



EDE370

Assignment 3

Teaching resources presentation

November, 2022

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Theme: Connection to Country

Level: Early Childhood Education (Pre-primary)

Acknowledgement of Country

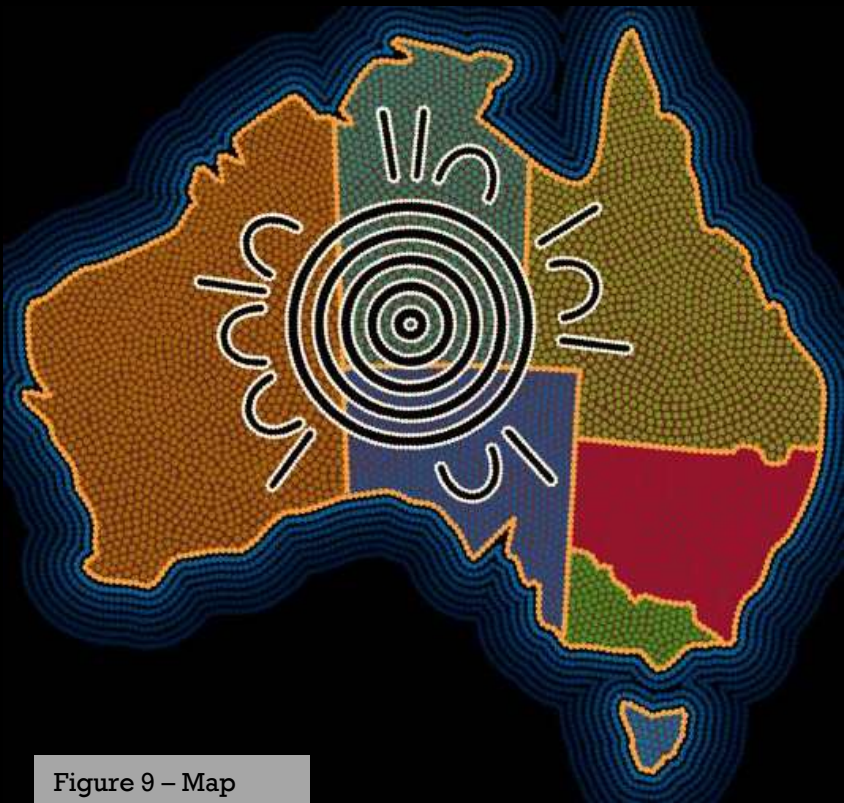


Figure 9 – Map

We would like to acknowledge the Gadigal people of the Eora nation and Darug people as the traditional custodians and caretakers of the land on which we live and study, the nearby water ways and the skies above.

We recognise their deep connection to these and thank them for their continual care.

As educators we commit to bring the authentic Indigenous voice into our learning environments, and to walk with them as cofacilitators of learning.

We extend these respects to the Elders past, present and emerging.

Advice/ Warning

Aboriginal and Torres Strait Islander readers please be aware that this presentation contains sensitive details which may be distressing. It may also contain the images and voices of deceased people.



Icon from PowerPoint program

Please note: “we” refers to Grace Hughes, Archana Jagitiyal and Rawya El-baf collectively.

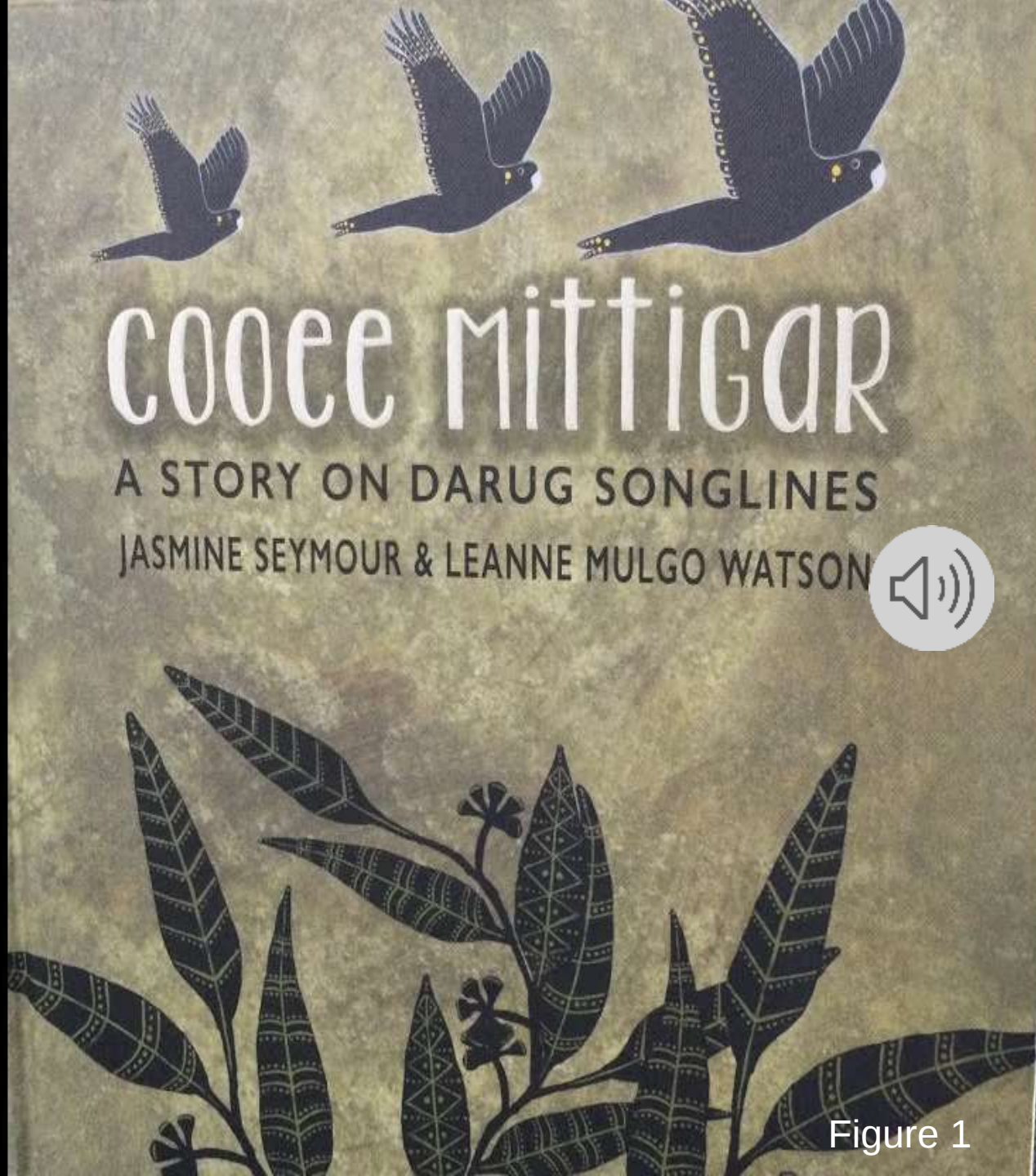


Figure 1

Resource 1

- **A Dreaming Story about the Journey through the seasons told by Aboriginal and Torres Strait Islander Parent**



Figure 2

Birrong



Figure 3

Mulgo

Suitability & Authenticity

Resource 1

Accuray and Support: The Story Book Published in 2019 By Aboriginal Author and Illustrator. The Story is Engaging ,Connected and Meaningful

Endorsed by Magabala Books & the local Hawkesbury branch of the Aboriginal Education Consultation Group

Aboriginal and Torres Strait Islander Participation . Authors and Illustrators are members of Local Community

Evaluation of Cooee Mittigar

Focus on Diversity and helps to understand the Aboriginal and Torres Strait Islander people way of understanding

Exclusion of secret or Sacred content: Introduction of Darug country with appropriate information

Figure 4

(Queensland Studies Authority, 2007; Craven, 2011; Yunkaporta, 2009; Magabala Books, n.d.; Harrison & Sullivan, 2016)

