Artefact [m]: Colleagues and Student Podcasting examples

Friday, 26 August 2022 1:27 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

2.2

I exhibited innovative practice in the selection, organisation and delivery of my teaching and learning content through the development of ICT resources that I used to engage students in the Geography content. I utilized "Clips" to engage students in at home learning, built creation tasks focused on sustainability and embedded livability documents that followed the in-class learning for extending students learning, which as team leader I then provided to the Yr.8 team **(K: ICT templates)**.

As Yr.8 team leader in 2022 with the disruptions due to Covid and flooding, I built tasks encouraging creativity that could be completed remotely and in class, combining the History unit with ICT capabilities in the form of a podcast on the Mungo Man; specifically the ethics of archaeology, leading to students becoming curators of their own content **(M: Student podcasts).**

Assessor note - This artefact has been included as an evidence sample for descriptor 2.4. However, the applicant has also annotated it for the other descriptors on this page.

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).**

3.4

To assist colleagues in selecting and using a wide range of resources I modelled anticipatory sets, margin pop quizzes and homework placemats as team leader **(I: minutes and resources provided).** To further engage students, I provided a range of ICT materials to colleagues focused on interactive activities that promote students to create **(K: ICT resources & M: Colleagues email indicating ICT support).** Additionally as Yr.9 team leader, I assisted colleagues to engage students by creating their own resources to fit the unit planning **(G)** and provided tools to improve justification in classrooms **(F: Minutes).**

Evidence

<u>Colleagues using my resources.</u>

Email from colleague to teaching team

Colleague using my resources – Email from Colleague to teaching team

From: [redacted] Colleague
To: [redacted] Applicant and team
Subject: Re: Yr 7 meeting Podcasting this week.
Date: Tuesday, 8 March 2022 10:37:19 PM
Attachments: Yr 7 Exemplar Podcast.m4a

Evening everyone,

Applicant
Thanks, [redacted], for all the work that you've done on 7 History and getting this podcasting project up and running. The resources that you've provided us with so far have been incredible, I'm getting great professional development as I learn new skills with technology to then teach my classes!

Colleague
[redacted] and I spent a little time this afternoon constructing a podcast of our own to use as a bit of an exemplar to students. We did in interview style format, like what students will be using, and we went through the requirements for the podcasts that they will be creating. I've attached the sound file for our 'Teacher Talk' podcast, so please feel free to use this with your classes to help explain what it is that we're looking for them to create.

Looking forward to having fun with this task!
Regards,
[redacted] Colleague

Teachers exemplar podcast - includes acknowledgment of country and introduction to podcasts by teachers

Year 7 Exemplar (the audio has not been included here due to privacy reasons).

Student Podcasts

Student podcasts - includes acknowledgements of country and analysis of the ethical implications of excavating Mungo man. They have not been included due to privacy reasons.

My Students	Colleagues emails and student examples	
Mungo Man Podcast final (the audio has not been included here due to privacy reasons)	Colleague 1 Podcast example Podcast Example	Colleague 2 Podcast example Podcasts 2-Mungo M...
	Podcast 1 (the audio has not been included here due to privacy reasons)	Podcast 2 (the audio has not been included here due to privacy reasons)

From: [redacted] colleague
[redacted] applicant
Subject: Podcast Example
Date: Friday, 18 March 2022 3:45:46 PM
Attachments: Podcast 1.m4a

Good afternoon [redacted], applicant

I wanted to share with you an example of the Mungo Man Podcasting activity on ethics that a group of students in my Year 7 History class put together.

Thank you for creating this activity as part of our adapted unit. My class really enjoyed this activity, and I feel that it supported engagement and creativity in the classroom. Students were engaged and actively contributing to their group projects, and a post-podcasting discussion revealed students had a broader understanding of Aboriginal and Torres Strait Islander people's history and culture.

Thank you again for your helpful and clear podcasting resources to support this activity.

Kind regards,

[redacted] |Teacher
[redacted] State High School
[redacted]
T: ± [redacted] | F: ± [redacted]
W: www [redacted] shs.eq.edu.au

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From: [redacted] colleague
To: [redacted] applicant
Subject: Podcasts- Mungo Man
Date: Monday, 28 March 2022 8:19:52 PM

Hi [redacted] applicant

The students finished up their Mungo Man podcasts today, and I just wanted to let you know how the process went.

First, I wanted to let you know that we had such interesting and engaging conversations when we discussed understanding and respecting other cultures and their beliefs, in particular the culture of Aboriginal and Torres Strait Islanders and this really came out in their podcasts.

Whilst listening to their podcasts, I was so pleased to hear the detail and care the students took when doing their 'Acknowledgment of Country' and warning to listeners about discussion of the deceased, they did their research and were so careful to be respectful of Indigenous culture.

Please, please ensure this task stays in the unit for next year!

applicant

Thanks [redacted] for your help with the podcasts!

Kind regards,

[redacted] | English and Humanities teacher
[redacted] State High School
[redacted]
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