

UNIT INFORMATION

UNIT CODE	ES261
UNIT NAME	Australian Indigenous Contexts and Education
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
DURATION	One Semester
LEVEL	Level 7
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Primary) 320 - Bachelor of Education (Secondary) 320 - Bachelor of Arts/Bachelor of Education (Secondary)

LEARNING DELIVERY

Internal/On Campus

- Weekly lecture
 - Weekly tutorial (where applicable)
- Plus, Learning Portal

External/Online

- Weekly virtual lecture/ tutorial
- Plus, Learning Portal

Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forum.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES /

Nil

RESTRICTIONS**RATIONALE*****Enduring Understanding:***

Pre-service teachers will undertake studies that will assist them to understand Australian Indigenous ways of knowing, voices and perspectives, which inform professional practice.

Pre-service teachers will explore culturally appropriate pedagogical practices for inclusion of Aboriginal and Torres Strait Islander priorities within the curriculum. This unit will examine historical reasons why Aboriginal and Torres Strait Islander students have been disadvantaged by the Australian Education system and will develop theoretical understandings about cultural standpoint and principles for embedding Aboriginal and Torres Strait Islander perspectives in an educational context, across the curriculum.

For this reason, pre-service teachers completing this unit will have the opportunity to develop understanding of Australia's First Peoples, through stories of indigenous culture and identity, study of the history and policy agendas related to indigenous education and will critique these from a Christ-centred, Bible-based worldview.

CONTENT

1. 'The Wound': an introductory exploration of issues in Australian Indigenous contexts:
 - 1.1 Invasion: land ownership and land rights
 - 1.2 Dislocation: Government policies; forced relocation
 - 1.3 Exclusion: political, social and cultural
 - 1.4 Disadvantage: health, education, political voice
 - 1.5 Christian worldview response to 'wound'
2. Culture: an investigation of culture:
 - 2.1 Indigenous perspective – Dreaming & Land, kinship, languages and linguistics
 - 2.2 Role of language and story telling
 - 2.3 Western perspective – post-modern multiculturalism
3. Our History - Past and Present:
 - 3.1 Protection and assimilation
 - 3.2 Government and non-government (church) policy
 - 3.3 Indigenous educational policy and practices
 - 3.4 Indigenous people, self-determination
 - 3.5 Future directions
4. My Part:
 - 4.1 Identity & Ancient People
 - 4.2 Advantage and privilege: impact and acknowledgement
 - 4.3 Impact of cultural identity distinctives
 - 4.4 My role as a teacher
5. What Can I Do?
 - 5.1 Avoiding tokenism: case study investigation and examples
 - 5.2 Authentic planning and teaching for indigenous and non-indigenous learners.
 - 5.3 Indigenous education best-practice examples
 - 5.4 Working with indigenous learners
 - 5.5 Relational inter-connection
6. Connect:
 - 6.1 Respectful engagement with Indigenous people and communities

- 6.2 Culturally relevant and sensitive connection/practises in the classroom and within school communities
- 6.3 Commonality and points of difference between Christ-centred Bible-based worldview and Indigenous worldviews

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. broad and coherent understanding of the complexity of the various elements and practices of Aboriginal and Torres Strait Islander culture and worldview
Graduate Teacher Standards: 1.4, 2.4
Graduate Attributes: 2, 4, 5, 7
2. evaluated the consequences of government and non-government, including church, policies toward Aboriginal and Torres Strait Islander people
Graduate Teacher Standards: 1.4, 2.4
Graduate Attributes: 2, 4, 5, 7
3. coherent understanding of, and skills for, building relationship with indigenous students, families and communities, including school communities
Graduate Teacher Standards: 1.4, 2.4, 3.7, 7.3
Graduate Attributes: 1, 2, 3, 4, 5, 7
4. applied ways in which a Christ-centred, Bible-based worldview lens can be used in a well-developed manner when planning for curriculum, teaching and learning
Graduate Teacher Standards: 1.4, 1.5, 2.1, 2.4, 4.1
Graduate Attributes: 2, 4, 5
5. applied respectful interpretations of Australian and Torres Strait Islander cultural identify, story, languages and linguistics, and worldview to inform curriculum, planning and learning experiences and,
Graduate Teacher Standards: 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1
Graduate Attributes: 2, 4, 5, 7
6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation
Graduate Attributes: 2, 6

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: GETTING IN TOUCH: A LOCAL INDIGENOUS REPORT

Aboriginal and Torres Strait Islander people live and work all over the continent, as they have done since the beginning of time. As a visitor or scholar, you would be interested to know about indigenous presence in your local area, and so this task requires you to go out in search of 'local Aboriginality'.

