Developing Aboriginal and Torres Strait Islander perspectives

When planning a course of study teachers should identify ways to strengthen students’ appreciation and understanding of Aboriginal and Torres Strait Islander perspectives by encouraging engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contributions to Australian society and cultures
- ways of life and social contexts.

The Indigenous perspectives section of the QCAA website has a collection of resources to help teachers engage with Indigenous histories and peoples [www.qcaa.qld.edu.au/577.html](http://www.qcaa.qld.edu.au/577.html).

The QCAA’s *Aboriginal and Torres Strait Islander Studies Handbook* (available from [www.qcaa.qld.edu.au/8848-teaching.html](http://www.qcaa.qld.edu.au/8848-teaching.html)) includes information about:

- establishing a supportive school and classroom environment
- consulting and collaborating with local Indigenous communities
- dealing with sensitive issues
- selecting appropriate resources and texts
- removing barriers to student success and engagement.

**Specific advice for English Extension**

A unit which embeds Aboriginal and Torres Strait Islander perspectives must comply with local Indigenous community protocols and guidelines. The school must therefore first build relationships with local Aboriginal and Torres Strait Islander communities. There are protocols for engaging with Aboriginal people and Torres Strait Islander people and the Queensland Government has protocols for engagement documents. These can be found at [www.datsima.qld.gov.au/people-communities/protocols-for-consultation](http://www.datsima.qld.gov.au/people-communities/protocols-for-consultation).

Resources are also available at the Queensland Curriculum and Assessment Authority (QCAA). Of special help is a guide to establishing connections with the local Aboriginal and Torres Strait Islander community and this can be found at [www.qcaa.qld.edu.au/3035.html](http://www.qcaa.qld.edu.au/3035.html).

When developing units of work it is essential to consult with Indigenous school staff or sector regional officers and local Elders or community members for input, advice, guidance and approval. It is important to adopt their input and advice into the unit of work, and to understand and be guided by local protocols. The school may choose to use the sample unit provided below or create their own.
Useful resources and websites

Resources
Aboriginal and Torres Islander Studies Handbook

Websites
Indigenous Education Resource Update
The Indigenous Education Resource Update is a comprehensive regular email newsletter about emerging resources in Indigenous education. It details nationally appropriate resources, their availability, a brief description of content and utility, and a hyperlink to the resource. www.ncsonline.com.au/projects/indigenous-education-resource-update

Eight Aboriginal Ways of Learning website
This features ways to successfully integrate Aboriginal and Torres Strait Islander perspectives into the curriculum to enhance learning for all students. Be aware of the web page protocol. This is an example of Aboriginal and Torres Strait Islanders’ way of working. Please consult with your local community to see if there is a local preferred way of working. www.8ways.wikispaces.com

The work program helps schools plan and take action to improve educational outcomes for Australian Indigenous students. This workbook is a practical set of support materials for taking action and working systematically in schools. www.whatworks.edu.au/upload/1269678468869_file_WorkbookEd3.pdf

Embedding Aboriginal and Torres Strait Islander Perspectives in schools

The QCAA Indigenous perspectives website.
This section of the website provides information on QCAA strategies, resources, projects and initiatives that focus on increasing awareness of Indigenous perspectives and improving outcomes for Indigenous students in Queensland state schools.
www.qcaa.qld.edu.au/577.html

The Queensland Indigenous Education Consultative Committee (QIECC)
QIECC provides advice to government and develops newsletters, reports and publications that can build knowledge and understanding of Aboriginal and Torres Strait Islander peoples and communities' education and training views. http://qiecc.eq.edu.au

Dare to Lead
This commonwealth funded national project focuses on improving educational outcomes for Indigenous students. The website provides information and resources and teachers can sign up for a regular newsletter. www.daretolead.edu.au
Learning experiences

Teaching and learning experiences are designed to provide ideas and suggestions that teachers may adapt, expand or modify to suit their own contexts. In some cases they also provide a foundation from which assessment may be developed.

Sample learning experiences

The following are examples only and are not listed in any particular order:

- Invite a local community member to share their Aboriginal and Torres Strait Islander identity.
- Explore relevant hospitality key ideas in relation to Aboriginal and Torres Strait Islander peoples in the local area, e.g., local foods used in menus, preparation processes used in the local area.
- Record stories and experiences of local Aboriginal and Torres Strait Islander peoples as related to the selected hospitality topics, e.g., interview local community members to establish protocols and processes when organising local community gatherings.
- Discuss changing points of view and perspectives across hospitality topics so that students are sensitive and aware of values, attitudes and beliefs that differ from their own.
- Use images and metaphors to assist students to understand principles, procedures and content of the selected hospitality topics.
- Organise excursions to local areas with Aboriginal and Torres Strait Islander community members to investigate local food, ingredients, processes and protocols for collecting foods, and ways to prepare and use local foods.

