



**THE AUSTRALIAN CURRICULUM STUDIES ASSOCIATION (ACSA)**  
**2013 BIENNIAL CURRICULUM CONFERENCE**

# Uncharted territory?

## Navigating the new Australian Curriculum

This conference explores the Australian Curriculum's cross-curriculum priorities of:

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

The conference opens at Parliament House, Mitchell Street, Darwin and continues at the Darwin Convention Centre, Stokes Hill Road, Darwin

9.00 am Wednesday 25 September to  
3.30 pm Friday 27 September 2013



**ABSTRACTS**  
**PAPERS AND WORKSHOPS**

## DAY 1

Wednesday 25 September. Darwin Convention Centre

## DAY 1, SESSION 1

2.40–3.40 pm

Waterfront 1

Level 2

**Developing pedagogical practice through culturally inclusive curriculum***Kym Walker, Bruce Pridham and Dona Martin, La Trobe University, VIC*

National Program Standards for Teacher Education prioritise knowledge of culturally inclusive practices and challenge the educational community to present research on well-structured, inclusive, cross-curricular education partnerships. The paper presented here meets this challenge as it explores a unit of work for undergraduate teachers that has Indigenous education as its foundation. Most importantly the paper provides an overview of how to develop culturally appropriate pedagogical practice through culturally inclusive curriculum. Both the unit of work and the paper are built on the principles of constructive alignment. In engaging with the paper the reader will use the 4R's of reflection, as used by the pre-service teachers within the unit of work, to personally engage with curriculum conversations.

This engagement demonstrates excellence in education design and offers clear alignment with ACSA's Australian curriculum principles.

**BIOGRAPHIES**

**Kym Walker** has a long history in cross-discipline curriculum development and consultation with Indigenous Studies and Cultural Competence programs. **Bruce Pridham** and **Dona Martin** have demonstrated expertise in conceptualising innovative higher education curricula, particularly in relation to teacher education. They are adept at designing highly effective subjects that promote sustained quality student learning.



## DAY 1, SESSION 1

2.40–3.40 pm

Waterfront 2

Level 2

**'I'd never thought about it like this': Positioning Asia in secondary social science pre-service teacher education***Dr Deborah Henderson, Queensland University of Technology*

This paper reports on an experiment in pre-service teacher capacity building through a particular approach to Asia literacy. Final year students studying to become teachers of History and Civics and citizenship education encountered 'Asia' in their curriculum unit in ways that went beyond the instrumentalism of policy rhetoric which positions engagement with Asia as a means to securing Australia's economic and strategic advantage in the region. Through experiential learning, students focused on investigating and engaging with matters of *mutual* concern to Australia and the countries of the region.

The study's methodology was informed by a constructivist approach to grounded theory and its scope was limited to one semester with volunteer students. Of the pre-service teacher reflections on their preparedness to position 'Asia' in the curriculum, this paper reports on the content, pedagogy and learning they experienced in one segment of the unit with reference to Asia literacy and approaches to critical citizenship. The findings indicate that whilst most participants valued learning opportunities that enhanced their intercultural understanding and sense of civic professionalism, they remained concerned about their pedagogical and content knowledge. Its implications suggest that specific strategies are required to capacity build beginning teachers to be Asia literate.

**BIOGRAPHY**

**Dr Deborah Henderson** is an Associate Professor in the Faculty of Education at Queensland University of Technology where she lectures in history curriculum and social education curriculum. Deborah has published widely on why the Studies of Asia should be included in the school curriculum and in pre-service teacher education.

DAY 1, SESSION 1  
2.40–3.40 pm  
Waterfront 3  
Level 2

## Applying a capabilities approach to cross-curriculum priorities for students with disabilities

*Dr Deborah Price, University of South Australia*

The Australian Curriculum claims to be a curriculum for all. One of its most controversial and complex aspects is how it caters for the needs of students with disabilities. Since the start of the development process for the Australian Curriculum, various positions have been put by a range of groups based on a confusion of different assumptions and values. It is important at this stage of development to clarify some of the issues.

This paper argues that the capabilities approach of Amartya Sen (1985) and Martha Nussbaum (2003) is a powerful theoretical framework which can be used to assist in the process of thinking about these complex issues. It makes particular reference to Nussbaum's 10 central human capabilities, and suggests these can function as a benchmark against which to assess how the learning needs of students with disabilities are being met in the Australian Curriculum. The cross-curriculum priorities are used as a case study to assist the analysis. The paper concludes by proposing ways the Australian Curriculum can better ensure that education contributes to developing some or all of Nussbaum's 10 central human capabilities, at least up to a threshold level for students with disabilities.

### BIOGRAPHY

**Dr Deborah Price** is a lecturer in Inclusive Education and Wellbeing at the School of Education, University of South Australia (UniSA). Her research and teaching interests include inclusive education, disability, curriculum, educational psychology and wellbeing. Her role as Deputy Director, UniSA Centre for Research in Education, Wellbeing Research Group, promotes equity, social justice, wellbeing and identity initiatives.

DAY 1, SESSION 1  
2.40–3.40 pm  
Auditorium 1  
Level 1

## Exploring the living archive of Aboriginal languages

*Brian Devlin, Michael Christie, Cathy Bow, Melanie Wilkinson,  
Living Archive of Aboriginal Languages Partnership*

The Living Archive of Aboriginal Languages is coming to life on the Internet—visit [www.cdu.edu.au/laal](http://www.cdu.edu.au/laal). Containing thousands of digitised books and other resources in Aboriginal languages of the Northern Territory, its developers are interested in how the resources in the archive are able to establish and invigorate connections between schools, researchers and traditional owners of its languages and cultures—to make it a living archive. We introduce the archive, its history and its possible futures, and explore with workshop participants questions of how it can be used in classrooms around Australia, and its relation to the Australian Curriculum's cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures.

### BIOGRAPHIES

**The Living Archive of Aboriginal Languages** is an Australian Research Council funded partnership between Charles Darwin University (CDU), the Australian National University and the Northern Territory Department of Education and Children's Services (DECS). The authors of this presentation are chief investigators and project staff from CDU and DECS, with many years experience working with bilingual education programs in the Northern Territory.



DAY 1, SESSION 1  
2.40–3.40pm  
Auditorium 2  
Level 1

## Constructing meaningful learning for Aboriginal and Torres Strait Islander students. Experiences from the field

*Kevin Lowe, postgraduate doctoral student at Newcastle University, NSW*

The Australian Curriculum: Is the Australian Curriculum a national policy failure in the making, or does it equip teachers to authentically engage with and about Aboriginal and Torres Strait Islanders peoples?

This presentation focuses on an investigation of the Australian Curriculum as a national policy statement. It discusses how the Australian Curriculum addresses the issue of what future generations of Australians will know and understand of themselves, their history, and their relationship with the nation's Indigenous peoples. The second part of this presentation will inform discussion on the development of a collaborative framework based on an intensive investigation of teachers and Aboriginal people taking up the real, but currently unmet, challenge of establishing an authentic learning environment for all students.

### BIOGRAPHY

**Kevin Lowe**, a Gubbi Gubbi man from south east Queensland, was until recently, the Inspector, Aboriginal Education at the Board of Studies NSW. He had extensive experience in schools, vocational education and universities before he took up his position on the Board in 2001. He has also been a high school teacher, librarian, TAFE head teacher and university lecturer. Kevin is currently a postgraduate doctoral student at Newcastle University.

DAY 1, SESSION 2  
3.50–4.50pm  
Waterfront 1  
Level 2

## Exploring sustainability through the Australian Curriculum: Mathematics

*Judy Anderson, University of Sydney, NSW*

As noted in the Australian Curriculum: Mathematics, “sustainability provides rich, engaging and authentic contexts for developing students’ abilities” in Mathematics. This workshop will encourage participants to consider how key sustainability issues can be used to develop rich problem solving and reasoning tasks for students in Mathematics classrooms. For example, exploring population growth and population density trends highlights issues associated with providing the necessary infrastructure and resources to support communities at the local, state and national levels. However, many issues have now moved beyond the local and national to global so opportunities can be created in Mathematics classrooms to raise students’ awareness of the need for actions associated with sustainability of energy, food and water. Authentic tasks will be shared and evaluated during the workshop.

### BIOGRAPHY

**Judy Anderson** is a Board member of ACSA and coordinates secondary Mathematics curriculum at the University of Sydney. She worked at the Board of Studies NSW to develop the 2003 Mathematics syllabuses and recently advised the Board on the implementation of the new Australian Curriculum: Mathematics in New South Wales schools. She is a former President of the Australian Association of Mathematics Teachers and the Mathematical Association of New South Wales.

DAY 1, SESSION 2  
3.50–4.50pm  
Waterfront 2  
Level 1

## Asia-relevant capabilities and the Australian Curriculum

*Pamela Stewart, Asia Education Foundation*

In the wake of the *Australia in the Asian Century* White Paper and Implementation Plan, this workshop looks at how the development of students’ Asia-relevant capabilities (including intercultural understanding) can be supported through the Australian Curriculum cross-curriculum priority of Asia and Australia’s engagement with Asia.