Draw upon past and present features including:

- People groups

- Places: historical, cultural, monuments, landscapes, naming
- 'local stories' & languages
- Businesses and services

Reflect upon what you find and don't find and how this might inform and influence your perception of inclusion and aboriginality.

Word Length/Duration: 1000 words
 Weighting: 30%
 Assessed: Week 5

TASK 2: FEATURE ARTICLE ON CONTEMPORARY CONTEXTS FOR INDIGENOUS EDUCATION

Pre-service teachers write a feature-style article that shows their understanding of Aboriginal and Torres Strait Islander culture (kinship, language, land, ceremony, law), and considers current contexts for education of Indigenous students by critically engaging and discussing issues surrounding 'advantage'(or 'privilege') in Australian society.

Word Length/Duration: 1500 words
 Weighting: 40%
 Assessed: Week 10

TASK 3: PERSONAL REFLECTION ON INDIGENOUS EDUCATION IN AUSTRALIA

Pre-service teachers develop a reflective essay that outlines their personal philosophy towards their pedagogical practice in the context of teaching Aboriginal and Torres Strait Islander students, and in the context of a Christian worldview in contemporary Australian society.

Word Length/Duration: 1500 words
 Weighting: 30%
 Assessed: Week 16

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 3, 6	1-4	1.4, 2.4	1-7
Task 2	1, 2, 3, 6	4-7	1.4, 1.5, 2.1, 2.4, 3.7, 4.1, 7.3	1-7
Task 3	1-6	1-7	1.4, 1.5, 2.1, 2.4, 3.7, 4.1, 7.3	1-7

ASSESSMENT ELABORATION

Task 1: Getting in touch: a local Indigenous report

Aboriginal and Torres Strait Islander people live and work all over the continent, as they have done since the beginning of time. As a visitor and scholar, you would be interested to know about indigenous presence in your local area, and so this task requires you to go out in search of 'local Aboriginality'.

Take a little time to think about what might represent 'local Aboriginality': people, places, services, businesses, cultural sites, historic places, monuments, landscapes, etc. Reflect upon the sorts of things that you think comprise Aboriginal culture, and which evidence Aboriginal occupation – past and present – and Aboriginal contributions to place, culture and identity.

Think also about how you perceive 'local'. Where do you belong in the geography and demography of Australia? As you reflect upon your investigations, you may find connections between what you find (or don't find) and the area or locality in which you are looking. Your choice is as broad as your imagination and motivation. Report on your experiences and findings.

Task 2: Feature Article on contemporary contexts for Indigenous Education

Pre-service teachers write a feature-style article that critically engages with their understanding of the ideas of privilege, Aboriginal and Torres Strait Islander culture (kinship, language, land, ceremony, law).

You are to present this task in the genre of a feature article that might appear in a 'magazine-style' journal (for example, Teacher magazine or Professional Educator). Despite being the genre of a 'feature' article, the usual referencing requirements apply. The visual components of a feature article are listed on the next page.

Task 3: Personal Reflection on Indigenous Education in Australia

Pre-service teachers develop a reflective essay that outlines their personal philosophy towards their pedagogical practice in the context of teaching Aboriginal and Torres Strait Islander students, and in the context of a Christian worldview in contemporary Australian society.

In writing a reflective response structure your response so that your reflective processing can be followed and assessed. Two common models are the **Gibbs Reflective Cycle** or the **4(or 5)Rs model of reflective thinking**. You can find a description of these two models here:

https://www.westernsydney.edu.au/data/assets/pdf_file/0007/1082779/Reflective_writing_Structure.pdf

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Langton, M. (2018). *Welcome to country: a travel guide to Indigenous Australia*. Richmond, Victoria: Ultimo, NSW.

Perso, T. & Hayward, C. (2015). *Teaching Indigenous Students: cultural awareness and classroom strategies for improving learning outcomes*. Sydney: Allen & Unwin

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Beresford, Q., Partington, G., & Gower, G. (Eds.). (2012). *Reform and resistance in Aboriginal education. (Rev. ed.)*. Crawley, WA: UWA Publishing.

Bottoms, T. (2013). *Conspiracy of silence: Queensland's frontier killing times*. Crows Nest, NSW: Allen & Unwin.

Champion, D. (2014). *Yarta Wandatha*. Adelaide, SA: Uniting Church Mission SA.

Charola, E. & Meakins, F. (Eds.). (2016) *Yijarni: true stories from Gurindji country* Canberra, ACT: Aboriginal Studies Press.

Craven, R. (2011). *Teaching Aboriginal studies (2nd ed.)*. St Leonards, NSW: Allen & Unwin

Grant, S. (2016). *Talking to My Country* Sydney, NSW: Harper Collins

Grossman, M. (Ed.). (2003) *Blacklines: contemporary critical writings by Indigenous Australians*. Melbourne: Melbourne University Press.

Harris, J. (1990). *One blood: Two hundred years of Aboriginal encounter with Christianity*. Melbourne, VIC: Concilia Australia: Oxford University Press.

Harrison, N. & Sellwood, J. (2021). *Teaching and learning in Aboriginal and Torres Strait Islander education (4th ed.)*. Australia: Oxford University Press.

Jorgenson, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). *Pedagogies to enhance learning for Indigenous students: Evidence-based practice*. Singapore: Springer Vertag.

JOURNALS

Australian Journal of Indigenous Education (AJIE)

WEBSITES

Aboriginal and Torres Strait Islander Education. Policy Statement. Catholic Education Brisbane:
[http://www.bne.catholic.edu.au/aboutus/catholicEducationCouncil/Documents/Policy%20Statement%20Australian and Torres Strait Islander.pdf](http://www.bne.catholic.edu.au/aboutus/catholicEducationCouncil/Documents/Policy%20Statement%20Australian%20and%20Torres%20Strait%20Islander.pdf)

Solid partners solid futures (2013-2016 - early childhood, education and employment outcomes for Aboriginal and Torres Strait Islander children and young people:
<http://msctece.weebly.com/uploads/2/0/7/1/20719370/atsi-solid-partners-solid-futures.pdf>

The Australian Institute of Aboriginal and Torres Strait Islander Studies:
<http://aiatsis.gov.au/> Department of the Prime Minister and Cabinet: Indigenous Affairs in Higher Education:
<http://www.dpmc.gov.au/indigenous-affairs/education/higher-education>

Australians Together: <https://australianstogether.org.au/>

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: GETTING IN TOUCH: A LOCAL INDIGENOUS REPORT

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2	Culturally competent knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures	<p>Demonstrates critical reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates comprehensive engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates some critical reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates appropriate engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates appropriate reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates appropriate engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates some reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates some engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates limited reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates limited engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>
3, 4	Culturally competent views for building relationship with Aboriginal and Torres Strait Islander peoples	<p>Produced a diverse and divergent range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified diverse and divergent views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a diverse range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified diverse views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced some conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified some views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a limited range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Limited views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
7	Culturally competent communication skills	<p>The student:</p> <ul style="list-style-type: none"> consistently communicates selected definitions, key concepts, terms, events, developments and people, and the relationships among them; presents coherent, valid, arguments that; <ul style="list-style-type: none"> use extensive vocabulary in a succinct and effective manner accord closely with the style and conventions applicable to this assignment refer to evaluation processes without disrupting the argument incorporate direct and indirect references to diverse and relevant evidence accurately use the conventions of a recognised system of referencing (if applicable) <p>meets stipulated requirements of length, format and scope of this written research task</p>	<p>The student:</p> <ul style="list-style-type: none"> communicates some selected accurate definitions and knowledge; presents responses to basic research questions that; <ul style="list-style-type: none"> incorporate some reference to sources of evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions uses some elements of a recognised system of referencing, with frequent inaccuracies (if applicable) <p>where the task is complete, rarely meets all the stipulated requirements of length, format and scope</p>			

