

Aboriginal and Torres Strait Islander histories and cultures resources: English

Supporting the implementation of the
Australian Curriculum cross-curriculum priorities

May 2013

What are the Australian Curriculum cross-curriculum priorities?

The Australian Curriculum¹ has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Cross-curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian Curriculum. This sense of identity is approached through the interconnected aspects of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander cross-curriculum priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.



¹ The following introductory information is taken from the Australia Curriculum v4.2:
www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures

Organising ideas

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

Code	Organising ideas
Country/Place	
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
Culture	
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
People	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OI.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Relationship between the organising ideas

The organising ideas are interconnected and inform and support each other. Teachers will combine aspects of them in different ways to provide young people with learning experiences that meet their needs and interests. For example, if teaching a novel about or written by an Aboriginal person and/or Torres Strait Islander person, a teacher would draw on aspects of Country/Place, culture and people and consider how these shape and influence identity.

These organising ideas can be used as pinpoints when mapping Aboriginal and Torres Strait Islander perspectives across Australian Curriculum planning documents in schools. For example, teachers could undertake a reflective process to audit the junctures where Aboriginal and Torres Strait Islander histories and cultures and the associated organising ideas have been addressed in a unit of work or subject area.

English

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

Students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander peoples including storytelling traditions (oral narrative) as well as contemporary literature. They will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

The Australian Curriculum: English has three interrelated strands:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Together, the three strands of the Australian Curriculum: English support students' growing understanding and use of Standard Australian English (English) and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Aboriginal and Torres Strait Islander frameworks

An English course may incorporate many frameworks that will enable a deeper understanding and connectedness to the subtleties and complexities of the distinct Aboriginal and Torres Strait Islander cultures and identities.

The table below provides examples of Aboriginal and Torres Strait Islander frameworks developed and used by Indigenous people. They illustrate:

- how knowledge and knowing are integrated and holistic
- tools for supporting teachers in embedding Aboriginal and Torres Strait Islander ways of working into the curriculum.

Community engagement is the key to success in implementing these frameworks. Information presented as a flowchart about how to engage with local communities and how to access information on consultation protocols can be found on the Queensland Studies Authority (QSA) website at: www.qsa.qld.edu.au/3035.html

Holistic approach to Indigenous studies	<p><i>My Land My Tracks: A framework for the holistic approach to Indigenous studies</i> was developed by Ernie Grant, Dijirabal/Djirrabal Elder and published by the Innisfail and District Education Centre. The holistic approach to learning promotes cross-cultural understanding.</p> <p>education.qld.gov.au/schools/indigenous/services/cultural-local.html</p>
Approaches: conceptual, holistic and spiralling	<p>The approaches outlined in the QSA <i>Aboriginal and Torres Strait Islander Studies Handbook 2010</i> illustrate how knowledge and knowing are integrated and holistic. They are not an exhaustive set of strategies, but tools to gain further insight into how the worldviews of Aboriginal peoples and Torres Strait Islander peoples need to be and can be incorporated into the planning, design and delivery of teaching and learning. The approaches are outlined in detail in Section 4.</p> <p>www.qsa.qld.edu.au/8848.html#teaching</p>
Indigenous inquiry skills	<p>Indigenous inquiry skills are used to explore knowledge uniquely associated with inquiry into, and with, Aboriginal communities and Torres Strait Islander communities. These skills are associated with:</p> <ul style="list-style-type: none"> • reciprocating knowledge • deep listening • reflecting and revisiting • respectful interactions • managing and recognising community protocols. <p>Indigenous principles such as community responsibility, lifelong learning, cross-generational resonance and revisiting inform the development of these skills.</p> <p>www.qsa.qld.edu.au/12798.html</p>
8 Aboriginal Ways of Learning	<p>8 Aboriginal Ways of Learning is a framework involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.</p> <p>8ways.wikispaces.com</p>

Resources to support the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority

The following table provides resources to support the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in the Australian Curriculum: English. Ideas for relevant learning experiences and links to useful web-based resources are also included. These are not the only opportunities to support the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in the curriculum.

Note: Some resources are intended for teachers' background information and may not be suitable for use with students in the classroom without significant prior support or scaffolding.

It is recommended that when using these resources connections are made and relationships are built with local Aboriginal communities and Torres Strait Islander communities.

