

Voices of Aboriginal Tasmania

ningenneh tunapry Education Guide

Appendix 1 –Tasmanian Curricula links

This document is a brief overview of the places in the various Tasmanian Curricula where indigenous/ Aboriginal themes are explored. They are by no means the only areas where such material can be fitted into the curriculum. Further information on curricula links can be gained by contacting the Aboriginal Education Unit of the Department of Education:

http://www.education.tas.gov.au/school/educators/support/aboriginal_education/contacts

History and Society

Understand:

how culture and community shape identity and relationships
democratic values and processes in society, government and law
relationships between people, resources and places
social, economic and political systems and the connections between them
how individuals and groups can take action to positively influence change
historical inquiries in relation to continuity and change in society
philosophical inquiries into issues and beliefs in society
Acquire, critically examine and communicate information

Science

Understand that:

applications of science have systems impacts
scientists work, think, inquire and know in particular ways
applications of science have shaped and changed the world
humans use the Earth and this raises ethical and sustainability issues

Arts

Learning outcomes across the curricula of Dance, Music and the Visual Arts:

Students will gain insights into:

Using codes and conventions,
Interpreting and appraising the work of others and reflecting cultural,
social and historical contexts

The Tasmanian Curriculum – sample learning activities

Society and History Curriculum Area K–10 syllabus

Sample learning opportunities that underpin curricula,

Note italicised learning opportunities address the Statements of Learning for Civics and Citizenship from the National Consistency in Curriculum Outcomes: Statements of Learning for Civics and Citizenship (2006)

Standard one – Strand 1 - Identity, relationships and culture

Performance criterion 1 Students understand how culture and community shape identity and relationships:

- listen to stories that show different cultural practices, including Aboriginal and Torres Strait Islander cultures, and express ideas about the messages in these stories

Standard two– Strand 1 - Identity, relationships and culture

Performance criterion 1 Students understand how culture and community shape identity and relationships:

- *identify special days that are celebrated by different cultural groups and gather information about rituals, symbols and celebrations eg Anzac Day, Australia Day, Chinese New Year, Aboriginal and Torres Strait Islander Week*
- identify and describe an example of different forms of cultural expression such as singing, dancing, painting or children’s games eg indigenous people using dance and music to tell stories

Standard two – Strand 6 – Historical inquiry

Performance criterion 6 Students undertake historical inquiries in relation to continuity and change in society

- *use Aboriginal Dreaming stories or other culturally significant texts to investigate, discuss and compare people’s origins and concepts of time*
- *use maps and other data to research Aboriginal and Torres Strait Islander influences on the valuing and naming of places in Australia including the local community*

Standard 3 – Strand 1 – Identity, relationships and culture

Performance criterion 1 Students understand how culture and community shape identity and relationships

- investigate indigenous and non-indigenous Australians’ relationship with the land since colonisation

Standard 3 – Strand 3 – Interactions with the environment

Performance criterion 3 Students understand relationships between people, resources and places

- examine some ways that indigenous people value the land and investigate how this information is maintained orally rather than through maps
- identify and compare indigenous sustainable land use practices in Australia with those in another country

Standard three – Strand 6 – Historical inquiry

Performance criterion 6 Students undertake historical inquiries in relation to continuity and change in society

- *explore the influence of cultural diversity, including Aboriginal and Torres Strait Islander cultures, on national identity and community life over time*
- *research the social organisation of Aboriginal and Torres Strait Islander people prior to 1788*

Standard four – Strand 1 – Identity, relationships and culture

Performance criterion 1 Students understand how culture and community shape identity and relationships

- *investigate and explain connections between the land and Aboriginal and Torres Strait Islander identities*
- *investigate Aboriginal and Torres Strait Islander people’s pursuit of citizenship rights including democratic representation and the 1967 referendum*

Standard four – Strand 2 – Democratic values and processes

Performance criterion 2 Students understand democratic values and processes in society, government and law

- examine an aspect of a traditional indigenous justice system and analyse its place in Australian democracy today