COMMENT



RUBRIC

TASK 2: FEATURE ARTICLE ON CONTEMPORARY CONTEXTS FOR INDIGENOUS EDUCATION

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2	Culturally competent knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures	<p>Demonstrates critical reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates comprehensive engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates some critical reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates appropriate engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates appropriate reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates appropriate engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates some reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates some engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates limited reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates limited engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>
3, 4	Culturally competent views for building relationship with Aboriginal and Torres Strait Islander peoples	<p>Produced a diverse and divergent range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified diverse and divergent views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a diverse range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified diverse views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced some conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified some views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a limited range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Limited views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>



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COMMENT



RUBRIC

TASK 3: PERSONAL REFLECTION ON INDIGENOUS EDUCATION IN AUSTRALIA

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2	Culturally competent knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures	<p>Demonstrates critical reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates comprehensive engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates some critical reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates appropriate engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates appropriate reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates appropriate engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates some reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates some engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>	<p>Demonstrates limited reflection of conceptually complex issues when discussing the various elements and practices of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Demonstrates limited engagement with the range of perspectives towards, and consequences of, government and non-government policies towards Aboriginal and Torres Strait Islander peoples</p>
3, 4	Culturally competent views for building relationship with Aboriginal and Torres Strait Islander peoples	<p>Produced a diverse and divergent range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified diverse and divergent views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a diverse range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified diverse views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced some conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Justified some views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>	<p>Produced a limited range of conceptual understandings for building relationship with of Aboriginal and Torres Strait Islander histories and cultures</p> <p>Limited views about Aboriginal and Torres Strait Islander cultures and histories and Christ-centred, Bible-based worldviews</p>



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
5, 6	Culturally competent and differentiated educational practice with Aboriginal and Torres Strait Islander peoples	Applied conceptually complex understandings of Aboriginal and Torres Strait Islander histories and cultures that informs curriculum and pedagogical experiences developed diverse and divergent interpretations of Christ-centred, Bible-based worldviews to curriculum and pedagogy	Applied complex understandings of Aboriginal and Torres Strait Islander histories and cultures that informs curriculum and pedagogical experiences Developed diverse interpretations of Christ-centred, Bible-based worldviews to curriculum and pedagogy	Applied understandings of Aboriginal and Torres Strait Islander histories and cultures that informs curriculum and pedagogical experiences Developed interpretations of Christ-centred, Bible-based worldviews to curriculum and pedagogy	Applied some understandings of Aboriginal and Torres Strait Islander histories and cultures that informs curriculum and pedagogical experiences Developed some interpretations of Christ-centred, Bible-based worldviews to curriculum and pedagogy	Applied limited understandings of Aboriginal and Torres Strait Islander histories and cultures that informs curriculum and pedagogical experiences Developed limited interpretations of Christ-centred, Bible-based worldviews to curriculum and pedagogy
7	Culturally competent communication skills	<p>The student:</p> <ul style="list-style-type: none"> consistently communicates selected definitions, key concepts, terms, events, developments and people, and the relationships among them; presents coherent, valid, arguments that; <ul style="list-style-type: none"> use extensive vocabulary in a succinct and effective manner accord closely with the style and conventions applicable to this assignment refer to evaluation processes without disrupting the argument incorporate direct and indirect references to diverse and relevant evidence accurately use the conventions of a recognised system of referencing (if applicable) <p>meets stipulated requirements of length, format and scope of this written research task</p>		<p>The student:</p> <ul style="list-style-type: none"> communicates some selected accurate definitions and knowledge; presents responses to basic research questions that; <ul style="list-style-type: none"> incorporate some reference to sources of evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions uses some elements of a recognised system of referencing, with frequent inaccuracies (if applicable) <p>where the task is complete, rarely meets all the stipulated requirements of length, format and scope</p>		

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