STAFFING
Examiner: Helen McCann
Moderator: Jon Austin

RATIONALE
Professionals who work with children and adolescents must be highly competent in understanding processes of human development and learning as well as in recognising developmental changes. Such knowledge provides a base for the professional to respond to and provide optimum conditions for assisting development and learning. Developmental studies should reflect the existence of many cultures and societies living together on this continent. All teachers need to have an understanding and appreciation of the diversity of cultures within Australia and how they interact. A study of Australian Indigenous cultures and societies, because of their uniqueness and complexity, provides an avenue for the development and consolidation of an understanding and appreciation of all peoples, their cultures and societies. In contemporary Australia, it is important that educators develop a clear understanding of the nature of Australian society and its associated institutions, economic, strategic, political and demographic. The nature of Australian society and culture will be strongly influenced by the educational settings of today. A better understanding of who, what and where we are, can only provide the opportunity to develop valuable insights and thereby contribute to a more just and equitable society.

SYNOPSIS
This course is a study of human growth, development and learning in social and cultural contexts. There will be a strong emphasis on the physical, cognitive, social-emotional development and learning of children and adolescents. Students will have the opportunity to develop an understanding of themselves, in the context of contemporary Australia. They will be introduced to the influences around which identities are moulded, how these change and how they manifest in the Australian context. The course seeks to confront the stereotypes that have been constructed around Australia's indigenous populations, and to reconstruct...
those images on a basis of knowledge and understanding of, and empathy towards, those people who are the original inhabitants of this country.

OBJECTIVES

On successful completion of this course students will be able to:

- Demonstrate knowledge of the major theories of development.
- Demonstrate knowledge of learning theory and how learning affects development.
- Demonstrate knowledge and understanding of aspects of Aboriginal and Torres Strait Islander identity, culture and society within a contemporary culture.
- Show a respect for and understanding of Aboriginal and Torres Strait Islander people's lifestyles and attitudes.
- Show awareness and appreciation of the sociocultural, political and economic position of Aboriginal and Torres Strait Islander people in contemporary society.
- Articulate and justify a personal view of what constitutes 'australianity'.
- Engage in articulate and informed discussions of the nature and dimensions of identity.
- Identify those historic, economic, political, technological and cultural factors which have helped to shape contemporary Australia.

TOPICS

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<td>2. Societies, Cultures and Identities</td>
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<td>3. The Australian Identity - Rights and Responsibilities</td>
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<td>4. The Australian Aboriginal Way - Protocols, Rights and Place in Contemporary Australia</td>
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<td>5. The Torres Strait Islander Way - Protocols, Rights and Place in Contemporary Australia</td>
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<td>6. Axes of Identity</td>
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<td>7. Diversity, Difference and Culture</td>
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<td>8. Tolerance, Belonging and Identity Formation in Contemporary Australia</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Conference proceedings Nation Aboriginal and Torres Strait Islander Higher Education Conference, Kumbari/Ngurpai Lag Higher Education Centre, Toowoomba, pp90-98. (Hervey Bay Queensland 6-11 December 1992)


Grogan, G. & Oxenham, D 1992, Towards 2000 - Maintaining the momentum: Conference proceedings National Aboriginal & Torres Strait Islander Higher Education,


Groome, H 1995, Working Purposefully with Aboriginal Students, Social Science Press, Wentworth Falls, NSW.

Hage, G 1994, , New Formations, pp19-34.


Singe, J 1989, *The Torres Strait: People and history*, University of Queensland Press, St. Lucia, Queensland, pp127-140.


STUDENT WORKLOAD REQUIREMENTS

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<th>ACTIVITY</th>
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<tr>
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<td>Directed Study</td>
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<td>Lectures</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

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OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in unit material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score. Ungraded summative assessment will be given either Pass, Fail or Incomplete.
4. Unit Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be attempted/submitted. Assessment items must be passed overall.
6. If assignments are submitted after the due date without an approved extension of time, a penalty of 10% of the mark for the assessment item will apply for each day late. Assignment Extension Requests must be completed and submitted for approval.