Using the Essential Learnings to plan an English unit — Year 7

This example shows how the English Essential Learnings can be used to prepare an overview for a Year 7 unit focusing on Speaking & listening and Writing & designing.

The **unit context** describes how the idea for the unit arose, and the social and cultural circumstances in which the learning will take place.

Sample unit context	Exploring Aboriginal and/or Torres Strait Islander protocols, then planning and submitting a proposal to the Principal outlining relevant Aboriginal and Torres Strait Islander protocols to model in the school community. This unit arose from a discussion by students about a Welcome to Country performed by an Indigenous Elder at a function they had attended.
Focus question **Key points**	What are Aboriginal and Torres Strait Islander protocols, why are they important and how can they be implemented in the school setting? • Aboriginal community members and Torres Strait Islander community members are the primary source for seeking information about the correct protocols to follow when working within that community. • A set of protocols are followed by a community to show respect and courtesy. The protocols set out expected behaviours. • The use of these protocols aims to protect Aboriginal peoples' and Torres Strait Islander peoples' knowledges, peoples, cultures and events. • This planning overview explores the use of protocols and their importance through a variety of genres and contexts. • Texts represent knowledges, peoples, places, events and things in different ways.
Ways of working	

After choosing your context, select the **Ways of working**.

Students are able to:
- identify and demonstrate the relationship between audience, subject matter, purpose and text type
- interpret and identify that readers/viewers/listeners are positioned by aspects of texts
- construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence
- reflect on learning, apply new understandings and identify future applications.

Speaking & listening, Reading & viewing, Writing & designing are the modes of the English KLA.

This example has chosen Speaking & listening with Writing & designing.

Select **Knowledge and understanding** from at least one of the mode organisers, and use with Knowledge and understanding from Language elements, and Literary & non-literary texts organisers.

Knowledge and understanding of Speaking & listening	Knowledge and understanding of Writing & designing	Knowledge and understanding of Language elements	Knowledge and understanding of Literary & non-literary texts
Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts. • Words and phrasing, syntax, cohesion, repetition, pronunciation, pause, pace, pitch and volume establish mood, signal relationships, create effects and are monitored by listeners. • Nonverbal elements, including facial expressions, gestures and body language, establish mood, signal relationships, create effects and are monitored by listeners. • In presentations, speakers make meaning clear by organising subject matter, identifying their role and selecting relevant resources.	**Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.** • The purpose of writing and designing includes evoking emotion, persuading and informing. • Writers and designers establish roles, make assumptions about their audience and position them through language choices. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.	**Both interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to face modes (speaking & listening, reading & viewing, writing & designing) across wider community contexts.** • Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways. • Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge.	**Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.** • Texts present subject matter from a particular perspective. • Protocols are applied to the use of texts that represent Aboriginal knowledges, peoples, cultures, events and places, and Torres Strait Islander knowledges, peoples, cultures and events • Non-literary texts evaluate, inform, present arguments and persuade. • Main ideas, issues and events are selected and organised to sustain a point of view and to project a level of authority that matches a purpose and an intended audience.

Queensland Government

Queensland Studies Authority

Queensland Studies Authority

Learning experiences are sequenced to enable the selected Knowledge and understanding and Ways of working to be developed.

Each learning experience has a teaching focus related to the Essential Learnings.

Assessment
Provides evidence of the following Assessable elements:
- Knowledge and understanding
- Constructing texts
- Reflecting.

Orientating learning experiences	Enhancing learning experiences		Synthesising learning experiences

Engaging with protocols in a school context
 	
A set of protocols are followed by a community to show respect, courtesy and expected behaviours.
 	
Students explore
• What are protocols?
• Why is it important to follow protocols?
• What is their purpose?
 	
Student discussion
• What are some examples of sets of protocols that are followed:
  – in class, e.g. respect
  – at school, e.g. blue card
  – in the community, e.g. support and care
  – nationally, e.g. anti-discrimination.
• Why are protocols used?
• When should they be used?
• What are the appropriate protocols to follow when inviting an important visitor to the school?
• Are there different protocols to follow when inviting an Aboriginal or Torres Strait Island Elder to the school?
• How are sets of protocols accessed?
• How to write reflective journal entries.
 	