Using examples from Phase 1, 2 and 3 learning areas/subjects, the focus on Asia-relevant capabilities will be situated in the context of developing young people's capabilities for the 21st (Asian) century and international approaches to intercultural curriculum.

The Asia Education Foundation will also showcase illustrations of practice from its *What Works* research series, recent Geography and Arts resources developed for Education Services Australia, and programs and initiatives that support the implementation of the Asia priority in schools. In view of the post-conference study programs to Asia, the examples provided in the workshop will focus on Indonesia, Malaysia and Thailand.

### BIOGRAPHIES

**Pamela Stewart** is Manager of the Australian Curriculum Strategy at the Asia Education Foundation. She is member of ACARA's cross-curriculum priority advisory groups across learning areas/subjects. Pamela has managed a number of Asia-related projects for the Western Australian Department of Education and has written a range of curriculum texts and online resources about the Region for teachers.

DAY 1, SESSION 2  
3.50–4.50 pm  
Waterfront 3  
Level 1

### Out of the box and into a greener future

**Jenene Rosser, Michele Wright, Sandra Hawken, Jan McNamara,**  
*Independent Schools Queensland*

Independent schools in Queensland have been implementing the Australian Curriculum since the beginning of 2012. Independent Schools Queensland (ISQ) has provided support to its member schools and encouraged them to consider all three pillars of the Australian Curriculum in that implementation. In this workshop two independent schools will share their stories about how they are using the cross-curricular priorities.

Join our ISQ team to get **out of the box** and **into a greener future**!

The Toowoomba Preparatory School will present the 'Out of the box' project which consists of a multimedia presentation and includes children, staff and parents being interviewed about their perspectives on the project. John Paul College will share the magic and wonder of their local environment and demonstrate how teachers are making connections to explore sustainability for learning and living that will carry them into a greener future. Participants in the workshop will then be invited to engage in a SWOT analysis to apply the ideas from the 'Out of the box' project to their own schools and will get their hands dirty (virtually) using a range of ICT tools to support the exploration and understanding of their local environment.

### BIOGRAPHIES

**Jenene Rosser:** Executive Manager (Australian Curriculum), ISQ. **Michele Wright:** Director of Lower Primary. **Sandra Hawken:** Principal from the Toowoomba Preparatory School. **Jan McNamara:** Head of eLearning P–12 from John Paul College.



DAY 1, SESSION 2  
3.50–4.50pm  
Auditorium 1  
Level 1

### Straight to the source—Vrroom!

**Kate Naughtin**, *National Archives of Australia*

What was unique about the early 1970s and how does this relate to the cross-curriculum priorities?

The National Archives of Australia will demonstrate how to innovatively use our digitised archives to connect to each of the cross-curriculum priorities in the Australian Curriculum: History. We will provide activities that can be modified for the benefit of primary and secondary students, to enrich the learning experience.

The workshop will take you back to the early 1970s: The Larakia petition, relations with China and advocating for Lake Pedder. The activities are imbedded in engaging primary sources and promote thought-provoking discussion and deep conceptual learning. We will draw on original documents, newspaper clippings and photos, all easily accessible via our virtual reading room, [www.vrroom.naa.gov.au](http://www.vrroom.naa.gov.au).

#### BIOGRAPHY

**Kate Naughtin** is the Education Project Officer at the National Archives of Australia. Kate has worked as a teacher, coach and national program coordinator in schools in remote and rural communities in Australia and in the United Kingdom.

DAY 1, SESSION 2  
3.50–4.50pm  
Auditorium 2  
Level 1

### Bridging the divide: The priorities as a map for the curriculum journey

**Michelle da Roza**, *St Mary MacKillop College, ACT*

St Mary MacKillop College is engaged in a professional learning project to unite the various national and local forces on curriculum development that impact our ability to develop a cohesive curriculum for all our students. In this transitional phase in the Australian Capital Territory (ACT), we are teaching from *Australian Curriculum Phase 1, Every Chance to Learn*, Senior Board of Senior Secondary Studies courses and *Treasures New and Old*.

In order to bring together these courses, our professional learning in 2013 is centred on the Australian Curriculum: Cross-curriculum priorities. For each of the priorities a professional learning evening is held, where an expert speaker has spoken about the priority from a theoretical or national viewpoint, examining the origin of the priority, why it is important and what is the significance of that priority for educational outcomes for students.

Secondly, a member of our own staff with responsibility for the general area surrounding the priority has spoken about why that priority has particular importance for our school and what our vision is for its implementation across the curriculum. Finally, there is a practical workshop which showcases both good pedagogy and forward thinking about the integration of that priority. This presentation will discuss our reasons for embarking on this journey, our process, and the impact it has had on student learning.

#### BIOGRAPHY

**Michelle da Roza** is currently Assistant Principal – Curriculum at St Mary MacKillop College in the ACT. She has extensive experience in teaching at secondary level as an English and Ancient History teacher, English Coordinator, Literacy Coordinator and Teaching and Learning Coordinator. Michelle is writing her doctoral thesis on the impact of large scale standardised testing on pedagogy.

## DAY 2

Thursday 26 September. Darwin Convention Centre

DAY 2, SESSION 1  
10.15–11.15 am  
Meeting Room 1  
Ground Floor

### Navigating the Australian Curriculum in a New South Wales Catholic school system: A case study

*Dr Mark J Askew, Catholic Schools Office, Diocese of Broken Bay, NSW*

The Broken Bay Catholic school system is currently implementing the Australian Curriculum through NSW Board of Studies syllabus documents, in the context of the diocesan Catholic worldview statement. The system includes nearly 50 schools located across a wide range of socio-economic communities, from the north shore of Sydney almost to Newcastle, serving around 20,000 students. Wyong Shire is the fastest growing Indigenous community in Australia, and increasing numbers of students identify as Indigenous people.

Significant work has been undertaken to meet the challenges of embedding an understanding of Aboriginal and Torres Strait Islander histories and cultures for all, together with maximising the learning outcomes for the Indigenous students. A sense of reverence for creation and the environment, significant in the school system's worldview, also impacts on the implementation of a sustainability perspective. While some schools have engaged creatively with the Asian perspective, this remains challenging for the school system.

The focus of the paper is not on implementing the cross-curriculum priorities in a generalised sense, but on an approach in the context of a particular school system, in a particular culture, and at a particular time. However, it may serve as a helpful comparison or model for other contexts.

#### BIOGRAPHY

**Dr Mark J Askew** is Head of Educational Services, Catholic Schools Office, Diocese of Broken Bay, New South Wales. In September 2009 he was seconded from this position for nine months to work as a curriculum manager with the Australian Curriculum, Assessment and Reporting Authority.

DAY 2, SESSION 1  
10.15–11.15 am  
Meeting Room 2  
Ground Floor

### The bit before implementation—what's the purpose of this cross-curriculum priority?

*Jacinta Maxwell, Faculty of Education, University of Southern Queensland*

This paper compares the responses of final year pre-service teachers to the question 'What, in your opinion, is the intention behind the inclusion of the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures in the Australian Curriculum?' to a critical analysis of a range of documents related to the development of the cross-curriculum priority. The project on which this paper is based seeks to explore the connections and divergences between the intent behind the cross-curriculum priority and future education professionals' understanding of its purpose. Without an understanding of the purpose of a curriculum initiative it is difficult for teachers to ensure it is implemented correctly, and it is impossible for curriculum leaders and education authorities to gauge its success. Furthermore, a lack of a detailed, explicit statement of intent regarding this cross-curriculum priority requires a significant degree of interpretation by teachers which may result in vast gaps between intent and implementation.

#### BIOGRAPHY

**Jacinta Maxwell** is an associate lecturer at the University of Southern Queensland, in Giabal and Jarowair country. She teaches in the areas of pre-service teacher identity, the Australian Curriculum: History, and the philosophy of education and schooling. She is also a PhD student, Pākehā New Zealander and non-Indigenous Australian.



DAY 2, SESSION 1  
10.15–11.15 am  
Meeting Room 3  
Ground Floor



## Intention and reality: Bringing engagement with Asia into the classroom

*Ian Keese, NSW*

Putting engagement with Asia into a syllabus on the one hand, and having this carried out in the classroom on the other, can be two quite different things and in some ways more was achieved in the early 1980s than happens currently.

Drawing on over 30 years of history teaching, curriculum development and textbook writing the presenter will explore the variety of factors—some occurring regularly and some related to particular periods in our recent history—that have prevented worthwhile aims in syllabuses being expressed at the classroom level. Using this knowledge as a background, the focus will turn to how we can try to ensure that, in the case of the Australian Curriculum: History in particular, we can be more successful than in the past.

During the presentation there will be time set aside for audience involvement in a workshop environment.

### BIOGRAPHY

**Ian Keese**, BSc BA (Hons), has been Head of History in New South Wales Government schools, an examiner for the Higher School Certificate and co-opted to the Board of Studies on Curriculum. He has contributed to eight history texts, including four for the Australian Curriculum, strongly focusing on Asian and Middle Eastern History.

