

INTRODUCTION



The following units have been developed as a series of lessons that reflect Teaching for Effective Learning (TfEL) principles, in a five part structure that has been used successfully by educationalists from the Australian Institute of Science and modern inquiry specialists like Kath Murdoch.

Hook	This is the part where you hook the students into the learning, involve them in the learning, get them interested, find out what they already know, including any misconceptions. Activities in this phase allow the teacher and AEW to judge how much scaffolding students will need individually, in groups and or as a class.	Video, story, joke, book, article, photo, game, field trip, cultural excursion, Quick write/draw activity
Investigate, research and go deeper	This involves allowing the students to grapple with the ideas and concepts, explore concrete examples and find out from each other and a variety of resources.	Investigating, experimenting, researching, comparing, contrasting, role playing
Explain	Teachers highlight student knowledge and lead students to correct any alternative conceptions. Students practice correct processes, teacher directs learning.	Question answer, quiz, reading comprehension, matching cards, instructional video clips, demonstrations
Extend and stretch	Students have the opportunity to put new learning into action, look at things from a new angle, stretch learning and teach others.	Students make/play/share their own knowledge and understanding in the form of student activity, game, book, story with or without ICT
Reflect, respond and evaluate	This is a time to reflect on and share learning. Students ponder the questions: What do we think now? How is it different from our original ideas? How will we use this knowledge?	Look back at first reactions and compare, talk using new language, record in big book, reflect, share in assembly, with the community or online.

While planning for all learners, we have considered the “8 ways” that may particularly support aboriginal learners;

- Story - Local Dreaming and oral history stories - written and even painted or drawn;
- Learning Maps - Maps of places and sites;
- Non-verbal - hand-made objects and photos of cultural practices. Maybe even pictures showing examples of local gestures;
- Symbol/Image - local paintings, pictures, symbols, logos of Aboriginal organisations etc;
- Land Links - photos or real samples of plants, animals etc. Photos of significant places;
- Non-linear - Information and images of a cross-cultural innovation or program (e.g. Indigenous scouts, cultural website);
- Deconstruct/Reconstruct - whole-to-part breakdown of community - town, then groups, then families, and then key individuals;
- Community Links - Database or chart showing different community knowledge sets and who owns them (local knowledge contacts).

Warning: please be aware that any digital curriculum resource may contain references to Aboriginal and Torres Strait Islander people who may have passed away.

Evidence of Learning

In order to report to the standard of the Australian Curriculum teachers must collect a portfolio of evidence.

The focus will be on creating opportunities for students to use and improve literacy, HASS and science skills. We will create learning situations for students to:

- Develop, pose and answer questions;
- Gather information and data;
- Critically analyse/interpret/synthesize information.

Opportunities to collect evidence of learning will be provided throughout the sample learning sequences.

In the R-2 units we will focus on the following literacy genres: Procedure, description, information and investigative reports, drawings and annotated diagrams. From year 3 onwards the focus will be on producing a Geographical Inquiry Report: (e.g. inquiry question, representation of data, explanation and evaluation of data, analysis and discussion of findings, proposal for action). In years 3-6 the literacy genres will also include information reports, investigative reports and causal explanations. In years 7-10 opportunities for persuasive text is included to argue for a particular course of action.