



Aboriginal Studies Years 7–10

Advice on Programming and Assessment

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1 Introduction

This support document has been designed to help teachers understand key aspects of the new *Aboriginal Studies Years 7–10 Syllabus* and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Aboriginal Studies Years 7–10 Syllabus*, p 53).

The document provides advice about constructing a program that will cover the scope of Aboriginal Studies for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains the following five sample units of work on Option 1 Aboriginal Enterprises and Organisations. These units cover the whole of Option 1.

- Aboriginal Autonomy before Invasion
- Aboriginal Loss of Autonomy after Invasion
- Aboriginal Organisations in the Post-invasion Context
- The Diversity of Aboriginal Enterprises and Organisations Today
- The Effects of Aboriginal Enterprises and Organisations on Aboriginal Employment and Economic Development

These sample units can be used as models for planning other units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

Assessment activities from some units have been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *Aboriginal Studies Years 7–10 Syllabus*. Units of work adapted for students undertaking Aboriginal Studies Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

2 Advice on Assessment

2.1 Assessment for Learning

The Board's revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student's performance to record. These records can be used to monitor the student's progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student's performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student's progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

Principles of assessment for learning

Assessment for learning:

- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

Details on how these principles translate in practice can be found on page 53 of the *Aboriginal Studies Years 7–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on pages 18–19.

2.2 Planning for Effective Learning and Assessment

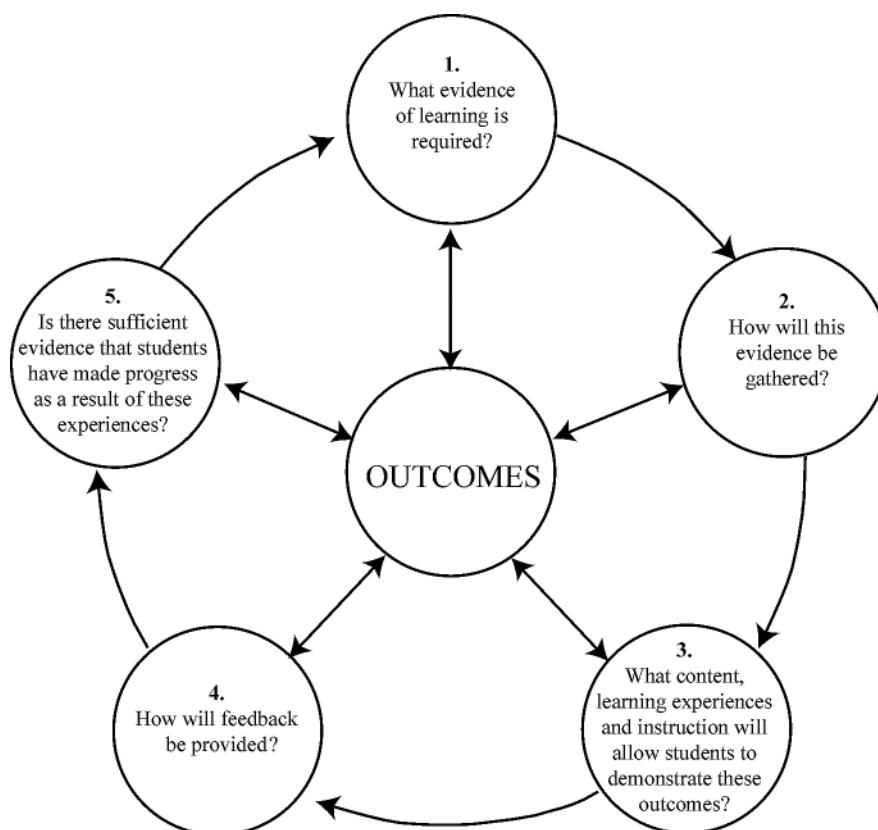
The sample units in this document show ways in which teachers can meet the needs, interests and abilities of their students while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- giving meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.

Examples of the application of this model are given on pages 22–23.



2.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

2.4 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus materials that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

2.5 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

2.6 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance on an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Research and One-page Report on an Aboriginal Organisation		
A			x
B	x		
C			x
D	x		
E		x	
F	x		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

3 Practical Programming and Assessment

3.1 Establishing a Scope and Sequence Plan

Example 1

This example allows for the planning of either a 100-hour course or a 200-hour course, where one part of the core is taught at the beginning of each 100 hours.

In the first 100 hours the teaching and learning program reflects a strong interest in Aboriginal arts.

The second 100 hours allows for a diversity of options to support a broad study of Aboriginal issues, cultures and experiences. This would increase the breadth of study in the options.

100 Hours

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	Core Part 1 Aboriginal Identities Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
Term 2	Core Part 1 (cont)		Option 4 Aboriginal Peoples and the Media Outcomes: 5.2, 5.6, 5.8, 5.9, 5.10, 5.11							
Term 3	Option 6 Aboriginal Film and Television Outcomes: 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11								Option 3	
Term 4	Option 3 Aboriginal Performing Arts (cont) Outcomes: 5.1, 5.2, 5.3, 5.4, 5.8, 5.10, 5.11									

+100 Hours = 200 Hours

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	Core Part 2 Aboriginal Autonomy Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
Term 2	Core Part 2 (cont)		Option 9 Aboriginal Interaction with Legal and Political Systems Outcomes: 5.2, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11							
Term 3	Option 9 (cont)		Option 7 Aboriginal Technologies and the Environment Outcomes: 5.1, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11							
Term 4	Option 8 Aboriginal Peoples and Sport Outcomes: 5.1, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									

Example 2

This example allows for the planning of either a 100-hour course or a 200-hour course. In this teaching and learning program, Core Part 1 is taught at the beginning of the first 100 hours while Core Part 2 is taught after the School-developed Option in the second 100 hours.

A focus on a commerce/enterprise strand that could highlight such areas as tourism or environmental management is programmed in the 100-hour course.

The second 100 hours allows for more diversity with the School-developed Option at the beginning. This then leads onto the Core Part 2 and Option 2 Aboriginal Visual Arts followed by Option 9 Aboriginal Interaction with Legal and Political Systems.

100 Hours

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	Core Part 1 Aboriginal Identities Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
Term 2	Core Part 1 (cont)		Option 7 Aboriginal Technologies and the Environment Outcomes: 5.1, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11							
Term 3	Option 8 (cont)		Option 4 Aboriginal Peoples and the Media Outcomes: 5.2, 5.6, 5.8, 5.9, 5.10, 5.11							
Term 4	Option 1 Aboriginal Enterprises and Organisations Outcomes: 5.5, 5.6, 5.7, 5.8, 5.10, 5.11									

+100 Hours = 200 Hours

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	Option 10 School-developed Option Outcomes: 5.10, 5.11 and selection of 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9									
Term 2	Core Part 2 Aboriginal Autonomy Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
Term 3	Core Part 2 (cont)		Topic: Option 2 Aboriginal Visual Arts Outcomes: 5.1, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11							
Term 4	Option 9 Aboriginal Interaction with Legal and Political Systems Outcomes: 5.2, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									

Example 3

This scope and sequence plan shows a teaching and learning program where the core and options are integrated. This allows the core to be taught together with the options. In this way both Core Part 1 Aboriginal Identity and Core Part 2 Aboriginal Autonomy can be highlighted and built upon through the options.

Programming the School-developed Option last gives the opportunity to students to research a topic of particular interest to them, or of special relevance to the local community.

100 Hours

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1 and 2	Core Part 1 Aboriginal Identities Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
	Option 1 Aboriginal Enterprises and Organisations Outcomes: 5.5, 5.6, 5.7, 5.8, 5.10, 5.11									
Term 3	Core Part 1 and Option 1 (cont)		Option 6 Aboriginal Film and Television Outcomes: 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11						Option 4	
Term 4	Option 4 Aboriginal Peoples and the Media (cont) Outcomes: 5.2, 5.6, 5.8, 5.9, 5.10, 5.11				Option 3 Aboriginal Performing Arts Outcomes: 5.1, 5.2, 5.3, 5.4, 5.8, 5.10, 5.11					

+100 Hours = 200 Hours

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1 and 2	Core Part 2 Aboriginal Autonomy Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
	Option 5 Aboriginal Oral and Written Expression Outcomes: 5.2, 5.4, 5.5, 5.7, 5.8, 5.10, 5.11									
Term 3	Option 8 Aboriginal Peoples and Sport Outcomes: 5.1, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									
Term 4	Option 10 School-developed Option Outcomes: 5.10, 5.11 and selection of 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9									

3.2 Programming Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *Aboriginal Studies Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content. Each unit of work relates to a particular area of the syllabus.

Note that the *assessment for learning* activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.

The sample units of work have been developed using the following process:

- 1 identify the outcomes that will be addressed in the unit
- 2 decide on the focus of the unit of work
- 3 decide on the evidence of learning that will be required, how students will demonstrate learning in relation to the outcomes and how this evidence will be gathered and recorded
- 4 select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop
- 5 plan the learning experiences and instruction, and identify the *assessment for learning* strategies that will provide the evidence of learning, checking that:
 - a range of assessment strategies is used
 - meaningful feedback in a variety of forms can be given to students
 - opportunities are provided to reflect on student progress and modify future learning experiences accordingly.

3.3 Option 1 Aboriginal Enterprises and Organisations Sample Unit 1: Aboriginal Autonomy before Invasion

Unit description Students learn about Aboriginal autonomy before invasion, through the study of key aspects of traditional culture including conservation, sharing, roles and trade.		Resources Burgess, C & Myers, J, 2002, <i>Land: Blackline masters</i> , McGraw-Hill, Sydney. Gibbs, R M, 1996, <i>The Aborigines</i> , 4th edn, Longman Australia, South Melbourne. Parbury, N, 1986, <i>Survival: a history of Aboriginal life in New South Wales</i> , Ministry of Aboriginal Affairs, Sydney. Rainbow Serpent Video Series.	
Time allocation		3 × 50-minute lessons	
Targeted outcomes A student: 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.			
Students learn about: <ul style="list-style-type: none">Aboriginal autonomy before invasion	Students learn to: <ul style="list-style-type: none">identify key aspects of Aboriginal autonomy before invasion through:<ul style="list-style-type: none">conservation and preservation of the environmentsharingtraderoles determined by knowledge and gender (such as leadership roles).	Integrated teaching, learning and assessment <ul style="list-style-type: none">View and discuss the Trade Routes video (in the Rainbow Serpent series).On maps of Australia distributed to the class use the video to trace trade routes and the items traded.Distribute notes from <i>Survival</i> – students make notes on the roles of Aboriginal people before the invasion that were determined by knowledge and gender.	Evidence of learning and feedback (in bold) Class discussion about the video considering such things as: <ul style="list-style-type: none">pre-invasion society and culturethe importance of families and kinship in the pre-invasion context. <ul style="list-style-type: none">Students have understanding of key aspects of Aboriginal autonomy before invasion including:<ul style="list-style-type: none">conservation/preservation of the environmentsharingtraderoles determined by knowledge and gender (such as leadership roles).Completed map of Australia showing trade routes and items traded.Table summarising knowledge and gender roles.Group participation in trade route mapping exercise. Oral feedback from teacher and peers on map and notes on such aspects of pre-invasion society as: <ul style="list-style-type: none">the types of trade and its significancethe autonomous nature of societythe roles of individuals.

3.4 Option 1 Aboriginal Enterprises and Organisations Sample Unit 2: Aboriginal Loss of Autonomy after Invasion

Unit description Students learn about the loss of autonomy through invasion and colonisation. They learn about the experiences of the local Aboriginal community		Resources Board of Studies NSW, 1995, <i>Invasion and resistance: untold stories</i> , kit, Board of Studies NSW, Sydney. Local community resources including AECG, Land Council, ASPA. Information on local historical sites, including from the local council and the local historical society.	
Time allocation		3 × 50-minute lessons	
Targeted outcomes A student: 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.			
Students learn about: <ul style="list-style-type: none">loss of autonomy through the process of colonisation	Students learn to: <ul style="list-style-type: none">evaluate the effects of colonisation on Aboriginal Peoples’ autonomy through:<ul style="list-style-type: none">lack of acknowledgement and acceptance of the autonomous nature of traditional Aboriginal society by colonistsloss of land and dispersal of peopleinability to perform roles critical to an autonomous societyintroduction of, and forced reliance on, welfare	Integrated teaching, learning and assessment <ul style="list-style-type: none">Class discussion on the sequence and occupation of colonisation and dispossession in the local area.Notes on the colonisation of the local area over time handed to class and discussed.Using notes and discussion, construct a timeline for the local area detailing the sequence and occupancy of colonisation and dispossession.Focusing on the local area, research life for Aboriginal people on settlements and missions and their forced dependence on welfare.	Evidence of learning and feedback (in bold) Students’ oral responses during class discussion. Teacher gives oral comments on discussion including: <ul style="list-style-type: none">importance of landloss of autonomyunderstanding of the impact of dispossession. <ul style="list-style-type: none">Students’ notes.Students’ timeline of sequence and occupancy, showing evidence of colonisation and dispossession. Teacher gives oral comments on ideas contributed in brainstorm on such things as: <ul style="list-style-type: none">understanding of the importance of landknowledge of the importance of autonomy. <ul style="list-style-type: none">Class discussion on the impact of settlements and missions, especially in regard to the forced dependence on welfare. Teacher provides written comments on timeline on such things as: <ul style="list-style-type: none">use of notes in constructing the timelineconsultation with the local communityunderstanding of the impact of dispossession in the local area.

3.5 Option 1 Aboriginal Enterprises and Organisations Sample Unit 3: Aboriginal Organisations in the Post-invasion Context

Unit description Definition of an Aboriginal organisation. Students learn about the establishment of post-invasion Aboriginal organisations and the types of Aboriginal organisations that now exist.		Resources www.abc.net.au/messagestick/ www.boardofstudies.nsw.edu.au www.blackpages.com.au www.atsic.com.au		www.abtrade.com.au www.indiginet.com.au/ablinks www.alc.org.au www.dreamtime.net.au/indigenous/timeline4.cfm	
Time allocation 6 × 50-minute lessons					
Targeted outcomes A student:					
5.5 explains the importance of families and communities to Aboriginal Peoples					
5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally					
5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.					
Students learn about: <ul style="list-style-type: none">the establishment of post-invasion Aboriginal organisations and the types of Aboriginal organisations that now exist (eg community-based, cultural, employment, medical, legal)	Students learn to: <ul style="list-style-type: none">identify and give reasons for the establishment of the first Aboriginal community organisationsuse a variety of sources, including the internet, to describe a variety of Aboriginal organisations and their roles in the struggle for the return of autonomy	Integrated teaching, learning and assessment <ul style="list-style-type: none">Using appropriate written and visual sources, including the internet, students consult timelines of Aboriginal Australia to identify organisations that have impacted upon Aboriginal communities.Construct a list of these organisations, recording the factors that contributed to the development of the organisation.Construct a wall chart categorising the organisations according to the following headings, <i>Non-government Indigenous Organisation</i> and <i>Government Indigenous Organisation</i>. Include information on such things as <i>Reason</i>, <i>Date Established</i>.		Evidence of learning and feedback (in bold) <ul style="list-style-type: none">Students outline factors contributing to the development of an Aboriginal organisation. Teacher provides written comments on list of organisations including such things as:<ul style="list-style-type: none">the nature and type of sources used in the construction of the listthe variety of organisations referred tounderstanding of the impact of these organisations on Aboriginal communities.Students explain the reasons for the establishment, the structure and role of an Aboriginal organisation.Students summarise the link between autonomy and an Aboriginal organisation. Oral feedback from peers and teacher on wall chart having regard to: <ul style="list-style-type: none">how extensive the list of organisation isdetail of the reasons for the establishment of the organisationunderstanding of the difference between non-government and government.	

Students learn about:	Students learn to:	<p>Integrated teaching, learning and assessment</p> <p>Sample assessment for learning activity 1</p> <p>Research and One-page Report on an Aboriginal Organisation</p> <ul style="list-style-type: none"> • Following on from the work completed above, research one Aboriginal organisation – explain the reasons for its establishment, its structure and its role. • Develop a summary statement about the role of the chosen Aboriginal organisation in the struggle towards autonomy. 	<p>Evidence of learning and feedback (in bold)</p> <ul style="list-style-type: none"> • Students identify Aboriginal organisations from a variety of sources. <p>Teacher gives oral summary of how the categories of organisations are identified including:</p> <ul style="list-style-type: none"> – source of funding – organisational structure – involvement of the local community – accountability. <ul style="list-style-type: none"> • Students differentiate Aboriginal organisations by placing them in appropriate categories. • Students effectively record the historical factors to do with the establishment of the Aboriginal organisation <p>Teacher gives written comment supported by oral comment on such aspects as:</p> <ul style="list-style-type: none"> – use of appropriate language, terms and concepts – analysis of key issues – application of community protocols – use of sources – research skills.
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3.5.1 Sample assessment for learning activity 1: Research and One-page Report on an Aboriginal Organisation

Context

This assessment for learning activity is found in the unit of work Aboriginal Organisations in the Post-invasion Context. This activity is a good introductory exercise, which will allow the students to become familiar with some of the issues and themes in Option 1 Aboriginal Enterprises and Organisations. This activity fits into Weeks 4–6 and focuses on the establishment of early Aboriginal organisations and the types of Aboriginal organisations which now exist.

Outcomes

A student:

The activity has been designed so as to be inclusive of all learners. **AP6**

...the importance of families and communities to Aboriginal Peoples
...the importance of self-determination and autonomy to all aspects of
...Peoples participation nationally and internationally
...tly identifies and applies appropriate community consultation protocols and
...ethical research practices to gather and interpret data

5.11 independently uses a range of research
organise and communicate information

The activity has the capacity to engage the learner. **AP3**

ologies to locate, select,

Description of activity

Students use previous research about Aboriginal organisations to explain the reasons for the establishment, structure and role of **one** Aboriginal organisation.

The students then develop a one-page summary on the role of the chosen Aboriginal

The language of the criteria for assessing learning is clear and explicit. **AP2**

...importance in the struggle towards autonomy.
...about one week for research and presentation.
...on the written summary according to the criteria and guidelines.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- effectively present the research on the Aboriginal organisation in written form, using appropriate terms and concepts
- demonstrate an understanding of the impact of the organisation and their struggle for autonomy
- use ethical research practices and apply appropriate community
their contact with the local community
- draw on a wide range of resources including the local community.

The activity is designed so as to help students take responsibility for their own learning. **AP5**

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very high)	<ul style="list-style-type: none"> • presents a sustained, logical and well-structured explanation of the establishment, role and structure of an Aboriginal organisation, and its importance in the struggle for autonomy • uses a sophisticated application of ethical research skills including protocols for consultation • uses an extensive range of relevant sources, including the local community • includes an extensive range of appropriate terms and concepts
11–15 (High)	<ul style="list-style-type: none"> • presents an informed and well-structured explanation of the establishment, role and structure of an Aboriginal organisation, and its importance in the struggle for autonomy • effectively applies ethical research skills including protocols for consultation • uses a wide range of relevant sources, including the local community • includes a wide range of appropriate terms and concepts
6–10 (Satisfactory)	<ul style="list-style-type: none"> • presents a basic explanation of the establishment, role and structure of an Aboriginal organisation, and its importance in the struggle for autonomy • competently applies ethical research skills including protocols for consultation • uses a range of relevant sources, including the local community • includes a range of appropriate terms and concepts
1–5 (Progressing)	<ul style="list-style-type: none"> • presents a limited explanation of Aboriginal organisations • demonstrates limited application of ethical research skills including protocols for consultation • uses few relevant sources • includes one or two terms and concepts

Guidelines for marking enable meaningful and useful information on performance relative to the outcomes to be gathered and reported. **AP4**

Feedback

Written comment supported by oral comment on such aspects as:

- use of appropriate language, terms and concepts
- analysis of key issues
- application of community protocols
- use of sources
- research skills.

Future directions

Students will move onto further investigation of Aboriginal organisations leading eventually to the activity on the case study of an Aboriginal enterprise or organisation.

3.5.1 Sample assessment for learning activity 1: Research and One-page Report on an Aboriginal Organisation

Context

This assessment for learning activity is found in the unit of work Aboriginal Organisations in the Post-invasion Context. This activity is a good introductory exercise, which will allow the students to become familiar with some of the issues and themes in Option 1 Aboriginal Enterprises and Organisations. This activity fits into Weeks 4–6 and focuses on the establishment of early Aboriginal organisations and the types of Aboriginal organisations which now exist.

Outcomes

A student:

- 5.5 explains the importance of families and communities to Aboriginal Peoples
- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples participation nationally and internationally
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Description of activity

Students use previous research about Aboriginal organisations to explain the reasons for the establishment, structure and role of **one** Aboriginal organisation.

The students then develop a one-page summary on the role of the chosen Aboriginal organisation outlining its importance in the struggle towards autonomy.

This activity should take about one week for research and presentation.

Students will be assessed on the written summary according to the criteria and guidelines.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- effectively present the research on the Aboriginal organisation in written form, using appropriate terms and concepts
- demonstrate an understanding of the impact of the organisation upon Aboriginal People and their struggle for autonomy
- use ethical research practices and apply appropriate community consultation protocols in their contact with the local community
- draw on a wide range of resources including the local community.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school.

Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very high)	<ul style="list-style-type: none">• presents a sustained, logical and well-structured explanation of the establishment, role and structure of an Aboriginal organisation, and its importance in the struggle for autonomy• uses a sophisticated application of ethical research skills including protocols for consultation• uses an extensive range of relevant sources, including the local community• includes an extensive range of appropriate terms and concepts
11–15 (High)	<ul style="list-style-type: none">• presents an informed and well-structured explanation of the establishment, role and structure of an Aboriginal organisation, and its importance in the struggle for autonomy• effectively applies ethical research skills including protocols for consultation• uses a wide range of relevant sources, including the local community• includes a wide range of appropriate terms and concepts
6–10 (Satisfactory)	<ul style="list-style-type: none">• presents a basic explanation of the establishment, role and structure of an Aboriginal organisation, and its importance in the struggle for autonomy• competently applies ethical research skills including protocols for consultation• uses a range of relevant sources, including the local community• includes a range of appropriate terms and concepts
1–5 (Progressing)	<ul style="list-style-type: none">• presents a limited explanation of Aboriginal organisations• demonstrates limited application of ethical research skills including protocols for consultation• uses few relevant sources• includes one or two terms and concepts

Feedback

Written comment supported by oral comment on such aspects as:

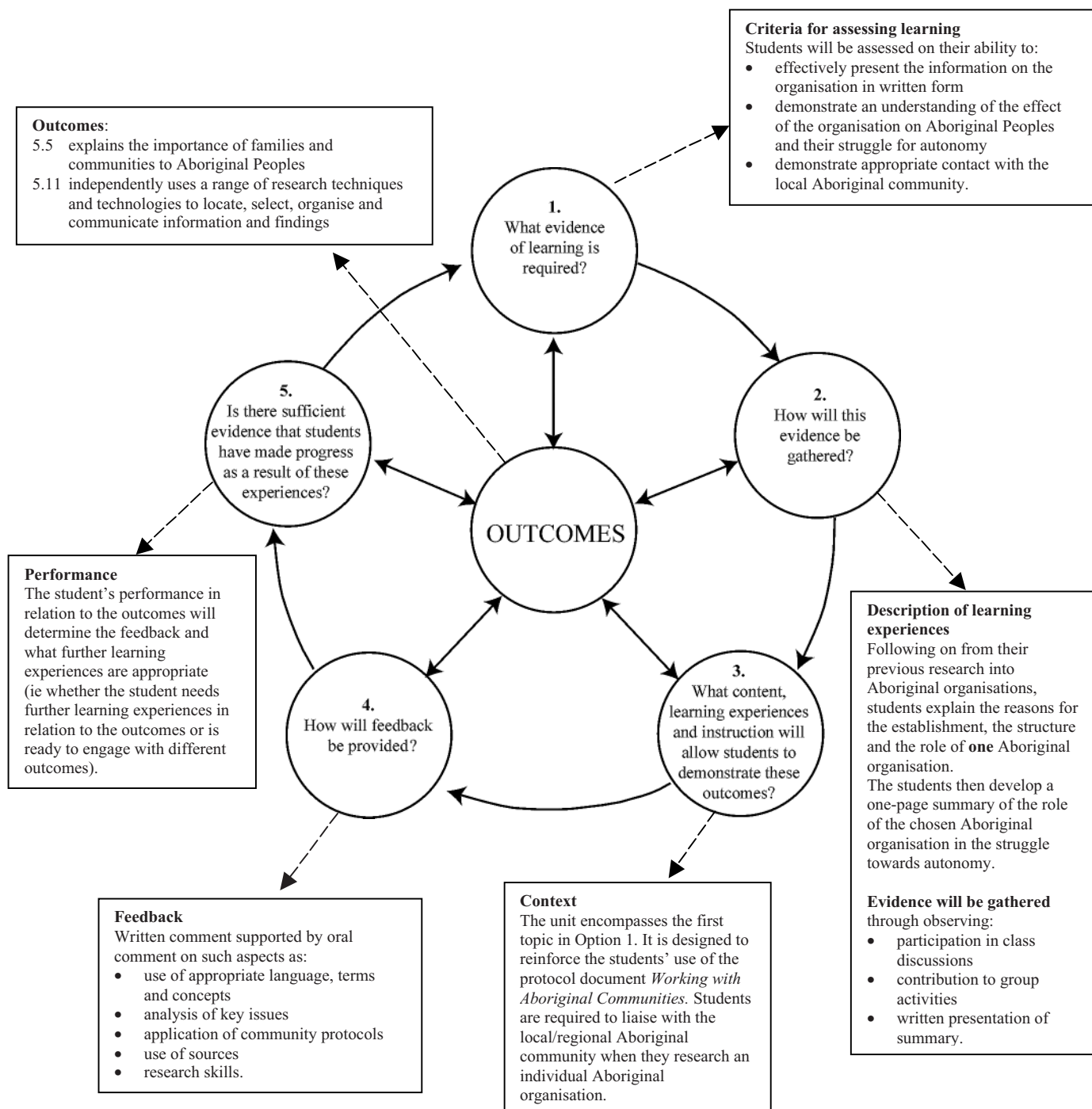
- use of appropriate language, terms and concepts
- analysis of key issues
- application of community protocols
- use of sources
- research skills.

Future directions

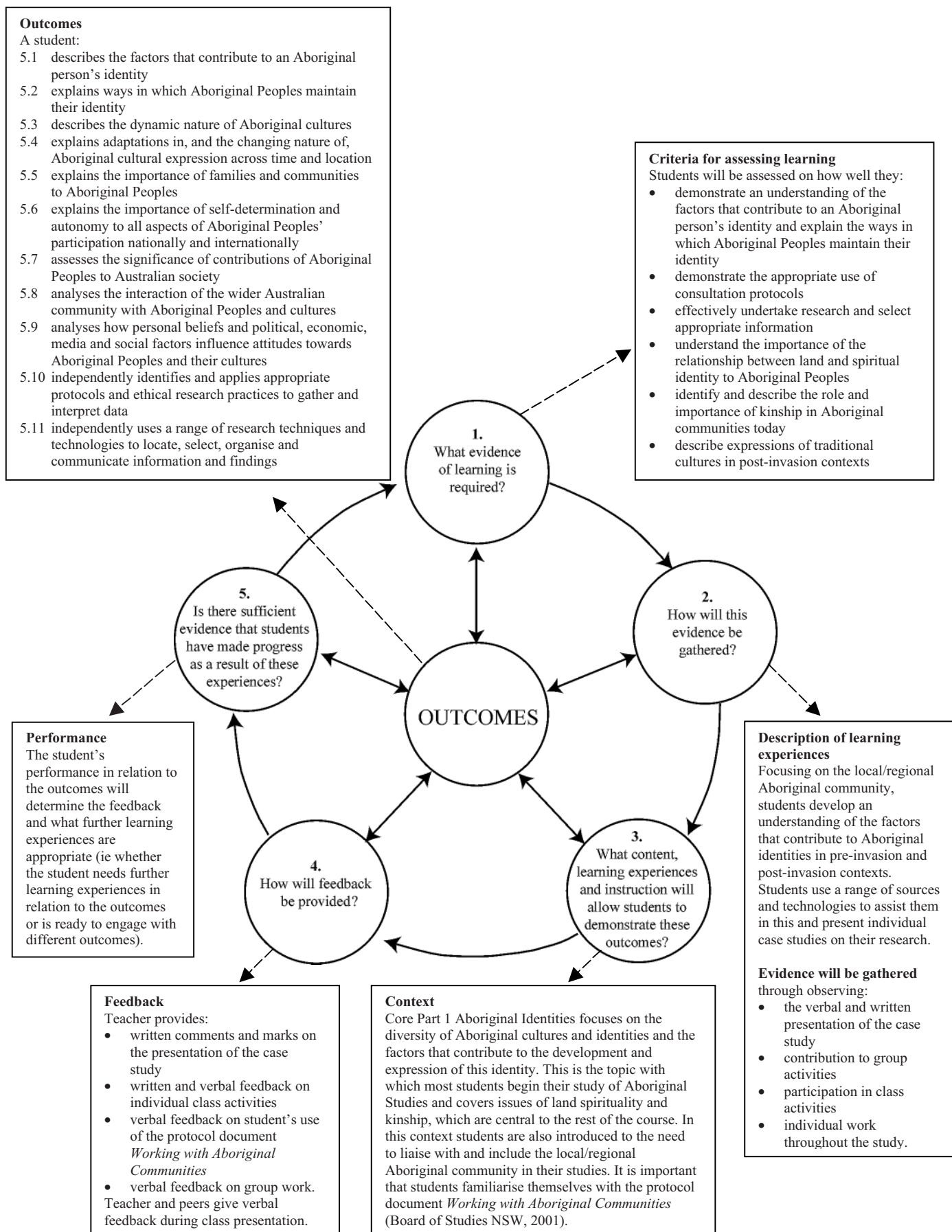
Students will move onto further investigation of Aboriginal organisations leading eventually to the activity on the case study of an Aboriginal enterprise or organisation.

3.6 Diagrams of Planning Model

The diagram below shows how the process of developing integrated assessment activities has been applied in the design of the assessment activity Research and One-page Report on an Aboriginal Organisation on pages 20–21.



The diagram below shows how the process of developing integrated assessment activities could be applied in the design of the whole of Core Part 1 Aboriginal Identities. Used in this way the diagram is a useful tool for programming.