DAY 2, SESSION 1  
10.15–11.15 am  
Meeting Room 4  
Ground Floor

## Sustainable futures

*Andy Stone, Australian Science and Mathematics School, SA*

The cross-curriculum priorities of the Australian Curriculum are crucial in making the curriculum relevant to the lives of students and addressing the contemporary issues they face, while the general capabilities address essential skills for 21st century learners.

At the Australian Science and Mathematics School (ASMS), the central study Sustainable Futures has at its core the cross-curriculum priority 'sustainability' while also addressing all general capabilities. The ASMS subject Sustainable Futures utilises an inquiry-based interdisciplinary curriculum with mixed Year 10/11 classes to addresses Australian Curriculum content descriptions from Year 10 Science and Unit 1/2 Earth and Environmental Science, Chemistry, Biology and English. This approach facilitates rich, supportive and challenging learning experiences for all students by utilising the connections between disciplines in a way that aims to reflect the 'real world'.

The ASMS was established in 2003, on the campus of Flinders University, with a charter to transform senior (Years 10–12) Mathematics and Science teaching and learning. This paper will outline the innovative interdisciplinary learning design of the ASMS subject Sustainable Futures.

### BIOGRAPHY

**Andy Stone** has been at the ASMS since its opening, and has been highly involved in the development of innovative teaching practices. Andy has held a number of leadership roles and is currently the Senior Leader, Interdisciplinary Science, with responsibilities to coordinate the interdisciplinary science curriculum.

DAY 2, SESSION 1  
10.15–11.15 am  
Waterfront 1  
Level 2

## History... as learned through performance

**Tim Grace**, Wanniasa Hills Primary School, ACT

In this paper, Tim Grace explores children's understanding of history as informed through the presentation of performance pieces. As rationalised in the Australian Curriculum, history is by nature interpretative and promotes debate to encourage thinking about human values. Throughout 2013, the Canberra community has been celebrating its centenary and children across the ACT have played an important role in bringing to light its hidden treasures. The preparation of performance pieces provides children with a strong research purpose, through disciplined inquiry; but, what does performance do to instil a sense of history and further the goals of educating for informed citizenship? In 2012, Tim's school received 'Artist in residence' funding which was used to construct a Canberra Centenary performance piece. Tim's presentation will explore how children's creative interests were used to energise a living interest in history as a relevant and contemporary focus point for learning. The presentation will also consider the impact of 'performance-based' learning on the teaching of history as a school-wide endeavour.

### BIOGRAPHY

**Tim Grace's** background in education is diverse with a smattering of experiences in academia, administration and professional practice. Tim has been the principal of two ACT Government primary schools; and is currently at Wanniasa Hills. Tim's creative interests are never too far from a curriculum focus, and most comfortable when integrating a range of subject areas.

DAY 2, SESSION 1  
10.15–11.15 am  
Waterfront 2  
Level 2

## Planning smarter to embed cross-curriculum priorities

**Sally Rawlings**, Woodleigh School Junior Campus, VIC

How will I fit even more content into my already overcrowded timetable? I don't have the skills or the knowledge to plan for content related to Sustainability, Aboriginal and Torres Strait Islander histories and culture as well as Asia and Australia's engagement with Asia. If you share these concerns then this hands-on, individually relevant workshop is for you. Participants will bring along a planned unit of work which they will further develop to embed at least one cross-curriculum priority, using the organising ideas identified in the Australian Curriculum. Participants will be shown how to plan for content which can be linked naturally and assessed through their existing unit of work. Embedding the cross-curriculum priorities isn't about developing a thematic link. It's about using specific language and developing knowledge, skills and understandings that are trans-disciplinary and transferable through an inquiry approach to teaching and learning.

### BIOGRAPHY

**Sally Rawlings** is currently the Deputy Head of Woodleigh School's Junior Campus with a combined role of classroom teacher and Director of Teaching and Learning. She has been working with the Australian Curriculum since becoming part of the trial and validation process that began in 2011. Sally has undertaken research and presented several workshops related to implementing the Australian Curriculum.



DAY 2, SESSION 1  
10.15–11.15 am  
Waterfront 3  
Level 3

### 'Ngkwey tyerrty mab anetyart.' A long time ago...

*Serephina Presley and Susan Moore, NT*

The Central Australian Group School History project recorded and transcribed history stories in Central Australian remote communities from elders. Historical photos were sourced. These stories and photos were collated in history books and have learning sequences aligned to the cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures. This workshop will explore how these stories have been a powerful way of building bridges between the past which is valued in the community, and the school.

'Endangered, languages, animals' in relation to the cross-curriculum priority of sustainability and how the Science curriculum relates to local communities and local environments. In Warlpiri and Anmatyerr languages at Ti Tree School, knowledge about local, endangered animals and plants has been taught and new resources such as posters were made. These posters were modified and translated into eight different language groups. This was an interesting example of how language and culture and science link together to strengthen local knowledge. The challenges involved in this project will be discussed.

#### BIOGRAPHIES

**Serephina Presley** is an Anmatyerr and Warlpiri speaker from Ti Tree. She has worked as a teacher at the school since the 1980s. She is currently teaching language and culture lessons to all year levels and produces lesson plans and resources in Anmatyerr and Warlpiri language.

**Susan Moore** is a teacher linguist who has lived and taught in remote Central Australian communities for 15 years. After that time she continued to work in the region supporting Indigenous language and culture programs in eight language groups. She is currently supporting teacher linguists across all regions in Northern Territory to support Indigenous language and culture programs.

DAY 2, SESSION 1  
10.15–11.15 am  
Auditorium 1  
Level 1

### Planting the seeds for a sustainable future: A school based journey

*Rohan Bryan, Nam-Ha Quach, Dr Sharon McDonough, Bacchus Marsh Grammar, VIC*

In this workshop we explore the implementation of a school wide approach to sustainability through the development of a sustainability hub and the subsequent integration of the hub and associated projects into a diverse range of curriculum areas. Drawing on organising ideas for sustainability from the Australian Curriculum, we explore the ways we have implemented projects such as the revegetation of mining land, an aquaponics system, solar generation, an astronomy hub, and the writing of integrated curriculum to enable ideas of systems, world views and futures to be explored in real-life contexts. The first half of the workshop provides an overview of the development of the hub and associated projects in the school, along with an exploration of the teaching and learning opportunities these projects offer. In the first half of the workshop, we also draw on research conducted in the school identifying the professional development needs of staff as they navigate and implement new curriculum and facilities. The second half of the workshop provides participants with the opportunity to work with the sustainability organising ideas and to generate possibilities for their own practice and contexts.

#### BIOGRAPHIES

Bacchus Marsh Grammar is a P–12 Independent school on the outskirts of western Melbourne.

**Rohan Bryan** is Director of Special Initiatives and **Nam-Ha Quach** is Head of History, Geography and Resource Management. **Dr Sharon McDonough** facilitates a partnership between Bacchus Marsh Grammar and the University of Ballarat.

DAY 2, SESSION 1  
10.15–11.15 am  
Auditorium 2  
Level 1

## Navigating the high seas: Developing the cross-curriculum priorities in the Australian Curriculum

**Deborah Palmer**, Australian Curriculum, Assessment and Reporting Authority (ACARA)

Find out what makes the development of the cross-curriculum priorities akin to travelling the high seas. How has the freedom from jurisdictional controls both hindered and enabled their progress? Find out about how the cross-curriculum priorities fleet, flying under the ACARA flag, has overcome the onslaughts of pirates, the vagaries of climate, and the dangers posed by incomplete charts.

This presentation will cover the development of each priority, from the rationale behind their inclusion, to those who plotted the initial journey and then helped steer the course for the progress of each one, and finally to the charts that now map their development across all the learning areas.

Teachers and educators will strengthen their understanding of the significance of each priority and the key role each has the potential to play in the Australian Curriculum, in the lives of young people and in the subsequent contributions that young people can make to the creation of better local, regional and global communities.

### BIOGRAPHY

**Deborah Palmer** is currently one of the curriculum managers at ACARA. She has oversight of the three cross-curriculum priorities as well as the National Trade Cadetship Initiative. Previous to that she was the Senior Project Officer for the cross-curriculum priorities and has been closely involved with their development.

DAY 2, SESSION 1  
10.15–11.15 am  
Exhibition Hall 1  
Ground Floor

## Internationalising education through the cross-curriculum priority of Asia

**Lindy Stirling**, Victorian Department of Education and Early Childhood Development

“Victoria is leading the way in building Asia literacy through the L21CSV project and deepening and broadening internationalising education.” (*Leading 21st Century Schools Victoria – Engage with Asia Project. Report for the period January–December 2012*)

The Leading 21st Century Schools Victoria: Engage with Asia program has grown out of the national L21CS program that was launched in 2008. Victoria has given priority to a suite of programs in developing Asia literacy and internationalising education. This ground breaking work is reaching a significant proportion of schools and measuring significant change, depth and sustainability in the quality of student outcomes, teacher capability and whole school change. Victoria now has 15% of all schools in all sectors engaged in this work with the potential to influence nearly 15,000 teachers and 150,000 students.

