



Course Outline (Higher Education)

School:	School of Education
Course Title:	ABORIGINAL AND TORRES STRAIT ISLANDER: LEARNING AND TEACHING
Course ID:	EDBED3016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDFGC2031) (EDBED3005)
ASCED:	070199

Description of the Course:

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 students. With the inherent focus on Australia, pre-service teachers will develop broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander peoples, their histories, cultures and languages to meet current curriculum and Australian Professional Standards for Teachers expectations and requirements. Stemming from understandings of historical relationships between European descendant Australians and Aboriginal and Torres Strait Islanders, pre-service teachers will explore and engage cultural protocols, and culturally inclusive teaching pedagogy, 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

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 European Australia both historically and contemporary and discuss ways in which this may influence education policy, programs, theory and practice
- K3.** Develop understandings of, and respect for 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 understanding of factors surrounding Aboriginal and Torres Strait Islander education practices and students
- S2.** Effectively use ICT to demonstrate theoretical understandings of subjects relating to Aboriginal and Torres Strait Islander education practices and 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 cultural protocols to assist in fostering relationships between peoples in a teaching and learning community
- 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 curriculum may draw upon European Australian, Aboriginal, and Torres Strait Islander 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 a specific domain area of the curriculum which is engaging and inclusive, and justify ways in which it promotes success for all students
- A3.** Exhibit retention of knowledges, perspectives and strategies learned throughout the course to demonstrate theoretical understandings of cultural competency

Course 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 to identify the legacy of Eurocentric colonial attitudes and assumptions of Aboriginal and Torres Strait Islander students and knowledges in education settings, and inform discussions of ways in which social justice approaches may be used to promote advantage, equality and success for all
- Engagement with local communities of learning, consisting of Aboriginal and/or 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

Values:

- V1.** Respect for Aboriginal and Torres Strait Islander peoples, cultures and knowledges and appreciation for diversity
- V2.** Recognition of the political and social ways in which Aboriginal and Torres Strait Islander peoples are positioned in Australian education
- V3.** Appreciation of social justice approaches to Aboriginal and Torres Strait Islander education, teaching, and learning, to promote education approaches couched in morality and ethics
- V4.** Appreciation and understanding for communities of learning involving educators and non-educators when engaging Aboriginal and Torres Strait Islander students and knowledges, to promote success from pre-school, through compulsory education, and onto further education pathways

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K2; A3	AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4; S2; A1; A2;	AT1; AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	Not applicable	AT2; AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2 APST 2.4, 2.6	Apply knowledge of respectful cultural protocols learned in class 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	Minimum five week unit plan or learning plan engaging cultural protocols, inclusive of Aboriginal and Torres Strait Islander perspectives and learning pedagogy in curriculum. Demonstrated understanding of cultural protocols.	Unit/Learning Plan	40-50%
K2, K4, A3 APST 1.4 2.4	A selection of written reflections completed during the course to demonstrate personal cultural competency through the use of appropriate terms and protocols, and including 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)