3.7 Option 1 Aboriginal Enterprises and Organisations Sample Unit of Work 4: The Diversity of Aboriginal Enterprises and Organisations Today

Unit description Definition of an Aboriginal enterprise. Students learn about the diverse types of Aboriginal enterprises in areas such as land development, tourism, and visual and performing arts. Students differentiate between an Aboriginal enterprise and an Aboriginal organisation.		Resources Board of Studies, 2001, <i>Working with Aboriginal Communities</i> , Board of Studies, NSW, Sydney (www.boardofstudies.nsw.edu.au/aboriginal_research/#communityconsultation) www.abc.net.au/messagestick/ www.blackpages.com.au www.atsic.com.au Local Aboriginal community organisations	
Time allocation 8 × 50-minute lessons			
Targeted outcomes A student: 5.5 explains the importance of families and communities to Aboriginal Peoples 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings			
Students learn about: <ul style="list-style-type: none">the diverse types of Aboriginal enterprises in areas such as land development, tourism, and visual and performing arts	Students learn to: <ul style="list-style-type: none">identify the first Aboriginal community organisations and give reasons for their establishmentuse a variety of sources, including the internet, to describe a variety of Aboriginal organisations and their roles in the struggle for the return of autonomy	Integrated teaching, learning and assessment <ul style="list-style-type: none">Brainstorm local/state/national Aboriginal enterprises. Discuss the reasons for the establishment of a number of these enterprises.Differentiate between a non-profit Aboriginal organisation and an enterprise. Outline the advantages and disadvantages of each for Aboriginal Peoples and the wider community.	Evidence of learning and feedback (in bold) Class discussion highlighting such things as: <ul style="list-style-type: none">types of enterprises/organisationsreasons for the establishment of the enterprise/organisationsource of fundingemployment issues. <ul style="list-style-type: none">Student identifies the importance of the enterprise/organisation to the Aboriginal family and/or community. Oral feedback from prompt questions on Aboriginal organisations: <ul style="list-style-type: none">understanding of the organisation of Aboriginal organisations/enterprisesunderstanding of advantages/disadvantages for the local communityappreciation of the impact on Aboriginal employment.

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning and feedback (in bold)
<ul style="list-style-type: none"> Aboriginal organisations and enterprises including non-profit organisations the importance of Aboriginal Peoples operating their own organisations and enterprises effective consultation with Aboriginal Peoples and communities to conduct a case study on an Aboriginal organisation or an Aboriginal enterprise 	<ul style="list-style-type: none"> compare and contrast Aboriginal organisations and enterprises including non-profit organisations evaluate the advantages of Aboriginal control over Aboriginal organisations and enterprises including: <ul style="list-style-type: none"> provision of culturally appropriate services understanding the needs of the communities they service Aboriginal control over Aboriginal affairs employment and training in culturally appropriate settings apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal enterprises or organisations using local examples where possible 	<p>Integrated teaching, learning and assessment</p> <ul style="list-style-type: none"> Choose two organisations or enterprises and describe the roles they play in the struggle for autonomy. Information can be obtained by contacting the organisation/enterprise by phone, e-mail or the internet. <p>Sample assessment for learning activity 2</p> <ul style="list-style-type: none"> Conduct a case study, using ethical research skills and appropriate consultation protocols, of a local Aboriginal enterprise/organisation in an area such as land development, tourism, or visual and performing arts. Provide a report that describes the enterprise/organisation; its role, origins, contribution to employment and economic independence and its relationship with Aboriginal and non-Aboriginal communities. Students present their findings to the class. Students must access the local Aboriginal community. The material provided on pages 33–44 of this support material should be handed out to the students and discussed in preparation for this. Students should also be encouraged to access the document <i>Working with Aboriginal Communities</i> on http://www.boardofstudies.nsw.edu.au/aboriginal_research/#communityconsultation 	<p>Evidence of learning and feedback (in bold)</p> <p>Peer comments on results of research of each student's two organisations including such things as:</p> <ul style="list-style-type: none"> availability of material use of consultation protocols. <ul style="list-style-type: none"> Student distinguishes between an Aboriginal organisation and an Aboriginal enterprise. Student provides evidence of the interaction of the Aboriginal enterprise/organisation with the wider Australian community. Student accesses the local Aboriginal community using appropriate protocols. <p>Teacher gives oral feedback on the student's success or failure in consulting with the local/regional community:</p> <ul style="list-style-type: none"> application of community consultation protocols feedback to the local community ongoing relationships with the local community. <ul style="list-style-type: none"> Student collects information from the local Aboriginal community. Student defines the term Aboriginal enterprise. Student identifies and describes a number of reasons for the establishment for an Aboriginal organisation. Student uses various sources to describe the function of an Aboriginal enterprise. <p>Teacher and peers give verbal feedback during class presentation on such things as:</p> <ul style="list-style-type: none"> use of notes level of research analysis of key issues use of appropriate language self-evaluation. <p>Teacher provides written comments on student's report. Students will be given a mark value as well as written comments on such aspects as:</p> <ul style="list-style-type: none"> the range of research techniques and technologies used demonstrated appropriate use of community consultation protocols analysis of key issues use of appropriate language.

3.7.1 Sample assessment for learning activity 2: Case Study of an Aboriginal Enterprise/Organisation

Context

This assessment for learning activity is found in the unit of work *The Diversity of Aboriginal Enterprises and Organisations Today*. This activity is designed to revise and strengthen the students' use of the protocol document *Working with Aboriginal Communities*. Students are required to involve the local/regional Aboriginal community when they research an Aboriginal enterprise or organisation.

Outcomes

A student:

- 5.5 explains the importance of families and communities to Aboriginal peoples
- 5.7 assess the significance of contributions of Aboriginal people to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal people and cultures.
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical practices to gather and interpret data.
- 5.11 independently utilises a range of research techniques and technologies to locate, select, organise and communicate information and findings

Description of activity

Students complete a case study, using ethical research skills and appropriate consultation protocols, of a local Aboriginal enterprise or organisation in an area such as land development, tourism, or visual and performing arts. They then develop a report that describes the enterprise/organisation including its role, origins, contribution to employment and economic independence and its relationship with Aboriginal and non-Aboriginal communities. Students present their findings as both an oral presentation in class and as a written report.

Students could use the internet to find an Aboriginal enterprise or organisation to research. Each student collects information relating to their selected enterprise using the guided questions. This information might be obtained by interviews, e-mail, web searches and other methods including site visits or guest speakers.

This activity should take six to eight weeks, and will be peer-assessed and teacher-assessed, with reference to the criteria and marking guidelines.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their ability to:

- effectively undertake the research and select appropriate information using a wide range of sources, including the local community
- demonstrate the use of ethical research skills including the application of appropriate consultation protocols
- provide an accurate description of the organisation, the reasons for its establishment, its impact on employment and economic independence and its relationship with the wider Australian community in its area
- effectively present research findings using appropriate terms and concepts

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very high)	<ul style="list-style-type: none">• presents a sustained, logical and well-structured explanation of the establishment, role and structure of an Aboriginal organisation, its impact on employment and economic dependence and its relationship with the wider Australian community• uses a sophisticated application of ethical research skills including protocols for consultation• uses an extensive range of relevant sources, including the local community• includes an extensive range of appropriate terms and concepts
11–15 (High)	<ul style="list-style-type: none">• presents a logical and well-structured explanation of the establishment, role and structure of an Aboriginal organisation, its impact on employment and economic dependence and its relationship with the wider Australian community• effectively applies ethical research skills including protocols for consultation• uses a wide range of relevant sources, including the local community• includes a wide range of appropriate terms and concepts
6–10 (Satisfactory)	<ul style="list-style-type: none">• presents a basic explanation of the establishment, role and structure of an Aboriginal organisation, its impact on employment and economic dependence and its relationship with the wider Australian community• competently applies ethical research skills including protocols for consultation• uses a range of relevant sources, including the local community• includes a range of appropriate terms and concepts
1–5 (Progressing)	<ul style="list-style-type: none">• presents a limited explanation of Aboriginal organisations• demonstrates limited application of ethical research skills including protocols for consultation• uses few relevant sources• includes one or two terms and concepts

Feedback

Students will be given a mark value as well as written comments on such aspects as:

- the range of research techniques and technologies used
- demonstrated appropriate use of community consultation protocols
- analysis of the key issues
- use of appropriate language.

Oral teacher and peer feedback during the class presentation on such things as:

- use of notes
- level of research
- analysis of key issues
- use of appropriate language.

Future directions

Further assessment of the contribution of Aboriginal people to Australian society will occur in the next option studied. Students will be able to build on what they have learnt about Aboriginal identities, autonomy and culture. The contact they have made with the local Aboriginal community could form the basis for their next option.

