## Artefact [c]: Parent survey

Thursday, 29 September 2022 11:50 A

## Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
November 2020	Applicant's State School	Coordinator - Survey to assist with the preparation of NAIDOC Week program	P-6 / NAIDOC celebrations



Artefact 4c NAIDOC ...

## Annotation to support this artefact

This is the survey sent prior to NAIDOC week activities. This feedback, collected from parents and carers (3.7), allowed teachers to choose activities that suited the needs of all of their students, without having to exclude students with diverse faith.

This artefact is from my second year working in this space. It was distributed to families before the school's inaugural NAIDOC Week program and again allowed a check in with this particular group. This process of collecting data and surveying parent views meant that ALL students could participate in contextually modified NAIDOC Week activities, supporting the school's identified priority (3.7) - an inclusive schoolwide curriculum, taught with fidelity. Looking at the activities we had planned (to support learning in HASS and develop cross curricular capability in Aboriginal and Torres Strait Islander Histories and Cultures), I recognised that there could be some conflict for our families with diverse needs and views. Using the information gathered from this survey allowed teachers to review and adapt teaching programs using feedback from parents (3.6). All students were thus able to participate in NAIDOC activities - promoting a spirit of reconciliation across the entire school (1.4, 2.4)

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

Dear Parents/ Carers,			
Next week (8 – 13 November) is NAIDOC Week. This event usually occurs earlier in the year, but has been moved to Term Four due to COVID.As you know, State School has a commitment to diversity. We will be running activities in conjunction with this important week.			
Mrs has compiled a range of activities for classrooms which she believes will cater to the needs of all of our students. These activities have been provided to teaching staff as an opt-in resource.			
We respect your belief system and so are letting you know the types of activities that are on offer, so you can optout if you believe they conflict with your views. Please complete a form per student to assist with administrative processes within the school.			
Please indicate below your preferences for participation for your own students – and feel free to contact any clarifying questions <a href="mailto:open.cedu.au">open.cedu.au</a> ).			
Kind Regards,			
Experienced Senior Teacher Applicant  Principal			
Student Name: Class:			
I give permission for my student to participate in the following activities (please circle)  Viewing:  Short documentary – fact based programs about traditional ways of life (hunting, art etc)  Stories – cartoons based on Dreamtime stories  Stories – cartoons based on Aboriginal culture (cooking, history etc)\ Play School snippet – inclusion and diversity in the Australian community			
Creating:  o Damper making – consideration of flour making in various regions, damper making with wheat flour			
Art work:  o viewing of artwork and consideration of the artists, their geographic location and links to their way of life Reading:  o News articles – modern Aboriginal culture o News articles – First Nations as astronomers and biologists o Non-fiction books – tools and technologies from various First Nations groups o Fiction books – Dreamtime stories and the people groups who tell them.  Any further comments:			

Signed: \_\_\_\_\_\_ Date: \_\_\_\_\_