Sample resource — Unit of work

This sample unit models ways of working, the context of learning and pedagogy for embedding Aboriginal and Torres Strait Islander perspectives into a Hospitality Studies unit of work.

Using this unit of work

Advice on ways to use the unit of work:

- This unit of work provides teaching and learning experiences to help students develop and demonstrate understandings related to the dimensions of Hospitality Studies.
- It demonstrates one way of planning and teaching in a given context.
- The activities are neither exhaustive nor definitive but are intended as a guide for planning units suited to the needs of students.
• Teachers are encouraged to modify the activities in this unit to meet the specific needs of particular individuals and student groups, and the learning environment. Activities may be arranged in any sequence and be combined with activities from other topics and units.

• As this is a developmental course of study, units of work should offer an increasing level of challenge in both breadth and depth of subject matter over the course of study. The increasing complexity will be evident in the variety and difficulty of teaching and learning experiences and the assessment program developed by the school.

Unit of work

Unit title: Planning and implementing a community morning tea.

Topic 1: Kitchen production integrating core hospitality management practices.

Overview: For thousands of years Aboriginal and Torres Strait Islander communities have been coming together for community gatherings such as births, deaths, initiation ceremonies and a variety of other reasons. Community gatherings involve particular cultural methods, skills and protocols to ensure their success. Sharing food plays a large role. The school can offer this unit of work to embrace these Aboriginal and Torres Strait Islander processes and principles for coming together.

When implementing this unit it is important to connect with the local Aboriginal and Torres Strait Islander community, to source specific local processes and protocols. There are a number of Aboriginal and Torres Strait Islander processes and frameworks that can be used to help with planning the hospitality event. Uncle Ernie Grant’s Holistic framework and Dialogue Circles are used in this unit of work.


www.qcaa.qld.edu.au/3035.html scroll to resources.

Another example is available in the Senior Aboriginal and Torres Strait Islander languages syllabus — Community Models of Knowing.

For this hospitality event students will create and implement a community morning tea. This will involve creating a planning document that supports the working processes required to implement the hospitality event and includes analysis of contextual factors, principles and procedures, justified decisions, plans for implementation, evaluation of the planning and implementation and recommendations for improvement for future events.

Time: 25 hours (a term unit in Year 11)
Dimensions to be addressed in teaching and learning experiences

**Dimension 2: Planning**

This dimension focuses on planning and evaluating hospitality events. Through analysing contextual factors, principles and procedures, students create a document that details the plans and justified decisions required to implement events. Students reflect on and evaluate the implementation of the event by identifying and suggesting areas for improvements. By the conclusion of the course, students should:

- Analyse contextual factors, principles and procedures
- Develop plans and justify decisions to implement hospitality events
- Evaluate planning and implementation of hospitality events and make recommendations for improvement.

**Dimension 3: Performing**

This dimension focuses on the implementation of the event planned for in Dimension 2. Through creating products and/or providing services, following plans and procedures and adhering to workplace health and safety practices, students implement the event. Students while implementing the event manage resources — human and non-human. By the conclusion of the course, students should:

- Demonstrate practical skills to create products and/or provide services
- Manage resources to implement hospitality events

**Subject matter including core hospitality management practices**

Subject matter is to be selected from relevant sections of the syllabus. Add extra subject matter to reflect context.

**Service operations**

- Client/guest needs as required to prepare and implement the community morning tea
- Kitchen operations as required to implement the community morning tea
- Product knowledge including local bush tucker food, traditional custodians, taboos in food selection (e.g. eating totems), significant flora and fauna, food use and preparation techniques
- Quality and presentation of bush tucker food
- Principles and methods of cookery focusing on preparing local bush tucker
- Equipment knowledge
- Standardising recipes and portion control for the community morning tea
- Improvement strategies including self-reflection, reviewing client/guest feedback and evaluating staff performance.

**Human resources**

- Communication skills, including working in a team, listening skills, working effectively to implement the community morning tea
- Scheduling, e.g. rosters
- Staffing positions and duties.

**Finance**

- Analysis and cost control, e.g. budgeting for the community morning tea
- Economic factors influencing food production, e.g. seasonal availability of food.
<table>
<thead>
<tr>
<th>Subject matter including core hospitality management practices</th>
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</thead>
<tbody>
<tr>
<td><strong>Marketing</strong></td>
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<tr>
<td>• food trends and cuisine styles</td>
</tr>
<tr>
<td>• influences on cuisine, especially local Aboriginal and Torres Strait Islander community influence.</td>
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<tr>
<td><strong>Ethics</strong></td>
</tr>
<tr>
<td>• code of conduct and service ethos required in producing and presenting food for the community morning tea.</td>
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<tr>
<td><strong>Accountability</strong></td>
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<tr>
<td>• food hygiene regulations</td>
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<tr>
<td>• implications of workplace health and safety legislation on food production, e.g. safety, hygiene, material safety data sheets, occupation health and safety.</td>
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</tbody>
</table>
## Teaching and learning experiences

Construct a class wiki or online space for students to share class notes, independent research notes, team work and other relevant information.