All web addresses correct at the time of publication.

Foundation (Prep) Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content description Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community</p>	<p>Example learning experience Children read and listen to texts that include both Standard Australian English and Aboriginal languages and Torres Strait Islander languages.</p> <p>Example resource to support this learning experience The State Library of Queensland website provides access to virtual books that use Aboriginal languages and Torres Strait Islander languages. For example, children can read and listen to the Gudjal language from around Charters Towers in the picture word book <i>My Country</i> by William Santo. www.slq.qld.gov.au/find/virtualbooks/atsi</p> <p>Other resources that may support this content description An Indigenous language map can be viewed on the ABC website. The map attempts to represent all of the language, tribal or nation groups of the Indigenous people of Australia. www.abc.net.au/indigenous/map</p>
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</p>	<p>Example learning experience Children read and listen to stories told by Aboriginal peoples and/or Torres Strait Islander peoples.</p> <p>Example resources to support this learning experience The State Library of Queensland provides access to virtual books that use Aboriginal languages and Torres Strait Islander languages. For example, children can read and listen to the story of Emily, a Gamilaraay girl, in the book <i>Original girl (Mari Miyay)</i>, written by her mother, Michelle Witheyman-Crump with Gamilaraay translation. www.slq.qld.gov.au/find/virtualbooks/atsi</p> <p>Other resources that may support this content description The Australian Storytelling website features a transcript of an interview with Pauline McLeod, an Aboriginal storyteller, about Aboriginal storytelling and the tradition of Aboriginal stories. www.australianstorytelling.org.au/txt/mcleod.php</p>

<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Examining literature</i></p> <p>Content description Identify some features of texts including events and characters and retell events from a text</p>	<p>Example learning experience Children listen to Aboriginal and/or Torres Strait Islander cultural stories and identify some features related to characters and events.</p> <p>Example resource to support this learning experience An introduction to the Dreaming and its origins can be found on the Australian Government website. australia.gov.au/about-australia/australian-story/dreaming</p> <p>Other resources that may support this content description The emusic website provides Dreaming stories narrated by David Hudson. www.emusic.com/album/David-Hudson-Jinna-Jinna-Australian-Aboriginal-Dreamtime-Stori-MP3-Download/11090082.html</p> <p>The QSA website provides a resource that defines Aboriginal stories. Oral exchange is the primary form of communication in Aboriginal cultures. Concepts and beliefs about the Dreaming have been passed on from generation to generation. Specific cultural practices, histories, languages, laws and family relationships have been passed on through the oral traditions of instruction, storytelling, direction, song, dance, art and craft making. www.qsa.qld.edu.au/3035.html > Resources > Defining Aboriginal stories.</p>
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Examining literature</i></p> <p>Content description Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures</p>	<p>Example learning experience Children use sounds to enhance a story.</p> <p>Example resource to support this learning experience <i>How the birds got their songs</i> is a Dreaming story from the Western Region in New South Wales. In this YouTube clip, the storyteller uses rhythm and bird calls to enhance the storytelling. www.youtube.com/watch?v=Yvb1c4oRd3E&feature=results_video&playnext=1&list=PLCC119D677A46533D</p> <p>Other resources that may support this content description The Creative Spirits website provides information on music written and/or performed by Aboriginal and Torres Strait Islander people. www.creativespirits.info/resources/index.html</p>