3.8 Option 1 Aboriginal Enterprises and Organisations Sample Unit of Work 5: The Effects of Aboriginal Enterprises and Organisations on Aboriginal Employment and Economic Development

Unit description Students learn about the impact of Aboriginal enterprises and organisations on employment rates and economic development. Time allocation 3 × 50-minute lessons		Resources www.abs.gov.au www.atsic.gov.au www.hreoc.gov.au www.abc.net.au/rn	
Targeted outcomes A student: 5.6explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally 5.8analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures 5.10independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data 5.11independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.			
Students learn about: <ul style="list-style-type: none">the impact of Aboriginal enterprises and organisations on employment rates and economic development	Students learn to: <ul style="list-style-type: none">analyse statistics to assess the impact of Aboriginal organisations and enterprises on Aboriginal employment and moves towards economic independenceuse computer-based graphics to analyse these trends	Integrated teaching, learning and assessment Teacher presents Aboriginal employment statistics from a variety of sources such as: <ul style="list-style-type: none">Aboriginal and Torres Strait Islander Commission (ATSIC)Australian Bureau of Statistics (ABS)Human Rights and Equal Opportunities Commission (HREOC). Students discuss and analyse the findings and consider the link between the statistics, employment and the development of CDEPs (Community Development and Employment Programs). Use computer-based graphics to help analyse these trends. Listen/view/read a presentation of one Aboriginal perspective on Aboriginal economic dependence such as: <ul style="list-style-type: none">Professor Marcia Langton’s speech at the Charles Perkins Memorial Oration at www.abc.net.au/rnNoel Pearson on Background Briefing at www.abc.net.au/rnMessage from Moree, Big Idea, May 2003 at www.abc.net.au/messagestick	Evidence of learning and feedback (in bold) <ul style="list-style-type: none">Students communicate to an audience conclusions attained from statistics presented. Teacher gives oral comments on statistical analysis including:<ul style="list-style-type: none">interpretation of statisticspresentation of statistics.Peers give oral comments on statistical analysis:<ul style="list-style-type: none">interpreting statisticsdrawing conclusions from dataissues of relevance.Students draw links between statistics, employment and CDEPS.Students reflect on the different viewpoints presented in the presentation.Students discuss with a logical argument, an issue arisen from the presentation.Teachers prompt questions on the memorial lecture:<ul style="list-style-type: none">outline of the main issues of the lecturesidentify the importance of Marcia Langton and Noel Pearsonapplicability of these lectures to Option 1.

Students learn about:	Students learn to:	<p>Integrated teaching, learning and assessment</p> <p>Sample assessment for learning activity 3 Students use their research to write a letter to the editor that explains the impacts of Aboriginal enterprises and organisations on employment rates and economic development generally. They raise or respond to some concerns about welfare dependency and the role of CDEPs and give some enterprise-specific information from the previous research task undertaken by the class.</p>	<p>Evidence of learning and feedback (in bold)</p> <p>Oral comments by teacher and students</p> <ul style="list-style-type: none"> – the main issues of the lectures – understanding of the issue of welfare dependency. <p>Teacher comments on the student’s letter on such things as:</p> <ul style="list-style-type: none"> – analysis of relevant data – demonstrated appropriate use of community consultation protocols – synthesis of key issues. <p>Class discussion on issues relating to local issues and Aboriginal employment.</p> <p>Peer feedback on individual research.</p>
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3.8.1 Sample assessment for learning activity 3: Letter to the Editor on Local Aboriginal Employment

Context

This assessment for learning activity is found in the unit of work The Effects of Aboriginal Enterprises and Organisations on Aboriginal Employment and Economic Development. This activity covers the issue of Aboriginal employment in Aboriginal organisations and enterprises as well as the issue of Aboriginal employment in the wider Australian society. It is also meant to address the issues of welfare dependency, and employment and training in culturally appropriate settings. It is important that the local community is consulted and appropriate community consultation and protocols are used.

Outcomes

A student:

- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Description of activity

Students to use their research to write a letter to the editor of the local paper that explains the impacts of Aboriginal enterprises and organisations on employment rates and economic development generally, raises or responds to some concerns about welfare dependency and the role of CDEPs (Community Development Employment Programs), and gives some enterprise specific information from the previous research task undertaken by the class. Students will apply ethical research skills in the writing and researching of this activity.

This activity will take about one week and will be assessed by the teacher with reference to the criteria and marking guidelines.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

In this activity students will be assessed on their ability to:

- effectively communicate in written form, using appropriate terms and concepts, their research on Aboriginal employment in the local area
- apply ethical research practices
- analyse relevant data using a range of sources
- analyse key issues on Aboriginal employment in the local area.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very high)	<ul style="list-style-type: none">• presents a sustained, logical and well-structured letter analysing the issue of local Aboriginal employment in both Aboriginal and non-Aboriginal enterprises and organisations• uses a sophisticated application of ethical research skills• effectively uses a wide range of relevant sources, including the local community• includes an extensive range of appropriate terms and concepts
11–15 (High)	<ul style="list-style-type: none">• presents a logical and well-structured letter analysing the issue of local Aboriginal employment in both Aboriginal and non-Aboriginal enterprises and organisations• effectively applies ethical research skills• uses a wide range of relevant sources, including the local community• includes a wide range of appropriate terms and concepts
6–10 (Satisfactory)	<ul style="list-style-type: none">• presents a clear letter analysing the issue of local Aboriginal employment in both Aboriginal and non-Aboriginal enterprises and organisations• competently applies ethical research skills• uses a range of relevant sources, including the local community• includes a range of appropriate terms and concepts
1–5 (Progressing)	<ul style="list-style-type: none">• presents a limited explanation of the issue of local Aboriginal employment• limited application of ethical research skills• uses few relevant sources• includes one or two terms and concepts

Feedback

Teacher comments on student's letter on such things as:

- analysis of relevant data
- demonstrated appropriate use of community consultation protocols
- synthesis of key issues.

Class discussion on issues relating to local issues and Aboriginal employment.

Peer feedback on individual research.

Future directions

Depending on where this option is programmed, this activity can either re-emphasise or introduce the proper use of community protocols. It also allows students to discuss the importance of Aboriginal employment to Australian identity today.

4 Consultation and Protocols

Consultation is an important part of the *Aboriginal Studies Years 7–10 Syllabus*. All topics studied in this course are based on the experiences of local Aboriginal communities.

The Board of Studies in its 2001 publication *Working with Aboriginal Communities* developed appropriate protocols to be followed when working with Aboriginal Peoples and their communities. This document was developed, in consultation with Aboriginal Peoples, to support teachers in their implementation of Aboriginal perspectives across the curriculum, and was written in consultation with communities, Aboriginal education workers, consultants and teachers. Observing appropriate protocols when working with Aboriginal Peoples and their communities is critical to establishing positive and respectful relationships. It is essential that teachers use this document in both their programming and teaching of the *Aboriginal Studies Years 7–10 Syllabus*.

Teachers are also encouraged to refer to the Stage 6 Aboriginal Studies Support Document, which contains further advice on working with Aboriginal communities and an extensive list of resources. This can be located on the Board's website (www.boardofstudies.nsw.edu.au).

Further material on consultation and conducting research with Aboriginal communities, suitable for handing out to students, has been included in the following pages. This material can be used in its current format, or adapted for the local community, or adapted for the particular case study. It could also be adapted or modified for use in Stage 4.

STUDENT HANDOUT

Getting Started

Identifying the local Aboriginal Community

Due to a history of dispossession, colonisation, dispersal and relocation, Aboriginal communities in NSW are complex and not easily defined. Some communities consist of descendants of the land's original inhabitants while others consist mainly of people from other lands. Most communities are a combination of these. When determining who your local community is, consider:

- the history of the area before invasion and during the colonisation process. Who are the original inhabitants of the land and what happened as a result of European occupation?
- Aboriginal students and families connected to the school
- Aboriginal organisations and agencies currently in the area
- Aboriginal workers in the area.

Making contact

To assist in determining your local community, you should consider the following:

- Your school may have an Aboriginal Education Assistant (AEA) and/or an Aboriginal Student Support Parent Awareness (ASSPA) group who can help you and introduce you to community members.