Use the dialogue circle process [www.qcaa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf](http://www.qcaa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf) to find out what students already know about the local Aboriginal and Torres Strait Islander community and local area, including traditional custodians, taboos in food selection (e.g. eating totems), significant flora and fauna, food use and preparation techniques. Investigate the traditional bush Tucker food from the local area by using Uncle Ernie's framework, [www.education.qld.gov.au/schools/indigenous/docs/uncle-ernies-framework.pdf](http://www.education.qld.gov.au/schools/indigenous/docs/uncle-ernies-framework.pdf) and inviting an Elder or local Aboriginal and Torres Strait Islander community member to the school to share information. Provide students with a tasting and sampling session using a range of local foods to identify where foods come from, what foods are grown, seasonal availability and what influences the selection of foods from the local community.

Investigate the foods served at a high tea, traditional bush Tucker morning tea (local area) and an informal morning tea; this will become the basis for planning for the community morning tea. Translate a menu item from one style to another. Observe a demonstration of food presentation techniques used in a morning tea and traditional bush Tucker morning tea. Describe a list of garnishes and then practise and produce garnishing and decorating techniques for morning tea using traditional bush Tucker. Examine the local languages, using a dialogue circle, with traditional owner or community Elders of the area, to translate ingredients used and foods prepared for the community morning tea.

Define culinary terms, e.g. mise en place, traditional bush Tucker terms (relates to any food native to Australia). Identify ingredients according to standard recipes. Describe basic use and storage of food products. Identify equipment and its uses in a commercial kitchen (video). Identify types of knives and their uses (video). Describe basic use and storage of hospitality equipment. Explain the principles and methods of cookery related to preparing for a morning tea using traditional bush Tucker food, e.g. wattle seed damper, smoking of kangaroo, preparing chutney or native plum jam, lemon myrtle and macadamia biscotti.

List and state ways to guard against safety hazards in the commercial kitchen. State the factors that contribute to hygiene problems. Describe the general hazards in handling food. Describe knowledge of WHS legislation for food production, particularly hygiene regulations and environmental safety and traditional cultural practices in food preparation. Compare and contrast the expectations of WHS legislation and traditional cultural practices considering preparation, hygienic handling and cleaning of service equipment. Follow correct hygiene procedures related to the handling of food. Self-evaluate using HACCP analysis. Demonstrate correct hygiene procedures related to handling of waste. Observe personal hygiene procedures. Self- and peer-evaluate.

Practise knife skills and demonstrate how to care for knives. Perform mise en place and management techniques to practise for the preparation and plating of foods for the community morning tea. Demonstrate management procedures in the kitchen, e.g. use of recipe cards, time plans, time- and labour-saving techniques, use of standardised recipes. Select appropriate equipment and use correctly for particular methods of cookery for the community morning tea. Prepare and present a range of suitable garnishes and decorations (demonstrating correct knife skills) and observe food presentation guidelines. Demonstrate correct storage of foods selected for the community morning tea. Use a range of equipment and, while doing so, observe workplace health and safety guidelines. Work in teams in a safe, efficient manner in the kitchen, observing workplace health & safety requirements. Identify code of conduct to be used when working in kitchen food production. Describe a planning document on the trials undertaken (immerse, model and guided practice writing).

Explain the need for portion control in a function. State stock control measures that should be observed when preparing a community morning tea. Receive and store stock reflective of industry practices. Implement costing and portioning control strategies. Produce standardised recipe cards suitable for a kitchen operation. Include ingredients, procedure, cost control, portioning and presentation. Explain the importance of cost control in preparing and sourcing ingredients for a community morning tea and describe effective practices. Produce a sample budget and manage costs according to client needs to trial a range of recipes that may be suitable for the community morning tea. Undertake standardised recipes activity and conduct cost analysis for a range of foods to be produced for community morning tea.
### Teaching and learning experiences

Outline the relationship between the kitchen and other departments in establishments. Examine management procedures in the kitchen, e.g. use of recipe cards, time plans, time- and labour-saving techniques, use of standardised recipes. Explain how the quality of a meal may be improved or impaired through presentation. List staff positions and describe duties of kitchen staff. (Interview staff, draw a chart or construct a photo mosaic.) Observe the liaison between kitchen and service areas to determine factors that ensure high quality of food presentation.

Communicate with customers from diverse backgrounds by interviewing the Elders to determine the expectations of the community morning tea. Students need to understand the protocol and cultural expectations for the event, e.g. understanding relationship between totem and food items using a dialogue circle and students interact with Elders and gather knowledge about cultural practices. Write a paragraph analysing the findings and predict the way forward for the community morning tea.