Year 1 Australian Curriculum: English

<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Discuss how authors create characters using language and images</p>	<p>Example learning experience Children look at the art used in Aboriginal stories and determine the meaning of the symbols used.</p> <p>Example resources to support this learning experience A glossary of Aboriginal symbols used in specific artworks, and their meanings, can be found at: www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-glossary A handout of the glossary is also available: www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-and-their-m.php</p> <p>It is important to follow protocols when using artwork/symbols owned by Aboriginal peoples and Torres Strait Islander peoples. Information on protocols, developed by the State Library of Queensland, that ensure culturally appropriate use of Aboriginal collections and Torres Strait Islander collections can be accessed at: www.slq.qld.gov.au/resources/atsi/publications-protocols</p> <p>Other resources that may support this content description The Cultural Warriors education resource from the National Gallery of Australia offers 30 full-colour artwork reproductions accompanied by an audio track that provides a context to the work. nga.gov.au/Exhibition/NIAT07/Default.cfm?MnuID=2&GalID=AUD</p>
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Examining literature</i></p> <p>Content description Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme</p>	<p>Example learning experience Children listen to and perform songs by Aboriginal peoples and Torres Strait Islander peoples.</p> <p>Example resource to support this learning experience Christine Anu and The Wiggles performance of “Taba Naba”, a children’s song from the Torres Strait Islands, is available on The Wiggles DVD <i>It’s a Wiggly, Wiggly World</i> (2000). Versions of the song may also be available on YouTube.</p> <p>Other resources that may support this content description The book <i>Hooked on rhymes</i>, illustrated by Masayuki Nakachi, contains rhymes and poems familiar to preschool children in the Torres Strait Islands.</p> <ul style="list-style-type: none"> Aboriginal and Islander Early Childhood Curriculum Development Unit 1989, <i>Hooked on rhymes: rhymes and poems familiar to preschool children in the Torres Strait Islands</i>, Department of Education, Qld. <p><i>Aunty Wendy’s Mob</i> is a fun, interactive and educational presentation based on the songs from the Aunty Wendy’s Mob CDs. www.auntywendysmob.com/happybook.html</p>

<p>Strand <i>Literacy</i></p> <p>Sub-strand <i>Texts in context</i></p> <p>Content description Respond to texts drawn from a range of cultures and experiences</p>	<p>Example learning experience Children explore some of the meanings and teachings embedded in Dreaming stories.</p> <p>Example resource to support this learning experience An introduction to the Dreaming and its origins can be found on the Australian Government website. australia.gov.au/about-australia/australian-story/dreaming</p> <p>Other resources that may support this content description The emusic website provides Dreaming stories narrated by David Hudson. www.emusic.com/album/David-Hudson-Jinna-Jinna-Australian-Aboriginal-Dreamtime-Stori-MP3-Download/11090082.html</p>
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Year 2 Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content description Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background</p>	<p>Example learning experience Children explore Aboriginal and/or Torres Strait Islander spoken and visual storytelling through artwork and written versions of these stories. They identify the features common to each and the features important to the culture of Aboriginal peoples and Torres Strait Islander peoples.</p> <p>Example resources to support this learning experience Spoken storytelling: <i>How the birds got their songs</i> is an Aboriginal Dreaming story from the Western Region in New South Wales. In this YouTube clip, the storyteller uses rhythm and bird calls to enhance the storytelling. www.youtube.com/watch?v=Yvb1c4oRd3E&feature=results_video&playnext=1&list=PLCC119D677A46533D</p> <p>Written storytelling: <i>The Magic Colours</i> by Cecilia Egan and illustrated by Elizabeth Alge.</p> <ul style="list-style-type: none">• Egan, C 2006, <i>The Magic colours</i>, Gecko Books, Marleston, SA. <p>Other resources that may support this content description The QSA <i>Aboriginal and Torres Strait Islander Languages P–10 Syllabus</i> promotes active engagement and communication between Indigenous and non-Indigenous Australians and learning in shared cultural spaces. www.qsa.qld.edu.au/12798.html</p> <p>The State Library of Queensland provides links to the Indigenous language centres currently operating in Queensland. www.slq.qld.gov.au/resources/atsi/languages/queensland/centres</p>
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Year 3 Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content description Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning</p>	<p>Resource with learning experiences that may support these content descriptions</p> <p>World Vision Australia and the Primary English Teaching Association Australia (PETAA) have produced units of work to integrate the teaching and learning of English and global citizenship education. These units of work are designed to provide opportunities for students to engage meaningfully with the three interrelated Australian Curriculum: English strands of Literature, Literacy and Language. The unit of work “Stories to unite us” enables students to explore aspects of Aboriginal cultures and use the picture books <i>You and Me: Our Place</i> and <i>Stories from the Billabong</i>. <i>You and Me: Our Place</i>, written by Leonie Norrington and illustrated by Dee Huxley, highlights the connections between young and old Aboriginal Australians, and between cultures. <i>Stories from the Billabong</i> is a collection of traditional Aboriginal stories from the Yorta Yorta people, retold by James Vance Marshall and illustrated by Francis Firebrace. The unit provides opportunities to explore the ideas that:</p> <ul style="list-style-type: none"> • people are precious and unique • Aboriginal Australians have an oral storytelling tradition • Aboriginal cultures and Torres Strait Islander cultures are represented throughout Australia. <p>www.globalwords.edu.au/units/Indigenous_JPY3_4_html/index.html</p>
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons</p>	
<p>Sub-strand <i>Responding to literature</i></p> <p>Content description Draw connections between personal experiences and the worlds of texts, and share responses with others</p>	
<p>Sub-strand <i>Creating literature</i></p> <p>Content description Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue</p>	

