



Course Outline (Higher Education)

School:	School of Education
Course Title:	FIRST NATIONS: ISSUES IN EDUCATION
Course ID:	EDMED7073
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDFGC6310)
ASCED:	090399

Description of the Course:

This course is designed to focus on issues in education for First Nations peoples. Focussing predominantly on Australia and Aboriginal and Torres Strait Islander peoples, it will provide scope for students to pursue issues of interest to them in the area of their professional work. Providing effective, high standard mainstream education services to First Nations students is one of the enduring challenges facing education bureaucracies, whether they are providing early childhood, primary, secondary or adult education services. This course will engage with developing cultural awareness through understanding history, examining the impact of colonial policies and deficit discourses and the importance of cultural protocols in moving towards reconciliation. The course develops an understanding of culturally inclusive teaching pedagogies at a system and school level.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Investigate the ways in which all Australians live together in a shared knowledge space and how this is reflected in current education policy and professional practice.
- K2.** Identify ways in which Aboriginal and Torres Strait Islander peoples have been socially constructed within European Australia both historically and contemporarily 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 and the impact of culture, cultural identity and linguistic background on the education of students.
- K4.** Engage in contemporary literature relating to Aboriginal and Torres Strait Islander histories, cultures, perspectives, languages, pedagogies, and teaching and learning approaches.
- K5.** Examine and critique key education policy documents in the context of Indigenous aspirations and circumstances.

Skills:

- S1.** Analyse and interpret the contemporary literature to develop a theoretical understanding of factors surrounding Aboriginal and Torres Strait Islander education learning and teaching.
- S2.** Demonstrate an ability to apply theoretical perspectives to contemporary education practice.
- S3.** Draw on theoretical understandings to construct and plan education experiences that honour First Nations cultural perspectives.
- S4.** Develop strategies and teaching pedagogies that enable and promote cultural interchange between peoples of diverse communities that result in strengthening reconciliation.
- S5.** Effectively use ICT to demonstrate theoretical understandings of subjects relating to Aboriginal and Torres Strait Islander education practices and students.

Application of knowledge and skills:

- A1.** Articulate an understanding of, and interpret and evaluate the education literature around First Nations issues in education in relation to current education policy.
- A2.** Demonstrate the ability to synthesis theoretical perspectives in ways that support a professional practice of ongoing intercultural sharing in the spirit of reconciliation.
- A3.** Research and present a report that embodies ethical, critical and reflective approaches to First Nations knowledges and perspectives, to create inclusive, diverse and locally relevant teaching and learning environments.

Course Content:**Topics may include:**

- Historical and cultural impacts of European colonial practices and policies on relationships with First Nations peoples, diversity of pre-settler experience and the deficit discourses of post settler society.
- Critical examination of current education curriculum and policy to identify the legacy of Eurocentric colonial attitudes and assumptions about First Nations 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
- The impact of culture, cultural identity and linguistic background on the education of students from First Nations and specifically, Aboriginal and Torres Strait Islander, backgrounds.
- Professional engagement in reflexive critical practice (praxis) to engage with issues of ethics, social justice and equity in First Nations education.
- Analysis of effective teaching and learning strategies focusing on inclusivity, innovation, equality, and success for all Aboriginal and Torres Strait Islander students.

Values:

- V1.** Respect for First Nations people and particularly Aboriginal and Torres Strait Islander people, cultures and knowledges and an appreciation of the diversity within these cultures.
- V2.** Recognition of the political and social ways in which Aboriginal and Torres Strait Islander peoples are positioned in contemporary Australian society.
- V3.** Appreciation of equity and 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.	K2, K3, S1, S2, S3	AT1
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.	S4	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.	K1, K3, A3, A2, A3	AT1, AT2, AT3
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.	S5, A3, A3	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.	S4	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, A1	Research and respectful analysis of First Nations histories and cultures related to contemporary issues in education	Essay	30-50%
K3, K4, K5, S1, S2, S5, A1, A2	Participate in professional conversations about issues in education for First Nations students	Online Forum Discussion	10-20%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, K4, K5, S3, S4, A1, A3	Development of an ethical response to an issue in First Nations education with an analysis of contemporary pedagogical approaches implemented in education settings	Presentation Report	30-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)