Artefact [n]: Embedding Indigenous Languages into curriculum

Friday, 26 August 2022 1:43 PM

Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2022	Applicant's State High School	Year 7 Team Leader	Year 7 History.

Annotation to support this artefact
2.4

Leading the meeting on unpacking the new unit which embeds Indigenous perspectives **(L: unit plan**) I supported colleagues through suppling additional materials, like cultural guidelines around respecting deceased Indigenous Australians (**L: resources from meeting)** and supporting them on how to build a podcast centred around respect and understanding of Aboriginal and Torres Strait Islander histories and cultures **(L: Minutes).**

Colleagues indicated they felt supported by me in correspondence to the team **(M: Colleague emai**l) and through the ability to create their own podcast following the guidelines of the meeting **(M: Colleague example).** Furthermore student examples provided by colleagues indicate their ability to understand and show respect in regards to the Mungo Man case study, through their acknowledgements of country and warnings for ATSI's listeners about subjects for deceased **(M: Colleague emails and student examples).** Finally, by providing resourcing on understanding the nuances between language and culture, students were able to unpack the idea of ATSI traditional languages to gain further understanding of the connection of people to land **(N: Embedding language).**

Assessor note - This artefact has been included as an evidence sample for descriptor 2.4.

Evidence

Embedding language: Aboriginal and Torres Strait Islander mother tongue activity.

Email to staff	Mother tongue handout
N - Wrap lesson	Mother Tongue

Artefact N – Email to Staff 'Wrap up Lesson'

From: [redacted] Applicant
To: [redacted] Colleagues
Subject: Wrap up lesson
Date: Tuesday, 29 March 2022 6:04:00 PM
Attachments: Mother Tongue.pdf

Hi Team,

I know we are all busy testing or about to test our kids on the History essay, I thought I would send through a wrap up lesson that builds up some of our previous focuses. Building off the lesson on the Australia first nations map, I have made a quick activity based around the idea of 'mother tongue' which will expose students to the idea of native speakers in Australia (Aboriginal and Torres Strait)

Steps.

1. Watch Mother tongue clip and discuss with students the idea of Aboriginal and Torres Strait language not been one group, but vast and varied with some dying out [redacted]
2. Hand out the Mother tongue sheet, students will go to [redacted] which allows students to explore first hand accounts from different Aboriginal and Torres Strait Islanders who speak about their language in song, conversation and recordings.
3. The worksheet has some questions on it about the vast difference in language (Victoria has 38 distinct languages, with no crossover in most).

I thought this is a nice little lesson to finish up as students can explore some language in our backyard and across Australia.

Hope you are all doing well and let me know if you need a hand.

Sincerely,

[redacted] Applicant

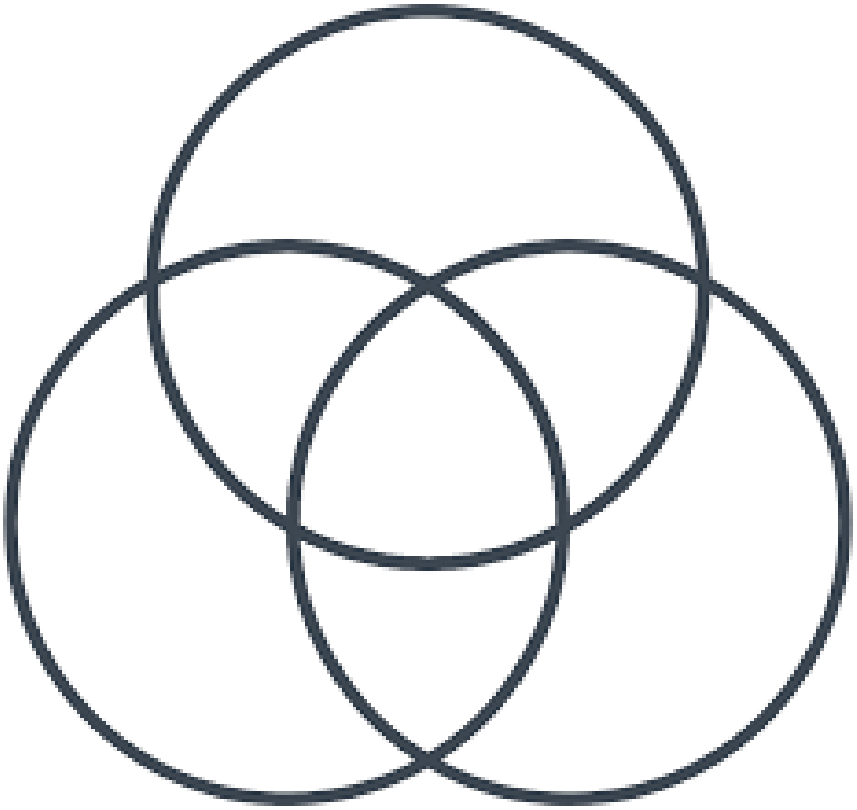
Artefact n

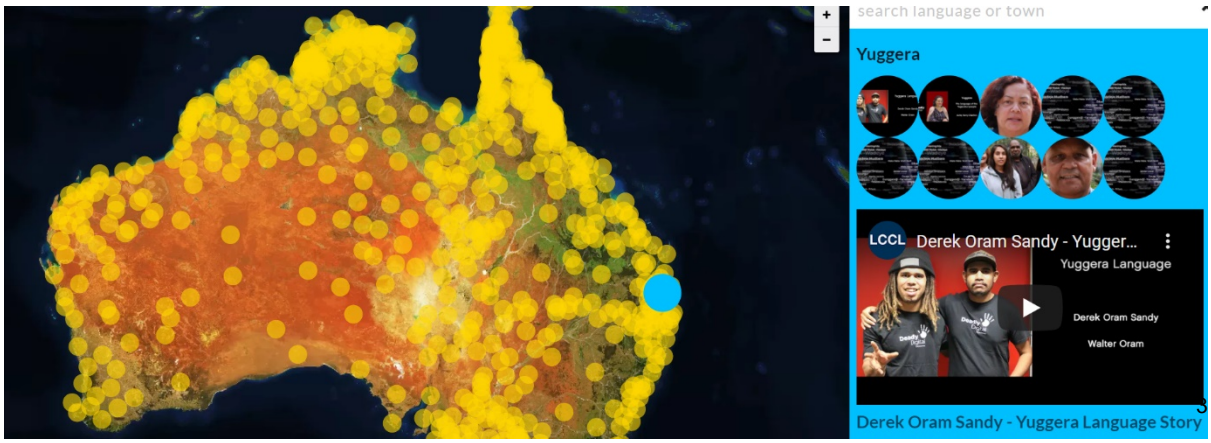
Mother Tongue.

https://www.youtube.com/watch?v=oN4bA0bEmek

After watching the clip titles mothers' tongue which explores a group of women trying to revive their language and having previously explored the idea of First Nations people (Aboriginal and Torres Strait Islander) idea of home, today we will be exploring the idea of language.

1. Firstly, head over to: [redacted]
2. On the languages tab, zoom into any area and click on one of the yellow dots which represents a language group. Be aware not all of these dots have media or representations.
3. Watch some of the media clips on the people of that area and label them into your Ven diagram below. Do you know notice any similarities or differences between the groups (Perhaps looking at bordering language groups and seeing if they use the same slang)?



Extension:

1. Check the different in language between Torres Strait and right down in Tasmania, what are the differences?
2. Can you identify the language of your area, what is unique or identifiable about the language (slow, fast, a blend perhaps of two languages?)
3. Can you explain why certain areas no longer have native speakers of the language?