Year 4 Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content description Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages</p>	<p>Example learning experience Students identify words used in Standard Australian English that are derived from other languages, including Aboriginal languages and Torres Strait Islander languages, and determine if the original meaning is reflected in English usage.</p> <p>Example resource to support this learning experience <i>Collection of Words</i>, presented by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) library, is an online exhibition of Indigenous word lists compiled by Edward M. Curr (1820–1889) and R. Brough Smyth (1830–1889). www.aiatsis.gov.au/collections/exhibitions/collectors/index.html</p> <p>Other resources that may support this content description AIATSIS holds a collection of language resources in various formats: print, audio, CDs, DVDs and online. www.aiatsis.gov.au/research/language.html</p>
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Year 5 Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content description Understand that the pronunciation, spelling and meanings of words have histories and change over time</p> <p>Sub-strand <i>Language for interaction</i></p> <p>Content description Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</p>	<p>Resource with learning experiences that may support these content descriptions</p> <p>World Vision Australia and the Primary English Teaching Association Australia (PETAA) have produced units of work to integrate the teaching and learning of English and global citizenship education. These units of work are designed to provide opportunities for students to engage meaningfully with the three interrelated Australian Curriculum: English strands of Literature, Literacy and Language. The unit of work “People, place, language and song” explores the concepts of place, language and song as they relate to Aboriginal peoples and Torres Strait Islander peoples and their cultures. Multimodal texts used include music video clips, the picture books <i>Nyuntu Ninti (What you Should Know)</i> by Bob Randall and Melanie Hogan, and <i>My Island Home</i> by Neil Murray, illustrated by children from Papunya and Galiwinku, and with paintings by Peter Hudson. The unit provides opportunities to explore the ideas that:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Australia is made up of many cultures • Aboriginal peoples and Torres Strait Islander peoples are Australia’s Indigenous peoples • language and land are important to the identity of Aboriginal cultures and Torres Strait Islander cultures • Aboriginal peoples and Torres Strait Islander peoples express their cultures in many ways • people, place, language and song are connected in many ways. <p>www.globalwords.edu.au/units/Indigenous_UPY5_html/index.html</p>
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p>Sub-strand <i>Examining literature</i></p> <p>Content description Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p>	

Year 6 Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content description Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English</p>	<p>Example learning experience Students explore some of the 150+ Aboriginal languages and two Torres Strait Islander languages and how they relate to geographic areas in Australia. They appreciate that all languages and dialects are of equal value and the different contexts where they are used.</p> <p>Example resource to support this learning experience Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) holds a collection of language resources in various formats: print, audio, CDs, DVDs and online. www.aiatsis.gov.au/research/language.html</p> <p>An Indigenous language map can be viewed on the ABC website. The map attempts to represent all of the language, tribal or nation groups of the Indigenous people of Australia. www.abc.net.au/indigenous/map</p> <p>Other resources that may support this content description <i> Holding our tongues </i> is an ABC Radio National Hindsight project about the painstaking task of reviving Aboriginal languages. Listen to examples of languages, watch videos or find out more about the project. www.abc.net.au/rn/legacy/features/holdingourtongues</p>
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Year 7 Australian Curriculum: English