Analyse the aspects of meal planning that need to be considered for special groups, such as dietary, cultural preference, religious practice. Review menus and interpret them in traditional languages of the local area. Develop a visual presentation of the menu to be displayed on the day of the event, using traditional language and English language to describe the foods in the local area.

Identify the beliefs, values and cultural influences of local Aboriginal and Torres Strait Islander peoples using Uncle Ernie’s framework. Use the information gathered to determine staff attributes required to work in a local bush tucker restaurant. Identify situations that may cause cultural conflict or misunderstanding in the workplace. Examine ways in which these can be addressed by kitchen production staff. Describe cross-cultural understandings and the relationship with the anti-discrimination policies — viewing samples on YouTube and ClickView. Use a dialogue circle to check understanding. Evaluate findings and present as a short report to potential employers (immerse, model and guide practice writing).

Provide opportunities for students to work individually and in teams.

### Hospitality event

Create, plan and implement the community morning tea.

- Individually explain and analyse contextual factors — client needs, e.g. theme, customer expectations, cultural and religious factors, health factors, seasons, workplace health and safety; purpose, style or setting of event; type of menu and plating; resources available, such as menu, equipment, budget, time; skills such as technical expertise, cost effectiveness, interpersonal and teamwork required to manage a community morning tea.

- Individually and as a team explain and analyse procedures involved in food production and plating, e.g. service operations (product knowledge, quality and presentation of food principles and methods of cookery, equipment knowledge, standardising recipes and portion control); human resources (staffing position and duties, communication techniques); finance (cost control, supply and demand); marketing (creating menus, visual presentation); ethics (code of conduct, social diversity) and compliance (Workplace Health and Safety Act, and Food hygiene regulations) to manage the community morning tea.

- Make and justify decisions.
  - As a team, describe a management plan and make decisions, e.g. outline what needs to be achieved during the planning stage and during the community morning tea, produce a checklist of duties, allocate duties to team members and individually justify decisions (i.e. give reasons for each decision made.)

- Implement the community morning tea
  - Produce standardised recipe cards, trial recipes, decide on items to be presented at the community morning tea, justify the choice of items, prepare a food requisition list, prepare a list of equipment, decide on presentation and plating techniques.

  - Produce and issue invitations, record reservations, collate RSVP.

  - Produce a written work detail for the team allocating staff duties to team members, produce a timeline for completion of these duties, decide on a typical industry room and table set-up for the type of service required for the community morning tea.
### Teaching and learning experiences

- Produce and photocopy the menu, produce the visual presentation of the menu to be displayed on the day of the event, using traditional language and English language to describe the foods in the local area.
- Produce a client feedback sheet; produce a “sequence of events” for the food service and for the food production for the community morning tea. Justify all decisions.
- As a team, monitor and make adjustments where necessary. Justify adjustments made.
- As a team, manage resources (allocate duties to team members for the planning stage and for function day, ensure recipes are cost-effective, organise portion control, provide ingredients for trial products, organise paper for invitations and menus, organise service and chef uniforms).
- As a team, produce products (produce the ordered food adhering to portion control guidelines hygiene and safety policies, present attractively, plate appropriately).
- As a team, serve products (adhering to hygiene and safety policies) and gather client feedback sheets.
- As a team, clean and close down the community morning tea and kitchen.

- Evaluate planning, performance and implementation and make recommendations for improvement using a range of strategies such as peer- and self-review, customer feedback.

- Use the dialogue circle process www.qcaa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf to revisit earlier learning about the local Aboriginal and Torres Strait Islander community and local area, including traditional custodians, taboos in food selection (e.g. eating totems), significant flora and fauna, food use and preparation techniques.

### Use feedback

<table>
<thead>
<tr>
<th>Ways to monitor learning</th>
<th>Teachers collaboratively plan the teaching, learning and assessment to meet the needs of all learners. Teachers undertake classroom observations and informal discussions with students to provide anecdotal evidence of their progress. As students undertake to trial dishes for the community morning tea teachers are able to provide feedback on their progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback to students</td>
<td>Teachers plan opportunities through the teaching strategies and learning experiences of the unit. Teachers provide ongoing feedback and encouragement to students on their strengths and areas for improvement. Through particular learning experiences students can reflect on and discuss with their teachers and peers what they are able to do well and what they need to do to improve.</td>
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</tbody>
</table>
| Reflection on the unit plan | At the conclusion of the unit, teachers who have been involved in planning, teaching, learning and assessment come together to reflect on the successes and challenges of the unit. They come with their personal reflections through answers to the following questions:  
  - What worked well in this unit?  
  - What was a stumbling block?  
  - How would you refine this unit?  
  - What trends and gaps in learning have you identified? |