



# EDED11458 *Indigenous Studies and Learning*

## Term 2 - 2024

Profile information current as at 17/06/2024 11:52 pm

All details in this unit profile for EDED11458 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The unit Indigenous Studies and Learning develops knowledge and understanding of historical factors that impact on the engagement of Aboriginal and Torres Strait Islander learners and families in education and care settings. The policy and action of governments and media representations are analysed, discussed and compared with indigenous perspectives on race relations and past events with an emphasis on developing understanding and appreciation of contemporary Indigenous Australian identity and culture. Pedagogies for working effectively and appropriately with indigenous Australians, families and communities including current systemic initiatives and policies are evaluated in terms of their suitability for students in rural, remote and urban Australian communities. You will consider Aboriginal and Torres Strait Islander world views and your own and others attitudes to Indigenous people to defend the selection of teaching strategies aimed at promoting reconciliation and effective learning relationships with students, families and communities.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

To be eligible to enrol in this unit, students must be enrolled in CC12, CC13, CC14 or the Start University Now (SUN) program. Pre-requisite of EDFE12043 for students enrolled in CC13.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2024

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE

**Feedback**

No Indigenous educators involved in this course

**Recommendation**

Possible team teaching (First Nations and non-First Nations staff) as we move forward, promoting the values of reconciliation.

#### Feedback from SUTE

**Feedback**

Content is set out well.

**Recommendation**

Continue to update course content each year, in line with what is happening in the real world.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
2. Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
3. Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
4. Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
5. Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
6. Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
7. Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, parents/carers, families and communities for promoting engagement and participation in education and care.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander student
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 3.5 Use effective classroom communication
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 7.3 Engage with the parents/carers

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Online Quiz(zes) - 0%	•						
2 - Written Assessment - 50%	•	•	•	•			•
3 - Written Assessment - 50%	•				•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication		•	•	•	•		
2 - Problem Solving			•			•	
3 - Critical Thinking		•	•	•	•	•	•
4 - Information Literacy			•	•	•	•	•
5 - Team Work							
6 - Information Technology Competence							
7 - Cross Cultural Competence	•	•	•	•	•	•	•
8 - Ethical practice		•	•	•	•	•	•
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

## Textbooks and Resources

### Textbooks

EDED11458

#### Prescribed

#### **Learning and Teaching in Aboriginal and Torres Strait Islander Education**

Edition: 4th (2021)

Authors: Neil Harrison & Juanita Sellwood

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780190329396

Binding: Website Link

If you have issues with accessing the eBook, paper and eBook copies can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Amelia Britton** Unit Coordinator

[a.britton@cqu.edu.au](mailto:a.britton@cqu.edu.au)

**Karen D'Aiitti** Unit Coordinator

[k.daietti@cqu.edu.au](mailto:k.daietti@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Unit Navigation of Moodle Cultural Protocols and Terminology Social and Cultural Differences between Indigenous and non-Indigenous Peoples White Privilege	Chapter 1: Beginning Teachers in Aboriginal and Torres Strait Islander Communities (Harrison and Sellwood, 2021). Terminology Guide (Narragunnawali, Reconciliation Australia, n.d.). Australian Professional Standards for Teachers (AITSL, 2017). White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh, 1988/89).	

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Racism  
Australia's Early History

Chapter 2: Our Shared Australian Story (Harrison and Sellwood, 2021).  
Aboriginal and Torres Strait Islander Histories and Cultures (2016) (ACARA).  
Aboriginal and Torres Strait Islander Studies Handbook (Queensland Government, 2010).

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Australian History - continued Closing the Gap Report Assessment Task 2 + ALC support session	Chapter 3: Teaching about the Stolen Generations (Harrison and Sellwood, 2021). A Formidable Challenge: Australia's Quest for equity in Indigenous Education (Gray and Beresford, 2008). Closing the Gap Report (2023).	Assessment Task 1 (online quiz) due Friday 26th July.  <b>Assessment Task 1: Indigenous Terminology/Protocols Quiz</b> Due: Week 3 Friday (26 July 2024) 11:45 pm AEST

### Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Policies and Acts and their impacts on our shared Australian History and First Nations peoples Further examination of Assessment Task 2 + ALC support session	Community Guide to the UN Declaration on the Rights of Indigenous Peoples (2019). Advancing Aboriginal and Torres Strait Islander Education: An action plan for Queensland (2019). Good Morning, Mr Sarra: my life working for a stronger, smarter future for our children: Chapter 8 (Sarra, 2012).	

### Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stolen Generations and its Impacts Assessment Task 2 ALC Support Session	Chapter 6: Trauma-aware schooling practices for supporting students (Harrison & Sellwood, 2021). "Bringing them Home" Report (Peter Read, 1998). Understanding the Australian Aboriginal experience of collective, historical and intergenerational trauma (Menzies, 2019).	

### Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Torres Strait Islander Cultures and Identities Guest Speaker	Chapter 4: Strategies for Teaching Aboriginal and Torres Strait Islander Students (Harrison & Sellwood, 2021). Aboriginal and Torres Strait Studies Handbook (QLD Government, 2010).	

### Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal Cultures and Identities Guest Speaker	Aboriginal + Torres Strait Islander Cultural Capability Action Plan (QLD Government, 2019-2021).	Assessment Task 2: Letter due Friday 30th August.  <b>Assessment Task 2: Response to a Letter</b> Due: Week 7 Friday (30 Aug 2024) 11:45 pm AEST

**Week 8 - 02 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Strategies to cater for Indigenous Learning Styles 8 Ways of Learning Aboriginal Pedagogical Framework	Chapter 5: Teaching Reading and Writing with Aboriginal and Torres Strait Islander Children (Harrison & Sellwood, 2021). 8 Aboriginal ways of learning factsheet. Aboriginal Pedagogy - 8 Ways. Silkwood Connecting to Country through Totems Video. 8 Ways of Learning Model Video.	

**Week 9 - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Learning from Country on Country with Practical Teaching Ideas Assessment Task 3 ALC support session	Chapter 9: Learning from Country (Harrison & Sellwood, 2021). Beginnings... living and learning in remote Aboriginal schools pages 1 - 34.	

**Week 10 - 16 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
First Nations Languages Diverse Language Needs in the Classroom Assessment Task 3	Chapter 7: Ways of Teaching Traditional Knowledges (Harrison & Sellwood, 2021). Chapter 8: The Role of a Student's First Language in the classroom (Harrison & Sellwood, 2016). <b>* please note that this chapter is in the 2016 edition 3 version of our prescribed textbook.</b> English as an additional language or dialect (EAL/D) learners (Victoria State Government, 2022).	

**Week 11 - 23 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Fostering Positive Relationships and Community Partnerships. Assessment Task 3	Chapter 8: Building Community Partnerships (Harrison & Sellwood, 2021).	

**Week 12 - 30 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Unit Revision		Assessment Task 3 due Friday October 11th.

**Review/Exam Week - 07 Oct 2024**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment Task 3: White Paper Plan</b> Due: Review/Exam Week Friday (11 Oct 2024) 11:45 pm AEST

**Exam Week - 14 Oct 2024**

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

EDED1148 Indigenous Studies and Learning runs as an online unit in term 2 over the course of 12 weeks.

Each weekly outline in Moodle follows the same structure:

**Weekly Study Guide:** This section explains the weekly study plan and learning objectives.

**Tutorial At a Glance:** This section provides an 'at a glance' overview of the week's topics and the week's reading materials.

**Learning Activities:** Each week there are a set of learning activities to complete. This is to help you unpack the unit in more detail.

**Weekly PowerPoint:** These will be uploaded weekly by the Unit Coordinator, along with the tutorial recording.

**In the News:** In this section you will find up-to-date news items on Indigenous matters.

**Milestone:** This section provides reminders to keep you on track with your studies.

There are 3 assessment items for this unit. Students must pass each assessment task to be able to pass the unit. The assessment items are:

- 1) Assessment 1: Online quiz (pass/fail): due date 26.7.24
- 2) Assessment 2: Response to a letter. Due date: 30.8.24 (50% weighting)
- 3) Assessment 3: White Paper Plan. Due date: 11.10.24 (50% weighting).