Standard four – Strand 3 – Interactions with the environment

Performance criterion 3 Students understand relationships between people, resources and places

- examine how some indigenous perspectives or practices have influenced people, places and resources in Australia

Standard four – Strand 6 – Historical inquiry

Performance criterion 6 Students undertake historical inquiries in relation to continuity and change in society

- *explore historical accounts of colonisation of Australia and analyse how this affected the lives of Aboriginal and Torres Strait Islander people*
- investigate a key historical event or issue involving European and indigenous groups and examine how alternative perspectives on the event have contributed to contemporary understanding eg the Myall Creek Massacre

Standard five – Strand 1 – Identity, relationships and culture

Performance criterion 1 Students understand how culture and community shape identity and relationships

- *discuss and describe the influence of indigenous attitudes, values and events on the development of Australia's identity*

Standard five – Strand 2 – Democratic values and processes

Performance criterion 2 Students understand democratic values and processes in society, government and law

- *evaluate how principles of justice operate in Australian democracy eg indigenous justice systems, independence of the judiciary, equality before the law, presumption of innocence, the right of appeal and restorative justice*

Standard five – Strand 6 – Historical inquiry

Performance criterion 6 Students undertake historical inquiries in relation to continuity and change in society

- *examine how views of Australian history have changed over time due to new evidence and changes in values eg government policy regarding indigenous Australians*

Other areas within the Society and History Curriculum that the *ningenneh tunapry* exhibition provide a useful teaching resource include:

Strand 7 Philosophical Enquiry

Strand 8 Communication.

Science K–10 syllabus

Sample learning activities

Standard two–science as a human endeavour

Applications of science have systems impacts

- listening to local indigenous storytellers to learn about indigenous ways of knowing about the natural world

Standard three—science as a human endeavour

Scientists work, think, inquire and know in particular ways

- discussing how indigenous people undertake science and how this might be different from western science eg listen to traditional Aboriginal and Torres Strait Islander stories that incorporate scientific knowledge about particular environments, such as the appearance and behaviour of specific plants and animals eg Yellow-Eye

Applications of science have shaped and changed the world

- exploring ideas from other cultures about cosmology, technology and significant earth events eg Aboriginal Dreamtime, Navajo Indian cosmology, Vedic stories of submarine and aircraft 10 000 years ago, naming of stars and constellations, cosmology of the Egyptian pyramids

Applications of science have systems impacts

- exploring practices for sustainability that indigenous cultures have developed

Standard four – science as a human endeavour

Applications of science have shaped and changed the world

- comparing indigenous understandings of the world with Western views, looking at how their way of understanding the world has shaped the way indigenous peoples live and relate to their environment and considering what we can learn from indigenous views about sustainable management of the land

Standard four– science as a body of knowledge—earth and space

Humans use the Earth and this raises ethical and sustainability issues

- researching and discussing the environmental impact of historical and / or indigenous land use practices eg fire used by Australian Aborigines, hunting practices of North American Indians, intensive farming in Europe

Standard five—science as a human endeavour

Applications of science have systems impacts

- exploring how indigenous communities and cultures make decisions about sustainability eg North American Indian communities base decisions on understanding the impacts for seven generations

Standard five—science as a body of knowledge—earth and space

Humans use the Earth and this raises ethical and sustainability issues

- discussing how the use of Earth's resources (eg water, land) is affected by competing interest groups eg miners, industry, farmers, recreational users, indigenous peoples

Arts Curriculum Area K–10 syllabus

'Indigenous' or 'Aborigine/al' is specifically mentioned only in the Reference section of the new Arts curricula. However this discipline lends itself to exploration using Tasmanian Aboriginal themes. Teachers are especially encouraged to engage the many skilled Aboriginal artists in Tasmania to work with students in their classes. An 'Artists in residence' program is run by the Aboriginal Education Unit of the Tasmanian Department of Education as well as numerous Aboriginal artist presenting workshops at TMAG each year.