The Department of Education and Training (DET) has Aboriginal people employed to consult with communities and they may be able to advise you. The DET website is www.det.nsw.edu.au

- The Catholic Education sector also has a network of Aboriginal people working in and for schools and they can be contacted through the Catholic Education Commission and the Diocesan Directors of Schools. These include:
 - Aboriginal Education Officers
 - Aboriginal Education Workers.
- The NSW Aboriginal Education Consultative Group (AECG) can give you details of your local AECG. Phone 02 9550 5666 or visit www.nswaecg.com.au
- Local Aboriginal Land Council (LALC). To find your nearest LALC and contact details go to www.alc.org.com.au and click on the relevant section of the map.
- Your local municipal council should have some information on Aboriginal communities within its boundaries. You need to search the net for this – usually the site is [www.\(nameofcouncil\).nsw.gov.au](http://www.(nameofcouncil).nsw.gov.au)

STUDENT HANDOUT

Check list for getting started

Have you:	Yes	No
read <i>Working with Aboriginal Communities</i> on the NSW Office of the Board of Studies website? Available at http://www.boardofstudies.nsw.edu.au/aboriginal_research/#communityconsultation		
made contact with your school's Aboriginal Education Assistant or Aboriginal Student Support Parent Awareness group?		
contacted your local Aboriginal Education Consultative Group? (You can find this on http://www.nswaecg.com.au)		
For government school students: contacted your district/region Aboriginal Community Liaison Officer, Consultant in Aboriginal Education or Aboriginal Education Officer?		
For Catholic school students: contacted your Aboriginal Education Officer or Aboriginal Education Worker?		
made contact with the local municipal council for your school's area?		

The following questions should be completed after you have visited the Board of Studies website and read the document *Working with Aboriginal Communities*. This is a good way for you to familiarise yourself with the ethical research practices and protocols you should follow when seeking the assistance of the local Aboriginal community.

- 1 Near the beginning of *Working with Aboriginal Communities* is a list of acronyms used in the rest of the document. List five of these with their full titles.
- 2 In section 1.3 how is consultation defined?
- 3 From section 1.3.1 – what can be achieved by observing protocols?
- 4 From section 1.4 – give one reason why it is important to consult Aboriginal communities when you are studying Aboriginal Studies?
- 5 Using section 1.5 – what issues could be sensitive to Aboriginal People? Why?
- 6 After reading section 2.4.1 – why do you think introductory protocols are important?
- 7 From section 2.4.1 – explain the ways in which the death of a family member or a member of the community can impact on Aboriginal people? How is this different to non-Aboriginal people?
- 8 What is the website for the Aboriginal and Torres Strait Islander Commission?
- 9 Go to <http://www.hreoc.gov.au> and find the ways in which the Human Rights and Equal Opportunities Commission represents the rights of Aboriginal People.
- 10 From section 3.2.2 – why is it important to choose the right venue to meet with the local Aboriginal community?
- 11 From section 3.5 – list those issues that are sensitive to Aboriginal Peoples and explain why these issues are sensitive.
- 12 From section 3.6.1 – explain why intellectual property and copyright is an important issue for Aboriginal People.
- 13 If you have collected an oral history from a member of the local Aboriginal community, what must you do before you write up your research?

STUDENT HANDOUT

Community Consultation

Basically, consultation is talking with local Aboriginal people about issues that are important to both of you. For Aboriginal people these may be issues that are not part of your research project but are important just the same because they will impact on what you are doing and trying to achieve. Consultation is:

- a two-way, ongoing learning process
- a partnership based on mutual respect
- a process that requires negotiation, listening, flexibility, patience and open-mindedness
- the basis on which your case study and research is built.

Why do consultation?

Other than the fact that it is a compulsory part of the Aboriginal Studies syllabus, consultation should be carried out as a sign of respect and acknowledgement that Aboriginal people are the custodians of their culture and the owners of their knowledge. Genuine consultation gives your work authenticity, depth and creativity.

You need to be aware that, historically, Aboriginal people and communities have been exploited and misrepresented by researchers who have used the knowledge obtained from the Aboriginal people for their own gain. Often researchers would misunderstand and misinterpret information, with their studies creating and reinforcing stereotypes about Aboriginal people and culture. In some cases, the information could be used against the community, or to divide it. This means that many Aboriginal people and communities are suspicious of researchers and may be unwilling at first to cooperate. However, when consultation is carried out properly there can be beneficial outcomes to all involved.

STUDENT HANDOUT

Before

The following is some practical advice on what to do before you make contact with members of the local/regional Aboriginal community. It is very important that you are prepared properly.

- Work out the topic you are interested in and do some background reading and research.
- Map out a general plan for what you know and what you need to find out. Keep it broad in case the information you get from consultation leads you in a different direction.
- Consolidate your knowledge of the local area and local Aboriginal community or communities (as per earlier notes) including an understanding of Aboriginal identities, cultures, family obligations and world views.
- Find out whom to consult with using information you have discovered about the community and the help of someone who understands the process such as the Aboriginal Studies teacher, AEA, DET district office staff or Aboriginal liaison workers in the community (see previous notes). Make a list of contact details.
- Preferably be introduced by an Aboriginal person who is from, or at least comfortable in, the local community.
- Make contact with the people on your list explaining who you are, what you are doing and why. If they are not able to help, thank them and ask the next person. Aboriginal people have the same demands on their time as other people, so contact needs to be planned with notice. Aboriginal people also often have community obligations that can include week-long absences to attend funerals, and other responsibilities.
- Once you have made contact, negotiate a time and place to meet that suits everyone and leave your contact details in case a last-minute emergency means they can't make it.
- Reconfirm the meeting close to the date. If you wish to record the consultation make sure you ask permission before the meeting. If they wish to see the questions prior to the interview to think about the answers and perhaps find more information for you, make sure you can get the questions to them either by fax or email or by dropping them off.
- Prepare your questions, interview, survey etc carefully – get advice and practise them before you go. Allow flexibility in case the information from the person leads you in a different direction. Also, provide opportunities for them to tell you if any of the questions are inappropriate or can't be answered.
- If using equipment such as a tape recorder, make sure it is working and ready to use.

STUDENT HANDOUT

During

The following is some practical advice on what to do and how to behave during personal contact with members of the local/regional Aboriginal community.

- Create a comfortable atmosphere by informally chatting at first. Offer some information about yourself and the Aboriginal Studies course.
- Confirm that your knowledge of the local community is accurate, or where you can get more and/or better information.
- Reconfirm that you and the interviewee(s) understand what is going to happen. Allow the opportunity to change things or provide more information if they are unclear or uncomfortable.
- Be patient when asking questions, allow time for reflection and be aware that silence is not awkward to many Aboriginal people but an important part of the communication process. Don't rush or appear to be in a hurry.
- Information can also be given in different ways, such as indirectly through stories or talking around an issue without seeming to get to the point. Sometimes, you will be expected to work this out.
- On completion, check that they are happy with the outcome, and that it reflects what they understand has occurred, ask them if they would like a final copy and make sure they know they will be acknowledged in the final product.
- If possible, make arrangements to meet again after you have had a chance to write up your findings so you can check the accuracy of your interpretation and in case you have more questions.
- Thank them for their time and expertise.

STUDENT HANDOUT

After

It is important that you cover the following steps after you have contacted members of the local/regional Aboriginal community

- Write up your findings and make further contact (as per above).
- Follow up on any promises such as providing them with a copy of the final product.
- Acknowledge the interviewee(s) clearly on your project.
- Follow up on any new ideas or information they provided and if possible or inappropriate let them know the outcome.
- If your project is going to be displayed, invite them along to the display (eg School Open Night).

There are no ‘hard and fast’ rules for consulting, these are guidelines and advice from local Aboriginal people will be your best guide. Once you have established a rapport with the community you will often find that many people will be willing to help and will be pleased that you are studying Aboriginal Studies and that you consider them an important part of this. Always show respect and this will be returned.

STUDENT HANDOUT

Protocols

What are protocols?