## Assessment Tasks

### 1 Assessment Task 1: Indigenous Terminology/Protocols Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

Assessment task 1 is an online quiz.

#### Task Description:

This assessment task quiz 1 tests your knowledge and understanding of protocols and terminology associated with working with Aboriginal and Torres Strait Islander Peoples. Using the correct terminology and understanding the protocols shows respect to First Nations People.

This assessment specifically addresses Standards 1.4 and 2.4 of the Australian Professional Standards for Teachers and is designed to measure your ability 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. (APST 1.4)
- Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (APST 2.4)

#### Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI can be used at any point during this assessment.

**Assessment due date:** 26th July @ 11.45 p.m.

**Return date to students:** Students receive their mark upon quiz completion

**Weighting:** PASS/FAIL.

- Please note that you must pass this assessment in order to continue the unit.
- A mark of 100% is required. You can attempt the quiz as many times as you like.
- Please ensure you tick the box upon completion to enable AT2 and AT3 to appear.

**Submission:** online

#### Number of Quizzes

-1

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 3 Friday (26 July 2024) 11:45 pm AEST



Task is due by 26.7.24 but can be completed before this date.

**Return Date to Students**

Week 3 Friday (26 July 2024)

Students will receive their marks automatically upon completion.

**Weighting**

Pass/Fail

**Assessment Criteria**

**Assessment Criteria:** Knowledge and understanding of Aboriginal and Torres Strait Islander terminology and protocols.

**Submission:** Online

**Learning Outcomes Assessed:** Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories

**Graduate Attributes:** Communication. Cross Cultural Competence

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Online in Moodle

**Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories

## 2 Assessment Task 2: Response to a Letter

**Assessment Type**

Written Assessment

**Task Description**

Assessment Task 2 is a written response to a letter.

Your letter, of no more than 2000(+/-10%) words, must respond to the writer's request and be addressed to your State and Federal members of parliament that represent your electorates. You can also, if you wish, address it to the education ministers and shadow ministers of your State and Federal Governments.

Your letter must:

- demonstrate your knowledge and understanding of the diverse Australian Indigenous histories, cultures, and languages.
- analyse the impact of historical government policy and past and present representations on culture and identity of Australian Indigenous peoples and students.
- critically reflect on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings.
- use culturally appropriate language and academic conventions to construct a convincing and persuasive argument (criteria 4, APST 2.4).

Your letter must also:

- be written in a scholarly manner, which includes supporting all your assertions with references to scholarly literature. This means that the majority of the sources you cite should be articles from peer-reviewed journals, books, and credible websites. You can and should reference Government websites where they are the primary source of policy information.
- use references from the Unit readings to show your knowledge and understanding of the impact of government policy and past and present representations on culture and identity of Aboriginal and Torres Strait Islander peoples and students (APST2.4) (criteria 2).
- include your own reflections on the impact of our shared Australian history (and your cultural background) on the attitudes and views you have formed of Aboriginal and Torres Strait Islander people as students and learners.
- make reference to your participation in at least three (3) learning experiences associated with studying this Unit that have shaped your understanding on the importance of teachers' acknowledgment, recognition, and respect for Indigenous history, culture and languages (APST2.4), (criteria 1).
- explain effective teaching strategies for supporting the identity needs of Aboriginal and Torres Strait Islander students, and how you would promote reconciliation between Indigenous and non-Indigenous peoples, within classroom contexts and the broader school community by:
  - acknowledging and teaching our shared Australian history,
  - paying respect to the local Indigenous culture by embedding Indigenous perspectives into your curriculum and encouraging all of your students to take pride in the local Indigenous culture, and

· developing strong relationships with the local Indigenous community through effective and sensitive communication (APST 1.4), (criteria 3).

### **Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- Gen AI can be used for content editing.
- Gen AI content is used to generate ideas and general structures.

### **Word count: [2000 +/- 10%] words maximum**

WORD COUNT for written assignments: The word count is considered from the first word of the Introduction to the last of the Conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

**Assessment due date:** 30th August @ 11.45 p.m.

**Return date to students:** After completion of moderation

**Weighting:** 50%

**Referencing style:** APA 7

**Submission:** online

### **Assessment Due Date**

Week 7 Friday (30 Aug 2024) 11:45 pm AEST

Online in Moodle

### **Return Date to Students**

Assessments will be returned once moderation has taken place.

