Artefact [L]: Embedding Indigenous perspectives into the unit

Friday, 26 August 2022 1:26 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

Meeting Minutes

L Meeting minutes

Resources from the meeting

New Unit Plan	Cultural Guidelines for embedding indigenous elders.
L - unit plan	L Resources from mee...

Artefact L- Meeting minutes

Team Meeting

Date:
17/02/2022
Time:
1:20pm
Location: F03

Meeting called by: [redacted] applicant

Type of meeting: Indigenous perspectives/ Podcasting

Facilitator: [redacted] applicant

Note taker: [redacted] colleague

Timekeeper: [redacted] colleague

Attendees: [redacted] n and colleagues

Please read: N/A

Please bring: N/A

Agenda item: Yr. 7 Unit update **Presenter:** [redacted] applicant

Discussion: [redacted] applicant showed the adapted unit for our late start, focused on the idea that while we started late, there should be enough time to cover all the content while doing lessons for creation.

Points:

- Unit is adaptable, if lessons do not fit can be slotted in and out to suit the respective teacher.
- Each week has an exam skill to be covered leading up to the assessment, to be a priority focus.
- Creation tasks at the core of the unit, engaging students in history through making them curators of content a focus.

Action items	Person responsible	Deadline
✓ Understand the overview and exam skills	Yr.7 History team	In own time.

Agenda item: Indigenous Protocols for the unit. **Presenter:** [redacted] applicant

Discussion: [redacted] applicant presented on the idea of putting into place some clear protocols for the unit to help promote and understanding and respect for Indigenous culture and history, both of which are studied through the new unit.

Before going into the major protocols and guidelines, he provided the team with a handout on embedding Indigenous perspective from the "Conversation" which highlighted issues previously discussed around how many teachers "tick boxes" and how to making Indigenous learning more authentic for teachers and students.

Points:

- Highlighted ideas around the article with that it comes from taking time to embed and not focusing on a tokenistic approach. Through the help of community (discussed who we could focus on grabbing in future years to help).
- When showing footage or imagery of the dead, [redacted] applicant discussed and identified some measure that media companies used that should be passed onto students (SBS handout on cultural guidelines for the dead).
- Before engaging in the Mungo Man lessons, to have students work on identifying and acknowledging the land upon which they create content (at the start of Podcasts). To achieve this [redacted] applicant provided the links to cultural maps for students to investigate.
- [redacted] colleague "Acknowledgment of alternative customs needs to be introduced to students at a younger stage to build the idea of respect for them early".

Action items	Person responsible	Deadline
✓ Read SBS cultural guidelines and adapt to classroom.	Yr.7 History team	In own time.
✓ Embedded with students an understanding or respect for students	Yr.7 History Team ([redacted] applicant resources)	

applicant

Agenda item: Podcasting **Presenter:** [redacted]

Discussion: One of the main focuses for the unit is the upcoming Mungo Man Podcasting week in which students will be focusing up on creating a 3-5 minute podcast about the ethics of digging up the past through the lens of Mungo Man and Lady.

Points:

- **Collaborated on building a checklist of ideas for what students should be aiming to achieve.**
- How are we progressing with podcasting? – [redacted] applicant
- 3-5 minutes long
- In Pairs
- Ethics of mungo man → information vs digging them up:
- Is it ok to judge past actions using today's ethical considerations of culture perspectives
- Students interview home.
- Inclusion of Indigenous protocals to build understanding and respect of indigenous perspectives.
- Lead interview questions?
- Intro: 5 Ws
- Body: interviews – build questions…Q matrix
- Conclusion: Thought to leave them on…
- Templates??

Action items	Person responsible	Deadline
✓ Upskill self on podcasting	Teachers	ASAP

Artefact L - New unit plan (term planner)

Team Leader: [redacted] Applicant [redacted] Colleagues
Year 7 2022 COVID 19 adapted unit.

Week	Lesson 1	Lesson 2	Lesson 3	Historical Focus of the week	**Outcomes.** *Students can show:*
3	*What is history/Get to know you.*	*The Face of many historians.*	*What is a civilization.*	*Remember*	• Highlight importance of historians • Identify different roles that historians can pursue. • Remember key features of a civlisation.
4	*Archaeology: what is it?*	*Archaeology: Narrabeen man case study.*	*Cracking a cold case: The investigation.*	*Understand*	• Understand how Archaeology uncovers the past. • Aboriginal and Torres Strait history and culture, how different ideas of justice are to modern world. Exam: Be able to define the archaeologist and tools they use.
5	*Cracking a cold case: The presentation*	*Timelines: How do they work?* *Indigenous calendars vs western calendars*	*Investigating Sources: Primary or secondary*	*Analysis*	• Create a presentation to showcase their work on the chosen mystery. • Put source investigation at the forefront of their minds. Exam: Must be able to read source material and know how timelines work.
6	*Mungo Man case study*	*Mungo Man case study*	*Mungo Man case study*	*Evaluate*	Creation task focusing on gathering sources ,researching ethical issues of archaeology and using ipads to create In the classroom. - Podcast creation lessons. - Understanding the importance of acknowledgement of country. - Discussing the ethics of uncovering the past. - Respecting Aboriginal and Torres Strait history, culture and burial of the past.
7	*Paleolithic 1*	*Paleolithic 2*	*Neolithic 1*	*Apply*	• Identify and apply the differences in cultures. • Apply an understanding of human development. Exam: Must be able to differentiate between paleolithic and Neolithic.
8	*Neolithic 2*	*Paleo vs Neolithic book creator lesson*	*Otzi 1*	*Create*	• Create book highlighting the differences of Paleo and Neolithic. • Lead an investigation on Otzi. Exam: Paleo vs Neolithic and source analysis
9	*Otzi 2*	*Revision games and handout*	*Revision Games and handout*	*All skills for revision.*	Revision, revision and revision.
10	*Exam first lesson of the week.*	*Egypt Snapshot 1*	*Egypt snapshot 2.*	*All skills for exam.*	N/A

Indigenous cultural guidelines for journalists

Journalists and reporters should be aware that:

- In many areas of Indigenous Australia, reproduction of the names and photographs of deceased people is restricted during a period of mourning. The length of this time varies and is determined by the community.
- There is a widespread practice of modifying a deceased person's name or using a circumlocution (e.g. 'the old man who painted'). These can be used in referring to the deceased person.
- When a well-known individual passes away, the local community or media group may issue instructions on how the name, voice or images of this person can be used.
- If names or images are to be used, written permission should be obtained from the person's family and/or community. When contacting the community, care should be taken to avoid using the person's name initially. The context in which the request is made should make it clear who is being referred to.
- If permission is granted, it is usually restricted to the particular media outlet that applied for it. It does not mean that other media agencies can publish the name or image without seeking permission.

[redacted]

Link to Indigenous cultural protocol: what the media needs to do when depicting deceased persons - NITV website