Protocols describe the appropriate way of communicating with people and involve respect and consideration for people.

For Aboriginal people, research has historically been a disempowering experience. Aboriginal Peoples' views, cultures, cultural practices and issues have often been simplified, misrepresented, omitted, demonised or dehumanised. Sometimes this has caused problems within communities.

Protocols have been developed in an attempt to prevent this happening.

Protocols for communicating with Aboriginal people and communities involve an awareness and understanding of cultural differences and different ways of doing things. The following information is based on the commonality of Aboriginal cultures and experiences and can therefore be considered general cultural norms.

However, while reading this be aware that:

- different communities have their own protocols and ways of doing things
- differences can exist within Aboriginal communities
- some Aboriginal people may not be aware of or had experience in cultural differences and Aboriginal ways of doing things for a number of reasons because of a colonisation process (such as removal from families etc) that concentrated much of its efforts on ethnocide.

STUDENT HANDOUT

Below are some protocols common to most Aboriginal communities in NSW.

Respect for age

Respect for Elders, who are considered important, special and wise in the community remains strong and is not based on non-Aboriginal notions of authority, but on the Elders' knowledge, experience and presence.

Uncle and Aunty

These terms are often used towards older Aboriginal community members (not just based on family relationships) as a mark of respect, acknowledgement and often endearment.

Sacred/secret and open

Some sites or knowledge are sacred or secret and cannot be revealed as the owner of the information has specific responsibility as custodian of the information. In some places there are severe penalties for people who reveal this information, so a decision to reveal or not reveal this type of information must be respected.

Naming and depicting deceased people

In many Aboriginal communities, it is offensive to name deceased people until certain protocols and a mourning period has been fulfilled. You may have noticed a warning that is often used at the beginning of ABC programs about Indigenous people, culture and issues.

STUDENT HANDOUT

Communication

There are cultural differences in both verbal and nonverbal communication. Many Aboriginal people use Aboriginal English (a combination of English and words from one or more Aboriginal languages organised into unique grammatical structures), which is to be respected and not thought of as sub-standard English.

Aboriginal people won't necessarily give out the information you want straight away and will often want to find out more information about you first. Often, Aboriginal people will talk around an issue for a while before getting to the point, either to assess what the interviewer really wants or because it is a sensitive and/or emotional area. The interviewer must be prepared to go along with this or they may just get what the interviewee thinks they want to hear.

Nonverbal communication is highly regarded by many Aboriginal people as a more reliable indicator of a person's motivation and disposition than verbal communication. Aboriginal people often use silence in different ways, for example in listening and considering the information before responding, remaining non-committal, waiting for support from others or not wanting to say 'no' outright and embarrass the interviewer. Take things slowly – wait to see what may follow. Silence often makes non-Aboriginal people uncomfortable and sometimes they talk through it and miss valuable information or opportunities.

Ways of doing things

Respect – Show respect for Aboriginal people's wishes regarding land, cultural practices.

Priorities – Like all Australians, Aboriginal people have many obligations and therefore may not give a student interview a high priority. As well as this, Aboriginal people involved in schools tend to be overstretched because there can be a number of different schools wanting their help.

So where does this leave you when trying to do your community fieldwork?

It means:

- being aware of all the issues
- not making assumptions about people or communities
- being non-judgemental
- locating and asking appropriate people to help you
- being patient and prepared to try again if need be
- being genuine and acting with integrity
- using common sense.

STUDENT HANDOUT

Cultural differences

There are many cultural differences between communities and even within communities. Seek local advice and do not stereotype or pre-determine what you think you will find in your research.

Interrelatedness

Everything in Aboriginal society, including cultural heritage, kinship and spirituality, is related to and affected by the land and environment. This holistic approach is reflected in the fact that personal relationships, which are extremely important, can also be very complex.

Belonging to country

While non-Aboriginal people generally view land as a resource to be exploited for profit and economic security for the future, Aboriginal people have a respect for the land which includes their obligations as custodians. Aboriginal people often identify each other by where their country is. They will ask, for example, ‘Where’s your mob from?’ From this people make connections regarding someone’s place in the community.

Extended family

The members of extended Aboriginal families such as cousins, second cousins and grandparents’ siblings tend to be close and have an active role in raising all the children. They have responsibilities many non-Aboriginal Australians may not understand or have experience of.

Time factors

Because of these responsibilities and because Aboriginal notions of time can be different to non-Aboriginal notions, you may need to allow more time to ensure you accommodate the person or people you are meeting. You need to have backup plans to allow plenty of opportunity for clarification and follow-up. You also need to be prepared to take time to develop trust and mutual respect if you want your research to be authentic.

Indigenous views

Aboriginal people’s views and perspectives differ as do those of non-Aboriginal people. So an outsider seeking information should not expect to find a single spokesperson; rather they should seek a variety of views. This is the only way to gain a good understanding of the issues. Also, be aware that many Aboriginal people are wary of having their views misrepresented by non-Aboriginal people as this has often been done by the media when presenting a negative story about Aboriginal people.

Conclusion

This information may be new and daunting – but don’t worry. The main purpose is to create an awareness of Aboriginal ways of doing things so that when you make contact with the community you will be able to communicate and adapt quite easily. Remember that Aboriginal people, like all people, like to be treated courteously and with respect.

STUDENT HANDOUT

Copyright and cultural ownership

Indigenous heritage rights include cultural and intellectual copyright. When dealing with Indigenous cultural and intellectual property take into account the following:

- Living tradition – cultural heritage is a living and evolving tradition
- Holistic nature – Indigenous people have obligations and responsibilities to the land and each other
- Communal ownership – the collective ownership is not only by the living community but also by the previous generations that have contributed to cultural heritage
- Responsibility and custodianship – Aboriginal people have roles as caretakers of particular items, knowledge etc.
- Consent – due to collective ownership, collective consent must be given.

Ethical practices when recording people's knowledge or stories

Bear in mind that:

- knowledge may be community knowledge or personal knowledge
- individuals may be custodians of aspects of culture
- permission needs to be obtained from the community/ies before knowledge is passed on
- when writing up someone's story always ask them how they want their story written and ask if they want to have time to review the draft
- it is courteous to invite the person being interviewed to have a family member present during the interview
- there should be a minimum of two visits to the interviewee — the first to note the information and the second to have it verified as being accurately recorded
- you should ask how the interviewee wants the story edited; for example, do they want the notes to be left as spoken or written with standard spelling? Who will do the editing — the speaker or interviewer or both together?
- the purpose of any interview should be made very clear so that the interviewee knows how their knowledge or material will be used
- if an interviewee moves to another location or becomes ill or dies before the project has been completed, permission to continue should be sought from the person's family.

Strategies for collecting oral histories/information

Teachers and students may collect oral histories/information for the course, especially for the case studies.

- Students should consider taking a community person, an Aboriginal member of staff or their parent/s with them on at least the first meeting.
- The venue and dates should be negotiated with the person being interviewed. The person's own home might be the most suitable location and the most comfortable for them.
- Students need to understand that issues of sensitivity can arise when interviewing community members. Students should be encouraged to discuss the questions they want to ask of community members with their teacher, the Aboriginal Education Assistant or class peers before the interview.
- The interviewer should ask open-ended questions that require a detailed response or description; for example, 'What was it like?' or 'Why did you do that?' rather than closed questions that can be answered with yes or no.
- The interviewee should know the content of the questions before the interview takes place.
- Seek permission if you want to record the interview on audio or video tape, or take photos — this should be done at the time of making initial contact, before the interview takes place.
- If an agreement is made to record the interview, make the purpose clear (eg so that it can be replayed to record the details, or because it is part of the final presentation for the submission to the teacher). It is important to make your intention clear because of issues of ownership and the question of what will happen to the recording.
- Introductory protocols are important so be prepared to spend some time sharing personal background information when you make a visit.
- Having negotiated the list of questions beforehand, be flexible and allow the person to talk on new topics if they so desire during the interview.
- Offer the opportunity for the person to read, view or listen to the material when it is completed and to recommend any necessary changes.