### **Weighting**

50%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

- Knowledge and understanding of Aboriginal histories, cultures, and language (APST 2.4)
- Analysis of the impact of government policy and past and present representations on culture and identity of Aboriginal and Torres Strait Islander peoples and students (APST 2.4)
- Critical reflection on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings (APST 1.4)
- Use of culturally appropriate language and academic conventions to construct a defensible position in Letter to the stimulus (APST 2.4)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Students are to submit online in Moodle. Students must use Turnitin for their submission.

### **Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
- Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
- Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
- Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, parents/carers, families and communities for promoting engagement and participation in education and care.

## **3 Assessment Task 3: White Paper Plan**

### **Assessment Type**

Written Assessment

### **Task Description**

Throughout this Unit, you have examined a range of strategies and resources appropriate for working with Australian

Indigenous learners, families, and communities; and for the teaching of our shared Australian history in respectful ways that promote reconciliation.

For this task, you are asked to design a "White Paper" plan (for a specific school) that describes and justifies a set of school-wide and individual teacher strategies that engage Indigenous students in learning in educational settings, and that leads to reconciliation between Indigenous and non-Indigenous Australians.

**Task Details:**

You will choose a school to research for this assessment task.

You MUST identify four (4) school-based and six (6) individual teaching strategies that show consideration of students' cultural, linguistic and identity needs (APST 1.4 criteria 1 + 2) AND strategies for working effectively and sensitively with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students.

(APST 1.4 + 2.4, criteria 1). Your strategies will demonstrate how reconciliation may be achieved at both a school and classroom level. (APST 2.4, Criteria 3). Ideally, strategies should be a combination of what is already in place at your chosen school + some of your own ideas, based on the school's ethos.

Your work is to be presented as a written "White Paper" in a scholarly report format that explains each of your design strategies with one or two brief examples, the reasons for their choice and how they relate to the school you have been allocated. Your White Paper (scholarly report) will, in no more than 1500 words (+/-10%), clearly explain WHY and HOW your strategies would meet the learning, language, cultural and identity needs of Indigenous learners as well as identify any limitations on the effectiveness of these strategies in your allocated school (APST 1.4, criteria 4). Your White Paper should consider the diversity of needs of Aboriginal and Torres Strait Islander students in your allocated school. The White Paper MUST be supported by references taken from Unit, other scholarly readings, and your set textbook.

Your submission MUST demonstrate extensive knowledge and a broad understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Additionally, you will need to demonstrate a broad knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages. Your submission MUST be written in a sensitive and respectful manner adhering to correct cultural protocols and terminology.

**Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- Gen AI can be used for content editing.
- Gen AI content is used to generate ideas and general structures.

**Word count: [1500 +/- 10%] words maximum**

WORD COUNT for written assignments: The word count is considered from the first word of the Introduction to the last of the Conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

**Assessment due date:** 11th October @ 11.45 p.m.

**Return date to students:** After completion of moderation

**Weighting:** 50%

**Referencing style:** APA 7

**Submission:** online

**Assessment Due Date**

Review/Exam Week Friday (11 Oct 2024) 11:45 pm AEST

Online in Moodle.

**Return Date to Students**

Assessments will be returned once moderation has taken place.

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Knowledge and understanding of the impact of Indigenous cultural identity on learning (APST 1.4)
- Application of knowledge of Indigenous cultures to the selection of strategies for relationship building that support educational equity and performance (APST 2.4)
- Knowledge of language backgrounds and the diversity of student characteristics that affect the learning of Aboriginal and Torres Strait Islander students (APST 1.4)
- Understanding of a school's role in promoting reconciliation between Indigenous and non-Indigenous Australians (APST 2.4)
- Use of authoritative sources to justify strategy selection (APST 1.4)

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Students are to submit online in Moodle. Students must use Turnitin for their submission.

**Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
- Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
- Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, parents/carers, families and communities for promoting engagement and participation in education and care.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem