 2.4	A selection of written reflections completed during the course that demonstrates personal cultural competency and includes an action statement for future teaching. The selection will include a reflection on the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Written Reflections	10-20%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven

criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)