<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts</p>	<p>Example learning experience Students explore the ways the history, culture and literary heritage of Aboriginal peoples and Torres Strait Islander peoples are represented in a variety of texts. They identify, explain and compare viewpoints on events and issues presented in these texts.</p> <p>Example resource to support this learning experience The Margaret Lawrie Collection at the State Library of Queensland is the culmination of the life's work of Margaret Lawrie, documenting the history, languages and cultures of the Torres Strait Islander peoples.</p> <ul style="list-style-type: none"> • www.slq.qld.gov.au/resources/atsi/collections/lawrie • www.slq.qld.gov.au/resources/family-history/info-guides/atsi/margaret-lawrie
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Examining literature</i></p> <p>Content description Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</p>	<p>Example learning experience Students analyse and explain the structure and features of short stories and other narratives written by Aboriginal peoples and Torres Strait Islander peoples. They analyse the text structures and language elements authors use in these texts and discuss the purposes and appeal of these different authorial choices for structure and language.</p> <p>Example resource to support this learning experience The book <i>Too Flash</i>, by Melissa Lucashenko, written from a young Indigenous girl's perspective provides opportunities to analyse and explain the structure and features of stories written by an Aboriginal person.</p> <ul style="list-style-type: none"> • Lucashenko, M 2002, <i>Too Flash</i>, IAD Press, Alice Springs. <p>Other resources that may support this content description <i>AustLit: The Australian Literature Resource</i> aims to be the definitive virtual research environment and information resource for Australian literary, print and narrative culture scholars, students and the public. www.austlit.edu.au <i>AustLit</i> provides a research environment for Australian literature, including "BlackWords" a resource relating to the lives and stories of Aboriginal and Torres Strait Islander writers and storytellers. It includes works in English and in Indigenous languages. www.austlit.edu.au/specialistDatasets/BlackWords</p>

Year 8 Australian Curriculum: English

<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors</p>	<p>Resource with learning experiences that may support these content descriptions</p> <p>World Vision Australia and the Primary English Teaching Association Australia (PETAA) have produced units of work to integrate the teaching and learning of English and global citizenship education. These units of work are designed to provide opportunities for students to engage meaningfully with the three interrelated Australian Curriculum: English strands of Literature, Literacy and Language. The unit of work “Ways of being” enables students to explore ideas of cultural identity — specifically Aboriginal identity — and belonging, and how these are embedded in language. Texts used include Aboriginal English resources, Indigenous poetry and rap, the books <i>My Girragundji</i> and <i>The Binna Binna Man</i> by Meme McDonald and Boori Monty Pryor, and Aboriginal storytelling in a range of media and forms. The unit provides opportunities to explore the ideas that:</p> <ul style="list-style-type: none">• Aboriginal English is a valid, expressive and potent statement of Aboriginal identity• cultural identity is strongly expressed and developed through shared language and stories• maintaining cultural identity is very important to Aboriginal peoples and Torres Strait Islander peoples• Aboriginal culture and Torres Strait Islander culture can be seen as both traditional and contemporary and that old ways can be expressed in new ways. <p>www.globalwords.edu.au/units/Indigenous_JSY8_html/index.html</p>
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Year 9 Australian Curriculum: English

<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Literature and context</i></p> <p>Content description Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts</p>	<p>Example learning experience Students analyse literary texts created by Aboriginal peoples and Torres Strait Islander peoples (including poetry, novels and excerpts from novels, plays, essays, picture books; these literary texts may be print, audio and multimodal). They consider the different ways these texts represent people, places, objects and issues.</p> <p>Example resource to support this learning experience <i>AustLit: The Australian Literature Resource</i> aims to be the definitive virtual research environment and information resource for Australian literary, print and narrative culture scholars, students and the public. www.austlit.edu.au <i>AustLit</i> provides a research environment for Australian literature scholars, including “BlackWords”, a resource relating to the lives and stories of Aboriginal and Torres Strait Islander writers and storytellers. It includes works in English and in Indigenous languages. www.austlit.edu.au/specialistDatasets/BlackWords</p> <p>Other resources that may support this content description The State Library of Queensland’s collection of materials pertaining to Aboriginal peoples and Torres Strait Islander peoples includes photographs, ephemera, posters, oral histories and digital stories. www.slq.qld.gov.au/resources/atsi</p> <p>The Aboriginal and Torres Strait Islander Library and Information Resources Protocols (the Protocols) was published in 1995 by the Australian Library and Information Association and was endorsed by the Aboriginal and Torres Strait Islander Library and Information Resource Network (ATSILIRN). The Protocols, which are intended to guide libraries, archives and information services in appropriate ways to interact with Aboriginal peoples and Torres Strait Islander peoples in the communities which the organisations serve, and to handle materials with Aboriginal content and Torres Strait Islander content, are available on the ATSILIRN website. www1.aiatsis.gov.au/atsilirn/protocols.atsilirn.asn.au/index6df0.html?option=com_content&task=blogcategory&id=0&Itemid=6</p>
<p>Strand <i>Literature</i></p> <p>Sub-strand <i>Responding to literature</i></p> <p>Content description Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context</p>	<p>Example learning experience Students view a film that presents a story from an Aboriginal or Torres Strait Islander perspective. They interpret the film and examine how the audience is positioned by the text. Students use the examination of the film to consider whether it should be valued as a significant literary text, giving reasons to support the conclusions drawn. They compare their views on the film’s literary value.</p> <p>Example resource to support this learning experience The film <i>Too many Captain Cooks</i> (1989) is an example of an Indigenous perspective on the historical figure of Captain Cook and all that he symbolises. www.roninfilms.com.au/video/0/0/604.html?words=too+many+captain+cooks&searchby=details</p> <p>Other resources that may support this content description The book on which the film <i>Too many Captain Cooks</i> is based is another useful resource.</p> <ul style="list-style-type: none"> • Tucker, A 1994, <i>Too many Captain Cooks</i>, Omnibus, Norwood, SA.