This paper will discuss the philosophy behind the approach, the reports and findings, the connections with the Australian Curriculum and the interconnectivity of programs and initiatives of the International Education Division to support Internationalising Education through the lens of Asia literacy.

### BIOGRAPHY

**Lindy Stirling** works for the Victorian Department of Education and Early Childhood Development as a Senior Project Officer for the Studies of Asia in the Internationalising Education Unit. She has been engaged in education for over 30 years particularly in the areas of Asia, global education and curriculum. She delivers the L21CSV program and maintains the Studies of Asia wikispace (<https://studiesofasia.wikispaces.com>) to support the program and educators in general in the implementation of Asia across the curriculum. She also tweets ideas for Asia in the classroom @studiesofasia



# Sustainability education/school experience—panel members

Thursday 26 September, 12.30–1.30 pm  
Exhibition Hall 1



## BACCHUS MARSH GRAMMAR, VICTORIA

### Growing our own

*Presenter: Nam-Ha Quach*

In this session we will present a short video showcasing the school-based projects we have implemented that are focused on incorporating sustainability perspectives into our curriculum. We will highlight ways the design and use of school spaces have been used to create opportunities for meaningful and experiential learning about sustainability. We will also briefly examine the ways these perspectives have been integrated into curriculum at both primary and secondary levels, and the way students are sharing and documenting their learning.

### BIOGRAPHY

**Nam-Ha Quach** is the Head of History, Geography and Resource Management at Bacchus Marsh Grammar. He is passionate about working with the whole school community to embed sustainability perspectives across all areas of the curriculum.

## RIVERSIDE GIRLS HIGH SCHOOL, NSW

### Thrive or survive: A sustainability project for suburban high school students

*Presenter: Tracey Warzecha*

Riverside Girls High is government comprehensive school of 980 students located in inner Sydney. It is at the forefront of seizing the Australian Curriculum as an opportunity to develop and deliver engaging programs with real-world relevance. This visual presentation will highlight the 'Stage 5 Science Sustainability Unit: Thrive or survive' written for the Northern Sydney Regional Project: Differentiated High Performance Learning and the Metropolitan North Project-based Learning P.L. Network 2013. This project equally lends itself to a cross-curricular approach.

In addition, student visuals will showcase the school's commitment to reducing its own 'enviro' footprint through enrichment or extra-curricular activities involving water saving and solar power initiatives, organic gardening/aquaculture and the bush tucker garden.

### BIOGRAPHY

**Tracey Warzecha** is a passionate and inspiring educator, an engaging conversationalist and storyteller and recipient of 2012 Northern Sydney Regional Aboriginal Education Award. Her wealth of innovative and authentic cross-curricular learning programs continue to excite and inspire students and colleagues. Her latest sustainability project 'Riverside: Survivor' became a hot topic on Facebook.

**SILKWOOD SCHOOL, QLD****Building connections to local waterways and environments through Indigenous knowledge****Presenter:** *Kalindi Brennan*

Silkwood is a small, independent, co-educational primary and high school. The site has been carefully planned to blend our natural bush surroundings and two creeks, with specially designed sustainable learning centres.

At Silkwood School we have explored the notion that in order to protect and sustain the environment, people have to connect with it in physical and emotional ways, through direct experience. The respect and intuition our traditional owners have for the land and the interconnectedness of all elements, is an inspiration for us. There's much to learn from spending time in native environments, using powers of observation and connection to become aware, note changes and take positive action. By getting in touch with our local Indigenous communities we hope to inspire young people build deeper connections to themselves, others and their local environments in meaningful and authentic ways.

At Silkwood, kids teach kids how to connect with their environment. They conduct research, find community mentors, and create workshops and learning experiences to run for other kids; including from other schools.

*What is the spirit of Silkwood? Be inspiring, get connected, make a difference!*

**BIOGRAPHY**

**Kalindi Brennan** has a passion for sustainable environmental education. She has been a teacher at Silkwood School, in south-east Queensland for the past 12 years. In addition to her Master of Education degree, she completed a Master of Environment–Education for Sustainability degree in 2012. Kalindi is a strong advocate for project-based and peer-to-peer learning and engaging students in being teachers and facilitators of learning programs.

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**THE SCOTS COLLEGE, NSW****The Scots College Sustainability Committee****Presenter:** *Zac August*

Being initiated in 2007, The Scots College Student Sustainability Committee has provided an impetus for the college's gravitation towards increasingly eco-friendly practice. In a broad sense, since the group's inception, environmentally conscious initiatives have seamlessly integrated into the everyday lives of students. The creation of a flourishing herb and vegetable garden has seen produce being cultivated by pupils and used as ingredients in meals for boarders and staff. The initiation of an effective recycling and composting system has similarly seen the growth of the college community's awareness of the environment and its scarcity. Through hosting forum events on both sustainable agriculture and subsequently, environmental innovation, students, parents and teachers alike, have all been exposed to the ambitious pioneers of an emerging field. The use of bio-cups, annual participation in the mobile muster and the recent introduction of the bottle-less 'freshie' beverage system have seen students embracing these progressive and increasingly necessary innovations as part of their everyday existence. Further projects sit on the horizon in what appears to be a bright future for this modest, yet forward-thinking group of like-minded young men. Saxon Brown, Year 12 (Chairman of Committee 2012)

**BIOGRAPHY**

**Zac August** is a Year 9 student at The Scots College.

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DAY 2, SESSION 2  
3.30–4.30pm  
Meeting Room 1  
Ground Floor

## Cross-disciplinary ideas and practices for the Humanities

**Ben Williamson**, *King David School, Melbourne, VIC*

This workshop will look at the cross-curricular potential the Australian Curriculum affords English, History and other Humanities from the perspective of sustainability.

Enthused by burgeoning opportunities to engage our students in a more cohesive cross-disciplinary experience, I will present a verbal and visual session looking at the implications for English and History as far as sustainability is concerned, while also covering practical and effective methods and techniques that schools can implement to form a comprehensive learning experience. The first part of the session will look at the implications of the Australian Curriculum for these learning areas while the second part will outline realistic programs for schools. Materials will be disseminated to attendees.

Sustainability inevitably relates to geo-physical environments, but I will also examine the concept of sustainability from an artistic and intellectual perspective. This includes concepts such as historical literature that deals with environmental issues within Australia and beyond, but also an exploration of how cultures have impacted their environments and how these experiences have been chronicled through literature. I will outline how English and History departments can work together to construct meaningful cross-disciplinary experiences for our students.

I personally consider sustainability to be an admirable and positive move on the part of the Australian Curriculum, and presenting realistic and effective ways to unite Humanities subjects in this respect is something I value as an important learning outcome for Australian students.

### BIOGRAPHY

**Ben Williamson** is 33 years old and for three years has been the Head of English at The King David School, an independent co-educational progressive Jewish day school in Melbourne. He holds a Masters Degree in English Literature and has taught at The City of London School in the United Kingdom as well as Camberwell Grammar School in Melbourne. His interests and hobbies are divided equally between his passion for literature and history.

## Bilingual schools and national education reforms: Adapting to ideals of indigenaity

**Gary Fry**, *Charles Darwin University, NT*

Following Indigenous voting rights in 1967 successive promises of an improved social paradigm for Indigenous Australians have proven difficult and attempts at flexing the education system have been limited. Indigenous educational outcomes in the Northern Territory (especially the 'remotes') have failed to improve for a number of reasons prompting a review of the fundamental purpose of remote schools that has focused on moral considerations and economic advancement.

Ideals of bilingualism have remained a persistent option as they allow learners to move from the conceptual to the oral under a 'natural' acquisition framework. However, this model is reliant on specialist support from Indigenous and non-Indigenous educators; and since staffing remote schools is already a challenge, bilingualism remains caught within the broader discourse of pathologised Indigenous education failures.

DAY 2, SESSION 2  
3.30–4.30pm  
Meeting Room 2  
Ground Floor



There is opportunity to rethink the placement of bilingualism as a form of 'peace education' against a national portrait of stressed race relations acting as a key facilitator in 'translating' the Australian Curriculum. This would require district education policies to reflect synergies with its construct design, and opportunities in local hybrid economies that offer rational placement of the two-way school.

### BIOGRAPHY

**Gary Fry** works for the Northern Territory Department of Education and Children's Services and is Principal in Residence, at the Centre for School Leadership, Learning and Development, Charles Darwin University. Gary has over 20 years experience in leading school reforms in remote and urban school contexts and his current role at the Centre for School Leadership, Learning and Development has a strong focus on school principals and leadership programs offered across the Northern Territory and nationally.