Student group or individual work
• Invite an Aboriginal or Torres Strait Islander Elder to share information on protocols.
• Gather information on appropriate protocols to adhere to when:
  – accessing, reading and viewing information about Aboriginal and Torres Strait Islander knowledges, peoples, cultures and events
  – consulting and working with Aboriginal people and/or Torres Strait Islander people
  – acknowledging the local Indigenous community
  – engaging with texts that include relevant information about appropriate protocols to follow, e.g. Queensland government documents on protocols to follow when interacting with Indigenous people.
• Keep a reflective journal that records learning about protocols gained throughout the unit.
 	
Teaching focus
• How appropriate protocols are applied in different modes to show respect and courtesy in the community.
 	
Opportunity to gather evidence of learning
• Students' reflective journal entries.
	Investigating and understanding Aboriginal and Torres Strait Islander protocols
	
	Students understand
	• Following/adopting protocols is essential when:
	  – dealing with individuals and communities
	  – discussing Aboriginal and Torres Strait Islander knowledges, peoples, cultures and events.
	
	Student group work
	• Examine examples from various contexts.
	• Determine appropriate protocols surrounding respect, relationships and responsibility that would need to be considered for the following areas:
	  – film making using Indigenous storylines
	  – collecting an Indigenous oral history
	  – writing a story (narrative) about an Indigenous Elder
	  – consulting with Indigenous people and communities
	  – public acknowledgment of first peoples (e.g. at opening ceremonies).
	
	Student discussion
	• The structure of a proposal.
	• How protocols can enhance understandings of Australian culture and respect.
	• How protocols can enhance understandings of Aboriginal and Torres Strait Islander culture and respect.
	• Why the keeping and teaching of Aboriginal and Torres Strait Islander knowledges is important in today's society.
	• How to plan a proposal.
	
	Student reflection
	• Identify new knowledge and understanding and consider how to apply this in future:
	  – What protocols did our school follow in the past?
	  – What protocols does our school follow now?
	  – What Aboriginal and/or Torres Strait Islander protocols will our school follow in the future?
	• Record new learning in a reflective journal.
		Independently investigating protocols the school already follows.
		
		Students identify
		• A set of protocols for the school to implement in the future with reference to Aboriginal and Torres Strait Islander perspectives and other community groups, for example:
		  – public acknowledgment and recognition of first peoples, e.g. raising and flying flags, inviting Elders to graduation and other ceremonies, acknowledging country at assemblies
		  – library, e.g. ensure the library stocks appropriate and authentic resources
		  – classroom, e.g. refer to ownership of information, invite visitors to talk on Indigenous knowledges
		  – community, e.g. acknowledging local traditional custodians when delivering a speech in the local community
		• Developing a plan for a proposal.
		
		Teaching focus
		• How readers, viewers and listeners are positioned by aspects of texts.
		• How protocols are applied across multimodal texts.
		
		Opportunity to gather evidence of learning
		• Students' reflective journal entries.
		• Plan for the proposal.
			Proposal for using Aboriginal and Torres Strait Islander protocols in the school
			
			Plan and proposal
			• Research and write a plan for the proposal.
			• Write a proposal to the Principal identifing relevant Aboriginal and Torres Strait Islander protocols to model in the school community.
			• Identify:
			  – What is the purpose?
			  – Who is the audience?
			  – What are some appropriate protocols the school could implement?
			  – What is the text structure?
			  – What language elements are usually in a plan or proposal?
			
			Oral presentation (optional)
			• Present and model the application of one of the chosen protocols.
			• Identify
			  – What is the purpose?
			  – Who is the audience?
			  – What are some appropriate protocols the school could implement?
			  – What is the text structure?
			  – What language elements would be used in an oral presentation to convey the intended message to the target audience?
			  – What nonverbal elements are appropriate?
			  – What nonverbal elements would be used to engage the audience?
			  – Are appropriate protocols followed?
			  – Was language choice appropriate?
			
			Student reflection
			• Students' reflective journal entries:
			  – reflect on learning
			  – apply new understandings
			  – identify future applications of new knowledge.

Resources
- Queensland Government documents on protocols for engaging with Aboriginal people and Torres Strait Islander people <www.atsip.qld.gov.au/everybodys-business>
- State Library of Queensland information on protocols for Aboriginal and Torres Strait Islander Collections <www.slq.qld.gov.au/info/ind>
- The QSA website offers resources to assist teachers in embedding Aboriginal and Torres Strait Islander perspectives in schools, including a protocol for "Welcome to Country and Acknowledgement of Country", and a resource on "Building relationships with local communities". These can be found at <www.qsa.qld.edu.au> by searching on the document titles.