

## UNIT OUTLINE FOR EDU124.7 Indigenous and Cultural Studies

<b>Name of Unit 1 (Unit Code 1)</b>
Indigenous and Cultural Studies (EDU124.7)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Bachelor of Education – Secondary	One semester	3 <sup>rd</sup> year	Head of Program

#### Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	192 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes     No

## SECTION 2 – ACADEMIC DETAILS

**Brief description of the content of the unit**

Tabor acknowledges that we are meeting on the traditional Country of the Kaurna people of the Adelaide Plains and pays respect to Elders past and present. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kaurna people living today.

This unit explores key issues around education in a multi-cultural society with particular attention given to respect and understanding to students with Aboriginal and Torres Strait Islander backgrounds.

This unit focuses on approaches and strategies in teaching that facilitate learning and education for Aboriginal and Torres Strait Islander students. Pre-Service Teachers will develop their understandings of the impact of culture, cultural identity and linguistic background on educational outcomes for Indigenous students. They will engage with the current agenda to improve the educational outcomes regarding culture, inclusion and celebration of all cultures and more specially Indigenous Australian students.

Preservice teachers will demonstrate and locate this work within a broader agenda of promoting reconciliation between non-Indigenous and Indigenous students. This includes examining ways to welcome Aboriginal and Torres Strait Islander students, their families and communities into classrooms, into schools and into dialogue about how education in these settings is shaped.

**Learning outcomes for the unit**

1. Understand the demographic, cultural and socio-economic diversity of Australian context and ATSI Indigenous people;
2. Engage in critical reflection regarding long-term impact of historical experiences and policies on Indigenous people in Australia;
3. Discuss aspects of current Australian culture relative to education with consideration for Christian gospel, inclusion, acceptance and celebration within multi-cultural society.
4. Develop appropriate teaching and learning strategies for all students of all cultures with particular investment for understanding Aboriginal and Torres Strait Islander students
5. Critically evaluate current Indigenous issues and their relevance to the education of Indigenous students with consideration of Christian Perspective and significant cultural aspects

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Critically analytical report</b> on current Aboriginal issue in Education 2000 words	1,2,3,5	Year 3, Week 7	40%
<b>5 Lesson sequence with justification/reflection</b> 3000 words	2,3,4	Year 3, Week 14	60%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

Price, K. (ed.) (2015). *Aboriginal and Torres Strait Islander education: an introduction for the teaching profession*. (2<sup>nd</sup> ed.). Port Melbourne, Vic.: Cambridge University Press.

### Recommended reading:

Craven, R. (ed.) (2011) *Teaching Aboriginal studies: a practical resource for primary and secondary teaching* (2<sup>nd</sup> ed.). Crows Nest, N.S.W.: Allen & Unwin.

Price, K. (ed.) (2015) *Knowledge of life: Aboriginal and Torres Strait Islander Australia*. Port Melbourne, Vic.: Cambridge University Press.

Australian Human Rights Commission. (2011) *Social Justice and Human Rights for Aboriginal and Torres Strait Islander Peoples*. Retrieved from [http://www.hreoc.gov.au/social\\_justice/info\\_sheet.html](http://www.hreoc.gov.au/social_justice/info_sheet.html)

Beresford, Q., Partington, G. & Gower, G. (2012) *Reform and resistance in Aboriginal education*, Crawley, WA: University of Western Australia.

Council of Australian Governments (2011) *National Education Agreement*. Canberra, ACT: Commonwealth of Australia.

Ma Rhea, Z. (2011). 'Partnership for Improving Outcomes in Indigenous Education: Relationship or Business?', *Journal of Education Policy*, 1-22.