DAY 2, SESSION 2  
3.30–4.30 pm  
Meeting Room 3  
Ground Floor

### Christmas Island's education evolution—that's how the LOTE gets in

**Peter Ch'ng and Julie Figliomeni**, *Christmas Island District High School*

Christmas Island District High School hosts the unique LOTE situation of teaching Bahasa Melayu and Mandarin as the two LOTE languages in a tiny outpost of Australia in the Indian Ocean. From its brief but colourful history of cultural, linguistic isolation and arguably economic apartheid, has emerged a vibrant and multi-racial community which seeks to maintain the two main Asian cultures and their languages within the new Australian school curriculum. In recent years this controversial site of asylum seekers arriving in boats via Indonesia and Sri Lanka, has catapulted Christmas Island into international prominence. Its multi-racial heartbeat is still strongly grounded in its strong ties between its predominantly Chinese and Malay communities, as well as the steadily growing minority of mainland Australian citizens who have made their home there. Against the backdrop of an emerging new Asian world and specifically being in close proximity to the Republic of Indonesia, the Republic of Singapore, Malaysia, as well as the People's Republic of China, Christmas Island's educational progression and directions within the new Australian Curriculum are continuing a long tradition of keeping alive its engagement with Asia. This paper will contextualise and highlight the pathways education on Christmas Island has evolved through its dramatic history—and that of international and Asian history—to keep pace with being literally at the interface with Asia.

### BIOGRAPHIES

**Peter Ch'ng** is a LOTE Mandarin, English as a Second Language, secondary English teacher. His current position is at Christmas Island District High School (2009–present).

**Julie Figliomeni** is a LOTE Bahasa Melayu, primary teacher, high school form teacher and educational assistant. Her current position is at Christmas Island District High School (2009–present).



DAY 2, SESSION 2  
3.30–4.30 pm  
Meeting Room 4  
Ground Floor

### A truly 'global' English classroom: Re-situating English within transnational spaces

**Joanna Baker**, *Melbourne Girls Grammar School, VIC*

The spaces in which we live, work, interact and learn are now transnational ones, where knowledge, identities, and cultures are continuously re-created and re-imagined. As the (increasingly) dominant language of interaction, English is—more than ever—an unstable, dynamic language which is constantly being unmade and remade to suit a myriad of emerging cultural, technological, geo-political and social contexts.



DAY 2, SESSION 2  
3.30–4.30 pm  
Waterfront 1  
Level 2

To successfully negotiate and communicate in transnational spaces, students must develop both an understanding of how English functions, as well as the skills to use English for different purposes, in ever-diversifying contexts. The Australian Curriculum articulates these imperatives, with the cross-curriculum priorities in particular impelling us to bring the world into the classroom; with the emergence of digitally networked schools, this need not be a one-way process.

In this workshop, we will examine the possibilities and challenges that this poses for secondary English curricula and pedagogy, re-considering why we study English, and re-imagining what we do when we study English. How can we re-situate English learning in a transnational space? What would a 'cosmopolitan' English classroom look like? How can we harness knowledge networks and authentic learning to expand the spaces in which English learning takes place?

### BIOGRAPHY

**Joanna Baker** is a teacher in Melbourne, and is currently completing a Masters of Education at the University of Melbourne. Her professional experience in Australia and abroad has inspired a focus on innovative curriculum design and networked learning. She has recently presented workshops at the Victorian Association for the Teaching of English (VATE) State Conference and VATE Middle Years Conference.

### From dead to deadly

**Ann Wuth and Katrina Wootton**, *Holy Spirit School, Townsville, QLD*

Establishing digital personalised learning plans (PLPs) for Aboriginal and Torres Strait Islander Students assisted in implementing this Australian Curriculum cross-curricular priority and enhanced learning for all our students.

Holy Spirit School in Townsville was eager to implement the cross-curricular priority of Aboriginal and Torres Strait Islander histories and cultures. We were also required to develop PLPs for all of our Aboriginal and Torres Strait Islander students. These portfolios are a repository for information about each child: family, culture and learning style. There is also an interactive blog component for the student and family.

As families became involved in the process of developing digitalised portfolios for their children, many were enthusiastic to assist us in embedding this cross-curricular priority into our year level units. Elders from the Bindal and Wulgurukaba Peoples helped us to develop a Bush Tucker Walk, and create murals around the school. Students were able to draw on the expertise of the Elders to consider: Country and Place; Culture and Peoples.

This workshop will provide templates for digitalised portfolios and P–7 units which have Aboriginal and Torres Strait Islander histories and cultures.

### BIOGRAPHIES

**Ann Wuth and Katrina Wootton** are curriculum developers at Holy Spirit School P–7, Townsville, North Queensland. Ann is chairperson for the Townsville Diocese Mathematics panel and Katrina is chairperson for the Science panel. Both present regularly to James Cook University students and beginning teachers on curriculum and planning, assessment and differentiation.

DAY 2, SESSION 2  
3.30–4.30pm  
Waterfront 2  
Level 2

## Using climate change to link teaching and learning with the cross-curriculum priority of sustainability

**Matt Marchesi**, *Live & Learn, NT*

This workshop will provide an opportunity for teachers and educators to develop an integrated unit on climate change that addresses the cross-curriculum priority of sustainability. Participants will use a curriculum mapping tool that has been developed as part of the NT Climate Change Hub—a new online teaching and learning resource developed by Live & Learn ([www.livelearn.org](http://www.livelearn.org)) using funding from a NT Community Climate Change grant. The mapping tool assists teachers to link science, history, geography and technology content descriptors from the Australian Curriculum to develop an integrated learning sequence under the umbrella topic of climate change. The workshop will also introduce participants to the NT Climate Change Hub and allow them to provide feedback before it officially goes online. The Hub contains integrated lesson plans on climate change, a climate change information zone, and a school action page with links to community projects for schools to develop. Although the information and resources are targeted for the NT it is still an applicable resource for other jurisdictions.

### BIOGRAPHY

**Matt Marchesi** is an Education Project Officer at Live & Learn. A teacher with experience working in schools and environmental education centres, he was previously a curriculum officer with the Northern Territory Department of Education where he worked closely with urban and rural schools to develop their science and environmental education programs.

DAY 2, SESSION 2  
3.30–4.30pm  
Waterfront 3  
Level 2

## Uncharted territory? Navigating local history using augmented reality

**Toni Smid**, *Northern Territory Department of Education and Children's Services, NT*

Darwin is the capital of the Northern Territory and is a city with a diverse, multicultural population and colourful history. It is closer to many Asia capitals than it is to those in the southern states of Australia. Alongside the traditional owners, the Larakia people, the population is made up of more than 60 nationalities from across Africa, Europe and Asia.

This workshop will showcase how schools in Darwin are using the Australian Curriculum: History as a vehicle to investigate local sites of cultural/historical significance and examine the various perspectives about these sites of different groups, including those of the local Larakia people and Chinese and Greek communities. The workshop will explore how augmented reality and other digital technologies are being used as a means to share these stories through authentic voices, with the community and a wider audience.

### BIOGRAPHY

**Toni Smid**, BEd, BA(Hons) (Curtin) is the History and Humanities T–9 consultant with the Northern Territory Department of Education and Children's Services. The current focus of her role is to develop professional learning materials to assist teachers to effectively implement the Australian Curriculum: History.



DAY 2, SESSION 2  
3.30–4.30pm  
Auditorium 1  
Level 1



## Dialogue in the classroom: Using the National Museum of Australia collections and resources to embed Aboriginal and Torres Strait Islander histories and cultures in learning programs

*Angela Casey, National Museum of Australia, ACT*

This workshop will explore the way object investigation in the classroom can unpack and build on student understandings of the unique identities of Aboriginal and Torres Strait Islander peoples. Through exploring a rich set of primary sources and other learning resources, participants will discuss pedagogical approaches and aspects of Aboriginal and Torres Strait Islander culture and history that will help them embed this cross-curriculum priority in their classrooms. This session will involve a digital connection with the National Museum of Australia (NMA) in Canberra, a virtual tour of the galleries and discussion with NMA staff.

### BIOGRAPHY

Angela Casey is the manager of Learning Services at the National Museum of Australia.

DAY 2, SESSION 2  
3.30–4.30pm  
Auditorium 2  
Level 1

## Navigating coastal waters: Charting the cross-curriculum priorities inclusion in learning areas

*Michael da Roza, Australian Curriculum, Assessment and Reporting Authority (ACARA)*

Come on a journey of discovery through the calmer waters of the cross-curriculum priorities as they find safe-anchor within and between the subjects of the Australian Curriculum.

The groundwork that accompanied the cross-curriculum priorities initial contact with Phase 1 subjects and Geography has been strengthened to ensure that the targeted and sequenced inclusion of cross-curriculum priority content through all subjects is realised.

Teachers and educators will be provided with a map that charts the direction and processes undertaken to ensure the move away from the shallows of tokenism and to reassure subjects that the cross-curriculum priorities will enhance and not detract from subject content.

Examples given will illustrate the cross-curriculum priorities potential to engage, broaden and connect opportunities with and between subjects, teachers and students through the targeted placement of focused, contemporary and sequenced priority content through all subjects of the Australian Curriculum.

