ACSA Biennial Curriculum Conference, Curriculum Leadership for a Diverse Australia

Improving together

Claire, Andrea and Denise
Acknowledgements

This project is a collaboration between the Anangu Lands Partnership and Teaching and Learning Services we acknowledge the contributions of all teachers and AEWs, especially

- Paul Newman
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- Sonia Cooke
- Matt Jamieson
- Reuben Burton
- Ann Baker
Road Closed to the General Public

An entry permit is required to enter these Lands

Penalties Apply

For Entry without a permit - $2,000 + $500 for each day on the Lands
For Entry for Mining without a permit - $10,000 + $1,000 for each day on the Lands

It is an offence to contravene this Act.
The Anangu Schools are mostly situated in the APY lands. It is a complex context with Schools feeling isolated and most students being EALD. Staff changes are frequent including leadership. The Anangu Lands Schools are Indulkana, Mimili, Pipalyatjara, Murputja, Amata, Ernabella, Kenmore Park, Fregon, Oak Valley and Yalata. Each Site is combined Primary Secondary and most have a Preschool on site.
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Systems and structures on the Anangu lands must be agile and adaptive. This project takes into account the transient and inexperienced teaching population as well as the diverse learning needs of indigenous students. The aim is to develop an agreed partnership approach to teaching and learning so that there is a coherent and consistent approach to designing curriculum that supports, engages and challenges all learners. A yearly overview and unit outline were developed by the Steering Committee to support this work.
Improve outcomes for Anangu children and young people

• Engagement – attendance +
• Consistency - Catering for mobile students
• AC - Raising rigour
• Involving community
• Partnership approach
Discussion

• What is the expectation of school?
• What is important learning?
• What strengths do Anangu bring?
Content: old world familiar

Context: new world unfamiliar

Basics & Beyond

Connect content to context

What learning supports this?

How does this connect to family, law, identity, place & language? Why?

How to get there?
Differentiated Professional Learning Support
1st year voice/thinking
2nd year voice/thinking
3 + year voice/thinking
2x4 week learning units

Teacher
What are the basics?
What are the deep questions & thinking?

AEW/ACEO
Connections with Country, Land, family, Language, relationships, Law?

LEARNER
What do I know?
What don't I know?
Who knows?

Before
Think daily, weekly, 28 day agreements & goals
TfEL & Bitl
Challenge 3 Powerful Learners
Australian Curriculum Learning Design

During

After
Global connection
Real world context
SAMR
ICT

Land
Law
Tjukupa
Family
Relationships
New World

Context
How to get there?

Basics and beyond

(Results Plus)
# Big ideas

<table>
<thead>
<tr>
<th>Concrete</th>
<th>Identity/Self</th>
<th>Family/Kinship</th>
<th>Land (country/place/community)</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-2</td>
<td>The physical, social and emotional me</td>
<td>My family</td>
<td>How and where I live</td>
<td>Rule help me</td>
</tr>
<tr>
<td>About me</td>
<td>A. My body (Sc, HPE)</td>
<td>My place in my family</td>
<td>My environment</td>
<td>• HPE Class rules, play rules, manners (C&amp;C)</td>
</tr>
<tr>
<td></td>
<td>B. My feelings</td>
<td>• Maths - Family timelines, family trees</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3-6</th>
<th>Looking after self</th>
<th>Building relationships</th>
<th>How my community came to be</th>
<th>Roles and responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>My place and beyond</td>
<td>A. Science</td>
<td>• The Arts</td>
<td>• HASS - History and geography of my community</td>
<td>• School government, class meetings and student voice, community, school attendance</td>
</tr>
<tr>
<td></td>
<td>B. HPE Nutrition physiology</td>
<td>• English relationships - sport rules and fair play</td>
<td>• Science - Plants and animals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7-9</th>
<th>Understanding self</th>
<th>Managing relationships</th>
<th>Place in the world</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wider world</td>
<td>A. Self-esteem, body image, responding to images (e.g. artworks) of people (HPE, Sc, Arts)</td>
<td>A. Healthy relationships, cyber world (HPE, D&amp;T)</td>
<td>A. Land Management, seasons (Sc, Geog)</td>
<td>A. Government – local, state, federal (C&amp;C)</td>
</tr>
<tr>
<td></td>
<td>B. Extended family tree, skin groups and genetics (Sc)</td>
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<td>B. Landforms, geology, geological timelines (Sc, Geog)</td>
<td>B. Government – international (C&amp;C, Hist)</td>
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<tr>
<td></td>
<td></td>
<td>C. Land rights, global relationships (Hist)</td>
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</table>

Abstract
# Anangu Lands Partnership Draft Australian Curriculum Overview

The underpinnings of curriculum delivery include a **Multiple Strategy Approach to Language and Literacy, Inquiry, Integration of Learning Areas and Contextualising Content**

**Goal:** Improved learning outcomes for all Anangu children and young people

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Ideas</strong></td>
<td><strong>Anangu Language Culture</strong></td>
<td><strong>Family/Kinship</strong></td>
<td><strong>Land (country/place/community)</strong></td>
</tr>
<tr>
<td>Law</td>
<td>Rules people live by</td>
<td>The physical, social and emotional health</td>
<td>Land forms, weather, seasons plants, animals</td>
</tr>
<tr>
<td></td>
<td>Local ancient stories with rules for living</td>
<td>Family, relationships</td>
<td></td>
</tr>
<tr>
<td><strong>Anangu Language Culture</strong></td>
<td></td>
<td></td>
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<tr>
<td>- cultural events</td>
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<td><strong>Roles help me</strong></td>
<td><strong>My environment</strong></td>
<td></td>
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<tr>
<td></td>
<td>A. How do rules help? - Class rules, play rules, manners (HASS, HPE, Technologies)</td>
<td>A. My home, my street, my school (HASS, the Arts)</td>
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</tr>
<tr>
<td></td>
<td>B. How do we stay safe? - Safe at school, home and in the community (English, HPE, HASS)</td>
<td>B. Materials things are made of (Science, HASS)</td>
<td></td>
</tr>
<tr>
<td><strong>3-6</strong></td>
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<td><strong>How my community came to be</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>A. How do rules help? - Class rules, play rules, community rules, pool rules (HASS, HPE, Technologies)</td>
<td>A. History of my community (Anangu history) (HASS, the Arts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. How do we stay safe? – School, government, class meetings and student voice, community, school attendance (English, HPE, HASS)</td>
<td>B. Plants and animals (bush foods/hunting) (Science, HASS)</td>
<td></td>
</tr>
</tbody>
</table>

| **My family**               | **My place in my family**   | **My environment**          |                             |
|                             | A. Family timelines, family trees (Eng, HPE, HASS) |                             |                             |
|                             | B. My story (Maths, the Arts, Technologies) |                             |                             |
Thinking about pedagogy...

The Melbourne Declaration states:
That students who can see connections across learning areas are more successful. They can think deeper and broader and bring in related knowledge to support the building of new knowledge.
Designing for Learning

Aligning *what* and *how* of teaching and learning in the Australian Curriculum

1. What is the intended learning and why is it important?
2. What do we want them to learn?
3. What do they bring?
4. How will we know if they got it?
5. What evidence will enable us to assess the intended learning?
6. How will we engage, challenge and support their learning?
7. So what will we do to get there?
8. Design the teaching and learning plan
Aligning *what* and *how* of teaching and learning in the Australian Curriculum

**What is the intended learning and why is it important?**

History and geography of the community is important learning to provide students with a sense of identity and place. Associated literacy and numeracy to support this learning including narrative, vocabulary, mapping and place value. This learning is important to allow students access to purposeful learning, to allow them to think geographically and to better understand their identity and culture.

**What could the intended learning look like at this level?**

The expectation of learning in this integrated approach needs to be shared with students. Aspects of the achievement standard can be used to form a rubric of what quality learning looks like.

At the end of this unit we expect students to understand place, distance between places and how to map places. We expect students to know the history of their community and geographical features that distinguish it. We expect students to recognize elements within narrative and to be able to reproduce narratives in multiple forms.

**How will we engage, challenge and support their learning?**

Support will be available in the form of word walls and question starters, vocabulary and stories in language and English. Support will also be sought from AEWs and community members. Challenge will be in the tasks provided that will allow for intellectual stretch and new learning. Engagement will come in many forms including video clips, local and foreign photos and stories.

**How do we know if they got it?**

Evidence will be collected in the form of retelling narratives which can be photo stories, written narratives, interactive maps or oral accounts. Students will assess their own stories and those of their peers through processes such as two stars and a wish. Teachers may choose to record presentations demonstrating appropriate use of vocabulary. Teachers will collect evidence that students can be able to place dates in chronological order.

**Design the teaching and learning plan**

**Engagement** – invite a number of community members to tell local stories, travel to sites of significance in well known stories. Students reconstruct the stories of others, they use questions starters to interrogate familiar stories.

**Explore** – students recount stories they have heard to one another and the whole class. They map locations and put dates into time lines. They collaboratively design a story board to illustrate one story. Students predict vocabulary and construct a word wall.

**Explain** – Teachers explicitly teach students how to write a narrative. How to map and plot places on a grid, they learn about place value and chronological order.

**Elaborate** – Students write different stories from different communities pointing out similarities and differences. They read or are read to stories from other culture and countries.

**Evaluate** – Students compare their thinking and knowledge and skills from the beginning to end of the unit and measure growth.