<p>Strand <i>Literacy</i></p> <p>Sub-strand <i>Texts in context</i></p> <p>Content description Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts</p>	<p>Example learning experience Students explore the then Prime Minister, Kevin Rudd's, <i>Apology to Australia's Indigenous Peoples</i>. They interpret and analyse the text structures, language elements and other aspects of the text used to position the audience. Students determine the purpose and audience for the speech and consider why the author constructed the speech in this way to suit the purpose and audience.</p> <p>Example resource to support this learning experience Responses from Aboriginal peoples to the <i>Apology to Australia's Indigenous peoples</i> are available on the State Library of Queensland website. www.slq.qld.gov.au/resources/atsi/community-history/qld-legislation/stolen-generation/resources</p> <p>Other resources that may support this content description Interviews with Indigenous Australians one year on from the <i>Apology to Australia's Indigenous peoples</i> can be accessed via the following link. www.gilimbaa.com.au/media/QWeekend_Gilimbaa.pdf</p>
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Year 10 Australian Curriculum: English

<p>Strand <i>Language</i></p> <p>Sub-strand <i>Language for interaction</i></p> <p>Content description Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people</p>	<p>Example learning experience Students write an Acknowledgement of Country for a school assembly (or a suitable school event). They reflect on their text to consider how the language they have used may impact on Aboriginal peoples and/or Torres Strait Islander peoples in the audience, as well as people who are not Aboriginal or Torres Strait Islander. Alternatively, students could analyse an Acknowledgment of Country. When analysing the text, students consider how the language used may impact on or position Aboriginal peoples and/or Torres Strait Islander peoples in the audience, as well as people who are not Aboriginal or Torres Strait Islander.</p> <p>Example resource to support this learning experience Information on the difference between a Welcome to Country and an Acknowledgement of Country and how to organise them can be found on the QSA website. www.qsa.qld.edu.au/3035.html > Protocols > Welcome to Country and Acknowledgment of Country.</p> <p>Other resources that may support this content description Dare to Lead is a Commonwealth funded national project with a focus on improving educational outcomes for Indigenous students. The website provides guidelines for arranging a Welcome to Country or Acknowledgement of Country. www.daretolead.edu.au/DTL_Resources_ResourcesbyDTL</p>
<p>Strand <i>Literacy</i></p> <p>Sub-strand <i>Texts in context</i></p> <p>Content description Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices</p>	<p>Example learning experience Students analyse the ways sociocultural values, attitudes and beliefs are presented in news texts published by commercial media and Aboriginal and Torres Strait Islander media. They compare the ways news is reported in these different media outlets.</p> <p>Example resource to support this learning experience <i>The Koori Mail</i> is a fortnightly national Indigenous newspaper. It provides news, views, advertisements and other material of interest to Indigenous Australians and Australians interested in Indigenous affairs. www.koorimail.com</p> <p>Other resources that may support this content description <i>ABC Indigenous</i> is an online portal for Aboriginal peoples and Torres Strait Islander peoples. The portal is designed to reflect current issues in the Indigenous community. www.abc.net.au/indigenous/default.htm</p>

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