### BIOGRAPHY

Michael da Roza is a Geography and History teacher who has held the positions of Head of Social Science and Panel Chair for Geography and Asian Studies in the ACT. He is currently the Senior Project Officer for the cross-curriculum priorities at ACARA. Michael is completing a doctoral thesis on students' subject choice in Years 11 and 12 with a focus on Geography.

## DAY 3

Friday 27 September. Darwin Convention Centre

## DAY 3, SESSION 1

10.45–11.45 pm

Meeting Room 1

Ground Floor

**Rural education and sustainability in a national curriculum***Philip Roberts, University of Canberra, ACT*

Rural schools operate at the intersection of global, national and local educational concerns. Emblematic of these different concerns is their different perspectives on the concept of sustainability and the various meanings adopted by different communities. In illustrating this point this paper draws upon recent studies that have shown how modern schooling often values a cosmopolitan form of schooling (e.g. Corbett, 2010) and that sustainability is understood differently by many rural communities (e.g. Somerville & Green, 2013). Consequently this paper argues that the Australian Curriculum adopts a nationally orientated perspective on sustainability that is influenced by metropolitan understandings and concerns. The resultant tensions, as seen in the mainstream media around the development of the Murray–Darling Basin Plan, create a difficult terrain for rural schools to navigate. Furthermore, a tension exists between a curriculum for a nation and sustainability of communities positioned outside the dominant view of the nation and its future. Using the concept of (teacher) education for rural and regional sustainability (Green & Reid, 2004) this paper looks at the implications of the Australian Curriculum for rural community sustainability. It suggests that a place-conscious (Gruenewald & Smith, 2008) approach to curriculum implementation can bring together the competing perspectives and understandings of sustainability, in the interests of sustaining rural schools and their communities.

**BIOGRAPHY**

**Philip Roberts** is Assistant Professor in Teacher Education (Curriculum and Pedagogy) at the University of Canberra, ACT. He has completed major national research projects on the staffing of rural and remote schools, equity, curriculum and pedagogy in rural and remote schools as well as having managed large-scale school based research projects.

## DAY 3, SESSION 1

10.45–11.45 pm

Meeting Room 2

Ground Floor

**The first truly global civilisation***Cameron Paterson, Shore School, Sydney, NSW*

In Al Gore's recently released book *The Future: Six drivers of global change*, he claims that, "We are witnessing the birth of the world's first truly global civilization." The connectedness of today's students is putting us in uncharted territory. Rather than being places where students learn about the world, schools are now places where students can learn with the world. The Asian region is the focus of the world and communicating across cultures is an essential skill. Culturally appropriate resources are crucial. Was pre-1950 Tibet a hell on earth ravaged by feudal exploitation or was it a land of happy people about to be destroyed by the Chinese? Did Deng Xiaoping save China from implosion when he had pro-democracy protestors attacked in 1989? Why do we only read sources about the Vietnam War from the perspective of the losers? The central premise of this workshop is that well designed global projects can help students break out of the straitjacket of single identities. This session will describe some virtual global school partnerships which have enabled students from different countries to learn with each other. The workshop will conclude by examining the potential and possibilities of the Australian Curriculum for future global connections with Asia.

**BIOGRAPHY**

**Cameron Paterson** is responsible for the strategic leadership of learning and teaching, and promoting excellence in teaching practice at Shore School in Sydney. He is a Fellow at the Harvard Project Zero Classroom and Future of Learning Institute. He has received several awards for outstanding History teaching.



**DAY 3, SESSION 1**  
10.45–11.45 pm  
Meeting Room 3  
Ground Floor

## Multiple curriculum frameworks in early childhood teacher preparation: Charting new territory

*Dr Lyn Fasoli and Helen (Mel) Hazard, NT*

The National Quality Framework aims to set a new national benchmark for quality and to drive continuous improvement and consistency in education and care services in Australia across seven quality areas. Central to this is an Early Years Learning Framework—predicated on notions of nurturing ‘belonging, being and becoming’—and “built around a number of key concepts and principles requiring educators to use particular understandings and practices effectively to achieve desired outcomes... (and is based on the commitment of the Council of Australian Government)... to closing the gap in education achievements between Indigenous and non-Indigenous Australians within a decade” (2009, p.3). The Australian Curriculum ‘commits to supporting all young Australians (from Foundation to Year 12) to become successful learners, confident and creative individuals, and active and informed citizens’. This paper asks how can the historical nexus between early childhood education and care and the formal years of school (particularly in the transition from one to the other) be mapped differently using the uncharted territory of two Australian Curriculum frameworks. We suggest that a solution lies not in how well we navigate the national, but how we chart the local, particularly in the Northern Territory where almost 50% of students identify as Indigenous.

### BIOGRAPHIES

**Dr Lyn Fasoli** is an Australian-American who has worked in the field of early childhood and Indigenous education for over 30 years. She is currently Associate Professor in Indigenous Early Childhood at Batchelor Institute of Indigenous Tertiary Education.

**Helen (Mel) Hazard** has taught both vocational and higher education at Charles Darwin University since 1995 and has worked in a variety of early childhood settings. For both Lyn and Mel teaching values and beliefs is driven by an interest in socio-political contexts of the Northern Territory, Indigenous knowledge and issues of social justice and welfare.



**DAY 3, SESSION 1**  
10.45–11.45 pm  
Meeting Room 4  
Ground Floor

## Sustaining the vision: A whole school approach

*Ann Wuth and Katrina Wootton, Holy Spirit School, Townsville, QLD*

Education for sustainability develops the knowledge, skills, values and world views students will require in this complex 21st century. Holy Spirit School in Townsville has developed a clearly articulated whole-school approach to ecological education which integrates the Australian Curriculum cross-curriculum priority of sustainability. The presenters will share this school wide policy and planning through the lenses of: an ecological vision; curriculum: teaching and learning; management of school resources; networking: partnerships and community involvement and management of school grounds. Holy Spirit School has already implemented the Australian Curriculum in English, Mathematics, Science and History and is trialling the new Geography curriculum. This workshop will demonstrate how sustainability can be embedded into classroom units of work at each year level. Participants will be provided with a USB containing: examples of collaborative units of work P–7, including assessment tasks and ways to differentiate the curriculum for students who have special needs and/or those requiring extension.

### BIOGRAPHIES

**Ann Wuth** and **Katrina Wootton** are curriculum developers at Holy Spirit School P–7, Townsville, North Queensland. Ann is chairperson for the Townsville Diocese Mathematics panel and Katrina is chairperson for the Science panel. Both present regularly to James Cook University students and beginning teachers on curriculum and planning, assessment and differentiation.

DAY 3, SESSION 1  
10.45–11.45 pm  
Waterfront 1  
Level 2

## Including Aboriginal and Torres Strait Islander histories and cultures: Fears, fallacies and futures

*Dr Kathy Butler, Senior Project Officer, Cross-Curriculum Priorities, ACARA*

The inclusion of the 'Aboriginal and Torres Strait Islander histories and cultures priority' represents an opportunity for the development of a truly *Australian* curriculum. In practice, this is affected by a wide range of fears and fallacies from both Indigenous and non-Indigenous peoples. These issues include the weight of the historic marginalisation of Aboriginal and Torres Strait Islander people from the education system and the fear by non-Indigenous teachers of causing offence by inadvertent culturally inappropriate behaviours. This paper addresses these issues with reference to particular examples drawn from Geography, Mathematics, Science and the Arts curricula. It argues that the creation of a meaningful and inclusive educational future is possible.

### BIOGRAPHY

**Dr Kathleen Butler** is the Senior Project Officer for the Aboriginal and Torres Strait Islander histories and cultures priority at ACARA. She has previously held the positions of Associate Professor and Senior Lecturer for Indigenisation of Curriculum at the University of Newcastle. Belonging to both the Bundjalung and Worimi peoples of coastal New South Wales she is also Chairperson of her Local Aboriginal Education Consultative Group.

DAY 3, SESSION 1  
10.45–11.45 pm  
Waterfront 2  
Level 2

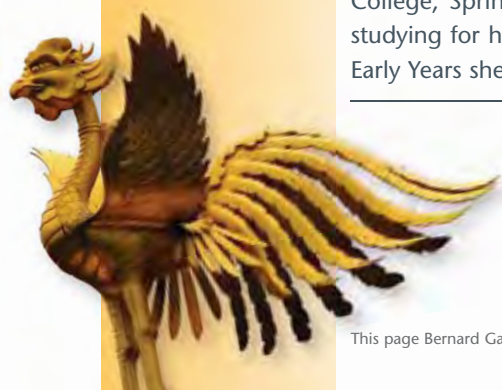
## Can writing + student conflict = sustainable relationships? Reflective writing for a purpose in Year 3

*Debra Ayling, Calvary Christian College, QLD*

Can reflective writing assist students in the early years to explore class and playground behaviour issues to gain positive outcomes and encourage sustainable relationships? Reflective writing was studied by Bain, Ballantyne, Mills and Lester (2002) to assess and encourage university students to consider deeper reflection to enhance their teaching episodes and suggest alternative options for future action with a fresh perspective. Action research was used with a single Year 3 class of 22 students in an independent school in suburban Brisbane south to examine if reflective writing could be used to assist the teacher in processing 'in and out of class' issues more efficiently for the teacher and students. Scenarios describing relevant peer behaviour in the class and playground were examined by the students and through reflective writing, strategies for improved outcomes in social justice and sustainable relationships explored. By incorporating student generated, written and symbolic responses to stimuli, an authentic resource was created to assist in future student choices. Students' reflection and analysis of scenarios were assessed before and after a series of five lessons that explored the options when dealing with confronting behaviour. A rubric adapted from Bain, Ballantyne, Mills and Lester (2002) was used to assess the depth of student's writing. The results of students' responses suggest that structured examination of specific cases and reflection through writing can be vital to assist understanding, reaction and future action to challenging behaviours.