**What do we want them to learn?**

Students bring a variety of family and community stories from their own and neighbouring communities. They will bring a pattern of story telling. They will bring their own perspective to stories. They bring a familiarity with directions and locations. They can bring some misconceptions about the history of the community. They will bring a number of different dispositions to the learning.
Anangu Schools Conference

‘Together we stand to light the fire’
Identify the intended learning for your students

- Think about a suitable title or inquiry question to draw it all together
Investigate the curriculum

Identify essence of the unit with AEC / AEW / community

Considerations

• The General Capabilities
• Inquiry questions
• Achievement standard
• Key concepts
• Key learning from the content descriptors
• Opportunities for ICT

www.australiancurriculum.edu.au
www.acleadersresource.sa.edu.au
Does this question give opportunities for student to learn these concepts?
### Can you identify

- Markers of success
- Evidence of learning

---

**Pitjantjatjara, Yankunytjatjara and Standard Australian English literacy to support learning**

<table>
<thead>
<tr>
<th>Comprehending</th>
<th>Code Switching</th>
<th>Composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and maximise opportunities to hear and use English, as well as have an intensive focus on English language and literacy. Use connections with first and second/third language to support language and literacy. All language teaching and learning will relate to the focus topic. Create shared experiences that are practical and relevant. Encourage conversation e.g. while on an excursion, sing songs, play songs.</td>
<td></td>
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</tr>
<tr>
<td>In this unit teachers will be expected to explicitly teach visual representations and labelling. Students will describe emotions and reactions. Students will be exposed to a variety of text types.</td>
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</tr>
</tbody>
</table>
What will be the success criteria?
What do you want the students to:

**Know**
- facts
- vocabulary
- definitions

**Do**
- processes
- skills

**Understand**
- principles (generalisations)
- big ideas
General Capabilities

Intercultural understanding

Literacy

Numeracy

Ethical understanding

ICT capability

Successful learner, confident and creative individual, and active and informed citizen

Personal and social capability

Critical and creative thinking
General Capabilities Continuum

Areas of knowledge applying to both overarching processes

- Our ability to understand and use data
- Our ability to connect different ideas and concepts
- Our ability to apply knowledge to new situations
- Our ability to communicate effectively

Overarching processes = Comprehending texts through listening, reading and viewing = Comparing texts through speaking, writing and creating

Overarching processes = Comprehending texts through listening, reading and viewing = Comparing texts through speaking, writing and creating

Level 1a, General Capabilities

1. Identify and describe familiar patterns, relationships and trends in everyday patterns and describe their significance.
2. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
3. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
4. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.

Level 2b, General Capabilities

1. Identify and describe familiar patterns, relationships and trends in everyday patterns and describe their significance.
2. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
3. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
4. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.

Level 3c, General Capabilities

1. Identify and describe familiar patterns, relationships and trends in everyday patterns and describe their significance.
2. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
3. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
4. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.

Level 4d, General Capabilities

1. Identify and describe familiar patterns, relationships and trends in everyday patterns and describe their significance.
2. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
3. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
4. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.

Level 5e, General Capabilities

1. Identify and describe familiar patterns, relationships and trends in everyday patterns and describe their significance.
2. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
3. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
4. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.

Level 6f, General Capabilities

1. Identify and describe familiar patterns, relationships and trends in everyday patterns and describe their significance.
2. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
3. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
4. Identify and explain patterns, trends and relationships in everyday patterns and describe their significance.
Starting with the end in mind
Identifying the learning

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Explicit Teaching

English/Literacy

Narratives
description writing?
listening
posing questions
answering questions
locating information
oral-language
viewing
reading

Maths/Numeracy

time lines
chronological order
scale
mapping grids
location—absolute and relative
distance
data collection/analysis

ICT opportunities

• viewing responses
• making books—book creation
• Google Maps
• Google Earth

Other
Professional Learning/preparation

Do I know how to teach?

- Narrative
- Information reports
- Descriptive writing
- Research skills
- Place value
- Chronological order
- Data collection and analysis
- Scale
- Mapping - Grids
- Location
- Timelines
- Measurement - distance

Do I have strategies to?

- Engage students
- Build vocabulary
- Differentiate the curriculum
- Encourage students to pose questions, listen and answer appropriately
Constant Review

Teacher review

- What have I done well?
- What could I have done better?
- What will I do differently next time?
- What did the students learn?
- What did they not learn?
- Where are the gaps?

AEW/ community perspectives

- What is important learning?
- What literacy and numeracy supported this learning?
- What connections do students have to this learning?
- How does this help the community?
Where are we now?

• Evolving Overview - Anangu contribution
• Active involvement in weekly polycom
• Teachers and AEWs taking ownership and developing contextual units
• Task predicts performance process
• Intellectual stretch
for further information or feedback contact

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Thank You