### BIOGRAPHY

**Debra Ayling** is a wife and mother of five children, a part-time Year 3 teacher at Calvary Christian College, Springwood, a part-time lecturer/tutor at Christian Heritage College, Brisbane and is studying for her Masters in Education. With a background in Health and Physical Education and Early Years she has a passion for active, authentic, educational experience.



DAY 3, SESSION 1  
10.45–11.45 pm  
Waterfront 3  
Level 2

## Addressing the Australian Curriculum's cross-curriculum priorities with teacher literacy training

*Doug Stone, St John's Catholic College, NT*

St John's Catholic College in Darwin is this year's recipient of a \$75,000 Partnership Literacy Grant. The 'jewel in the crown' so far as St John's is concerned, is the literacy course and coaching in literacy skills across the curriculum, which the grant is facilitating. The course is embedded in the Four Resources Model of Literacy, complementary to the Australian Curriculum.

Participation is voluntary. However, at the time of writing, there are 18 participants which is a very substantial portion of the teaching staff, across all subject areas and secondary year levels. Clearly, such training has been personally identified as a need by teachers.

After six plenary sessions spread over almost two terms, participants were required to do a project, implementing one or several of the literacy strategies outlined in their subject areas at any level of the school (secondary). These projects were then critiqued by the group as a whole. At least some of these projects will be showcased and some of the issues which they raise will be discussed.

### BIOGRAPHY

**Doug Stone** was born and educated in New Zealand and has taught in New Zealand, the United Kingdom, the United States (South Carolina), and in Australia. He is thoroughly enjoying the process of 'reinventing himself as an English teacher' at St John's Catholic College in Darwin, where he is Head of English.

DAY 3, SESSION 1  
10.45–11.45 pm  
Auditorium 1  
Level 1

## Cross-curriculum perspectives in high school Health and Physical Education—the inclusion of Indigenous perspectives

*John Williams, University of Canberra, ACT*

This workshop is based upon my experience of an intercultural project that I was involved in as a Health and Physical Education (HPE) teacher working at a public school in Canberra. The project involved non-Indigenous HPE teachers working collaboratively with members of the Canberra Indigenous community.

The project was concerned with the development of the game Buroinjin (Buroinjin is an Indigenous game that was traditionally played in many parts of Australia) in ACT public schools. From small beginnings the game has developed to the extent that it is now played in HPE classes in public primary and secondary schools as part of the curriculum and it has also been accepted by the ACT Primary and Secondary School Sports Associations.

This workshop, will show that Indigenous games can be included in HPE curriculums in a culturally sensitive non-tokenistic way while minimising issues of appropriation. It will also show that it is possible to work collaboratively and meaningfully with members of Indigenous communities through projects like this. Further, I will demonstrate that Indigenous games are as valid within Australian HPE classes as the Westernised games and physical activities that are more common place in our schools.

### BIOGRAPHY

**John Williams** moved to Australia in 2009 and currently works as a seconded clinical teaching specialist in Health and Physical Education at the University of Canberra. He is also completing a Doctor of Education which is about what meaning physical education has for Indigenous students at three ACT government high schools.

DAY 3, SESSION 1  
10.45–11.45 pm  
Auditorium 2  
Level 1

## Uncharted territory? Think again—mapping sustainability across the Northern Territory

**Louise Nicholas and Anne Goodman**, Northern Territory Department of Education and Children's Services, NT

Whole school sustainability initiatives operating across the Northern Territory highlight the innovative ways schools are changing practice for a better future. Active participation and strong two-way partnerships are occurring within and beyond the school realm.

This workshop will showcase a number of different sustainability models currently being implemented in our Territory schools integrating Science, Health and Physical Education and the Arts and connecting with all three cross-curriculum priorities.

Education for sustainability within our schools needs to be a whole school approach, developing the knowledge, skills, values and world views necessary for students and communities to interpret and engage with sustainable patterns of living. So what can your school do?

### BIOGRAPHIES

**Louise Nicholas** and **Anne Goodman** are consultants for the Northern Territory Department of Education and Children's Services, designing support materials to assist teachers in implementing and delivering the new Australian Curriculum in the areas of Health and Physical Education and Science respectively.

DAY 3, SESSION 2  
1.30–2.30 pm  
Meeting Room 1  
Ground Floor

## Developing students' general capabilities in History through theatre-in-education

**Craig Wood**, Research Officer (Acting), Queensland Teachers' Union

This presentation reports on an interpretive case study that considered Year 10 students development in the general capabilities through participation in a theatre-in-education (TIE) program, 'Dear Mrs Edmondson'. The TIE program aligns with the Australian Curriculum: History (ACDSEH109) that finds 'natural homes' for literacy, personal and social capability, critical and creative thinking, and ethical behaviour.

Unlike traditional models of TIE, 'Dear Mrs Edmondson' consisted of three discrete lessons. A pre-lesson introduced students to compound stimulus of historical artefacts related to Australia during the Second World War including an audio recording of Prime Minister Menzies declaration of war, letters and diary excerpts, and items of costume. Students were encouraged to reflect on the emotions these items generated.

The second lesson was a 60-minute performance piece presented by three actors. The performance incorporated most of the items the students had been introduced to in the previous lesson.

The final lesson encouraged the students to critically reflect on the use of primary source material in the performance piece, draw conclusions and make decisions supported by interpretation of data, clarify their views, and demonstrate respect for the views of others.

This presentation reports on three themes that emerged from the research. First, that the research supports earlier research in the field that cites the power of TIE to develop general capabilities. Second, that TIE generates heightened cognitive processes. Third, that practitioners in the field need to maintain critical awareness of their work and reflexivity of their own participation.



DAY 3, SESSION 2  
1.30–2.30 pm  
Meeting Room 2  
Ground Floor

### BIOGRAPHY

As a practitioner, **Craig Wood** is a Performing Arts and History teacher with an interest in curriculum development, reflective practice, theatre-in-education and museum theatre. Craig has recently added research to his professional interests and is currently a research officer with the Queensland Teachers' Union. Craig holds a Masters of Drama in Education from Griffith University, and is presently developing a new piece of Museum theatre, *Disordered Action of the Heart*, that explores the effects and treatment of shell-shock in the First World War.

### INTER@CTing with the cross-curriculum priorities

**Karen Green and Amanda Dressing**, *Inter@ct*

This workshop provides attendees with an overview of Inter@ct, an online curriculum consisting of 32 integrated inquiry-based units for primary aged students. Each unit has been designed against the content descriptions, general capabilities and cross-curriculum priorities of the Australian Curriculum. Due to the integrated nature of these units, primary aged students are exposed to the cross-curriculum priorities through engaging tasks that address the content of the Australian Curriculum.

By weaving the cross-curriculum priorities into a concept driven, genuinely integrated curriculum students experience meaningful learning in context.

The authors of Inter@ct have provided teachers with a way in which they can expose students to the organising ideas of the cross-curriculum priorities where they best fit with the learning areas being taught. For example the following units incorporate logical links as outlined below:

- Years 5 and 6 'Necessity' — 'Money matters' — Asia and Australia's engagement with Asia
- Years 3 and 4 'Community' — 'Indigenous inspirations' — Aboriginal and Torres Strait Islander histories and cultures
- Years 1 and 2 'Sustainability' — 'Tiptoe through our world' — Sustainability

Inter@ct applauds the validity of the cross-curriculum priorities as one of the ways in which to equip young students with a deep understanding of the world in which they live.

### BIOGRAPHIES

**Karen Green** and **Amanda Dressing** are the Melbourne based authors of Inter@ct. As educational consultants, they bring wide ranging experiences to the writing process including facilitation of workshops in best practice teaching strategies, whole school and small group workshops in curriculum design as well as classroom teaching and school leadership experience.

DAY 3, SESSION 2  
1.30–2.30 pm  
Meeting Room 3  
Ground Floor

### Preparing pre-service primary school teachers to teach cross-curricular priorities and the Arts through 'big ideas' and the zoo

**Amy Hamilton**, *Flinders University, SA*

The Arts provide a particularly rich way to promote understanding and sensitivity to cultural and social diversity. This research documents and analyses the innovative approach of forming a partnership with an Australian zoo to prepare pre-service teachers for teaching and integrating the Arts.

The Expressive Arts is a compulsory topic for third year generalist pre-service primary school teachers. They experience hands-on workshops in all five Art forms: Drama, Music, Media Arts, Dance and Visual Arts and are supported by artists in residence and zoo education staff as they prepare for a public performance at the zoo, followed by workshops with children.

The focus is on the use of the 'big ideas' of cross-curricular priorities to develop understanding and skills in utilising learning by design to teach in and through the Arts.

### BIOGRAPHY

**Amy Hamilton** is a practicing visual artist and senior lecturer in Visual Art and Arts Education in the School of Education at Flinders University. She has extensive experience teaching visual art from primary school to the tertiary level. Amy's research is predominantly focused on pre-service teacher preparation and the Arts.

#### DAY 3, SESSION 2

1.30–2.30pm  
Meeting Room 4  
Ground Floor

### Navigating 'Asia' for the curriculum

**Peta Salter**, *James Cook University, Kirwan State High School, QLD*

'Asia literacy' is an area of national priority for Australian education (Commonwealth of Australia, 2012). In the Australian Curriculum it is driven by the cross-curriculum priority 'Asia and Australia's engagement with Asia', yet research indicates an absence of significant and sustainable curricular engagement in both schools and tertiary education (AEF, 2001; 2010; FitzGerald, Jeffrey, Maclean & Morris-Suzuki, 2002; Hill & Thomas, 1998; Salter, 2009; Wilkinson & Milgate, 2009; Wyatt, Manefield, Carbines & Robb, 2002), and an indifference towards making space in the curricula for it (AEF, 2012a; 2012b). This paper presents a summary of key findings from a doctoral thesis that examines enactment of 'Asia literacy'. Building on Ball's (1993) policy trajectory approach, the thesis uses qualitative research to examine a group of teachers and leaders' perspectives on 'Asia literacy' in a Queensland high school. A key finding of this study is the competing constructs of 'Asia' in and between policy text and policy actors. The nature and scope of the constructs employed by school leaders and teachers have implications for, and offer insights into why 'Asia literacy' appears limited in schools, and points to ways that we can navigate with, and from, these competing constructs to 'know Asia'.

### BIOGRAPHY

**Peta Salter** has worked in both the government school and tertiary sector. She is currently undertaking her Doctor of Philosophy on the topic of Asia literacy policy. She has presented at both national and international conferences. Her research interests include Asia literacy, policy and multicultural education.

#### DAY 3, SESSION 2

1.30–2.30pm  
Waterfront 1  
Level 2

### Beware of 'othering': Challenges for the Australian Curriculum

**Kathryn Moyle**, *Charles Darwin University, NT*

School education in Australia has a history of being contested: from the debates about whether school education should be funded by the Church or the State, to questions about what a national Australian curriculum in the 21st century should look like. The Australian Curriculum is the official representation of the Ministerially-agreed policy, the *Melbourne Declaration on Educational Goals for Young Australians*. The Australian Curriculum includes three 'cross-curriculum priorities' that are embedded into the curriculum. In this paper, these cross-curricular priorities are examined through the lens of 'othering'. 'Othering' is a philosophical concept that can be seen through language and/or processes, where a group is seen as 'us', and another as 'them'. The paper presents a policy analysis, which leads to consideration of the implications from this analysis, for classroom practices.



## BIOGRAPHY

**Kathryn Moyle** is the Professor and Executive Director of the Centre for School Leadership, Learning and Development at Charles Darwin University. She is also an Adjunct Professor at the University of Canberra and an Adjunct Research Fellow at the University of South Australia. Her work includes projects addressing Indigenous educational leadership. Kathryn has taught postgraduate programs in education research methods in mainland China, as well as supervised and examined international and Australian postgraduate education research students. As an alumni of the United States State Department, Kathryn has current professional networks in over 30 countries including in Europe, Africa, United Kingdom and South East Asia.

## DAY 3, SESSION 2

1.30–2.30 pm

Waterfront 2

Level 2



### The defence of Darwin: From the 'what?' to the 'so what?' of a cross-curricular resource

**Alicia Boyle, Janice Crerar, Dr Greg Smith and Dr Sue Smith,**  
Charles Darwin University, NT

The project aimed to create an online education resource, mapped to the new Australian Curriculum based on permanent exhibitions and distributed heritage sites of the newly opened *Defence of Darwin Experience* museum. The museum is exploratory, technologically and socially interactive and provides ready linkages to the inquiry-based ethos and directives of the Australian Curriculum. Teacher consultations and media discussion raised troubled tensions—time-poor teachers, a changing and overly-full curriculum in a climate of unease in public discourse that seeks knowledge transfer and bids to define national identity. On both scores inquiry-based learning stands the loser. The resulting resource spans lower and upper primary and middle years, across History, Art, English, Mathematics, Civics and Science. All of these considered students in any Australian classroom inevitably asking, 'So what?' In this century strong economic links between northern Australia and Asia highlight a need to understand the 'what' and the 'so what' of Darwin's history. In a country where Aboriginal voices are strengthening, defence is discussed in terms of evacuees and refugees and economic ties are crucial to perceived wellbeing, it is time to bring history alive through experiences so that students can understand the context of our present from the past.

## BIOGRAPHIES

**Alicia Boyle** from The Northern Institute and **Janice Crerar, Dr Greg Smith and Dr Sue Smith** from the School of Education at Charles Darwin University are proud Top Enders whose research interests include education, workforce development and technology applications, history, Indigenous Australian inclusion and engagement and collaboration with Asian scholars.

## DAY 3, SESSION 2

1.30–2.30 pm

Waterfront 3

Level 2

### Indigenous perspectives in the Science curriculum

**Joe Sambono, Education Queensland**

As the Australian Curriculum is implemented throughout Australia, educators are increasingly looking at how they can incorporate Indigenous perspectives into their teaching. Embedding the cross-curriculum priority 'Aboriginal and Torres Strait Islander histories and cultures' into the Science curriculum is a challenging task.

This workshop provides examples of how the Aboriginal and Torres Strait Islander histories and cultures could be embedded into the Science curriculum and the methodologies used. An analysis of the curriculum will demonstrate opportunities to deliver Indigenous perspectives—a powerful preliminary step in providing both scope and alignment to the content descriptions which are essential in enabling genuine embedding and curriculum relevance.

Further considered are how developing a process that advises appropriate selection and evaluation of Indigenous content can empower non-Indigenous educators, and that awareness of cultural sensitivities can directly inform educators how to critique and assess the appropriateness of resources. Experience shows that this reduces anxiety and fear of educators making an error in judgement thus removing this potential barrier.

Also discussed will be ACARA's cross-curriculum priority tags and their limitations, and definitions of Indigenous perspectives and contexts in relation to curriculum interpretations.

### BIOGRAPHY

**Joe Sambono** is a secondary Science teacher with Aboriginal family connections throughout Queensland, the Northern Territory and Western Australia. His passion is all things Science, in particular Biology. He attended James Cook University and graduated with a BSc (Zoology). He has been involved in education for most of his adult life and holds a BEd from University of Queensland. Over the last two years he has been an Education Queensland Project Officer with responsibility for supporting curriculum writers in the embedding of Aboriginal and Torres Strait Islander histories and cultures into Science curriculum materials. These materials are being developed to help Queensland teachers with the implementation of the Australian science curriculum.

#### DAY 3, SESSION 2

1.30–2.30pm

Auditorium 1

Level 1

### A cross-curricular senior study for the 21st century

**Margaret Mackenzie**, *Victorian Curriculum and Assessment Authority*

The Victorian Curriculum and Assessment Authority (VCAA) is piloting a new Victorian Certificate of Education (VCE) study, the Extended Investigation, in 2013. The study provides an opportunity for students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Students develop their capacity to set out, explore, justify and defend research findings to a general, rather than specialist, audience in both oral and written forms.

Critical thinking is a foundation of the study, requiring students to engage with a range of texts and to apply critical thinking skills. Students learn about types of evidence, strong and weak argument and reasoning, the differences between fact and belief, and the kinds of questions that elicit higher order thinking.

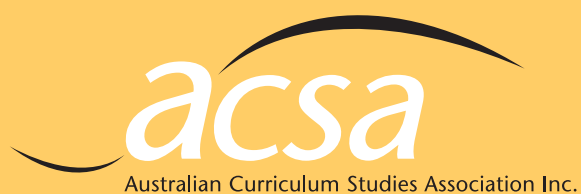
There are three components of assessment:

- School-assessed coursework
- Critical thinking test (online and externally set and assessed)
- Externally-assessed task consisting of a written report of 4000 words and an oral presentation to a non-specialist panel in defence of the research findings.

### BIOGRAPHY

**Margaret Mackenzie** is the Manager of VCE Curriculum at the VCAA. She is steering the new VCE Extended Investigation through its pilot year and conducted the successful trial of the new study in 2012. Prior to joining the VCAA she was a teacher of English and Literature in government schools.





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