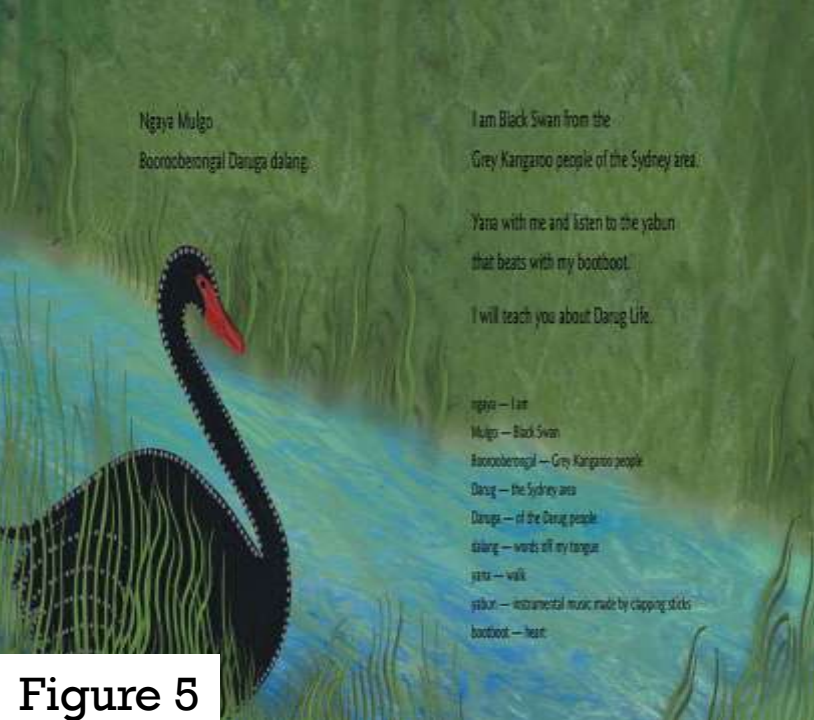


Figure 5

ACARA Curriculum outcomes

Foundation English ACELT1575
ACELT1578

Science ACSSU004

Resource 1

Links to AITSL Standards 1.4 & 2.4 and Curriculum Outcomes •

Outcome 2.2 (DEEWR, 2009)

‘Children respond to diversity with respect.’

Standard 2.4 (AITSL, 2009 p.13)

‘Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians

Standards 1.4 (AITSL, 2009 p.11)

‘Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.’

Cooee Mittigar

Yunkaporta's (2009) 8 ways of learning

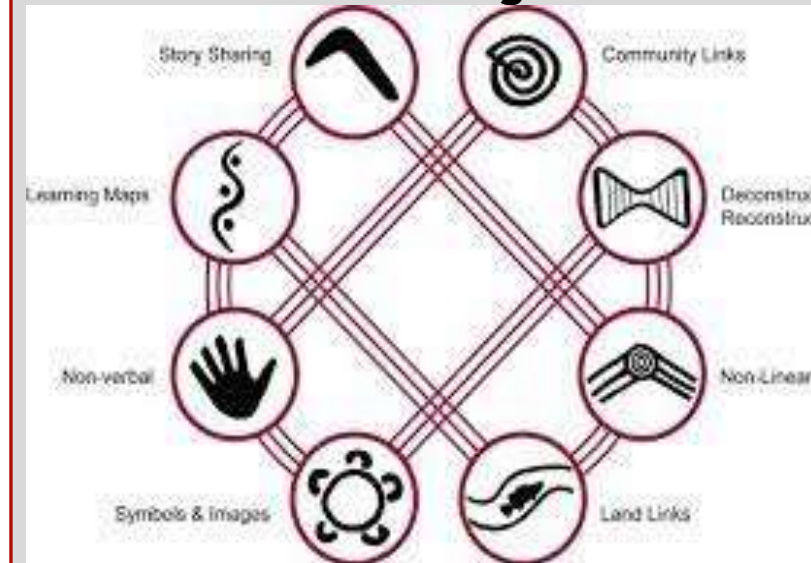


Figure 6

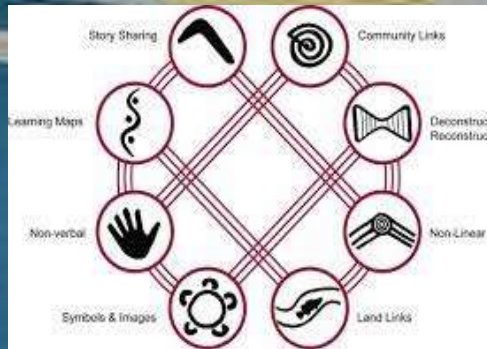
- * **Learning maps**
- Symbols & Images**
- **Land links**
- **Community link**
- * **Story sharing**

Learning Experience

With the help of Aboriginal and Torres Strait Islander Parents children were involved in shared reading
(Fellowes & Oakley,2018)

involving in Open ended communication
(Green & Price ,2019)

Learning about the Seasons of Darug people



Learning Aboriginal Words connecting to the English words
(Yunkaporta's ,2009)



Figure 7

Locating the Maps of the country where they stand
Create maps of special places
(Campbell et al.,2019)

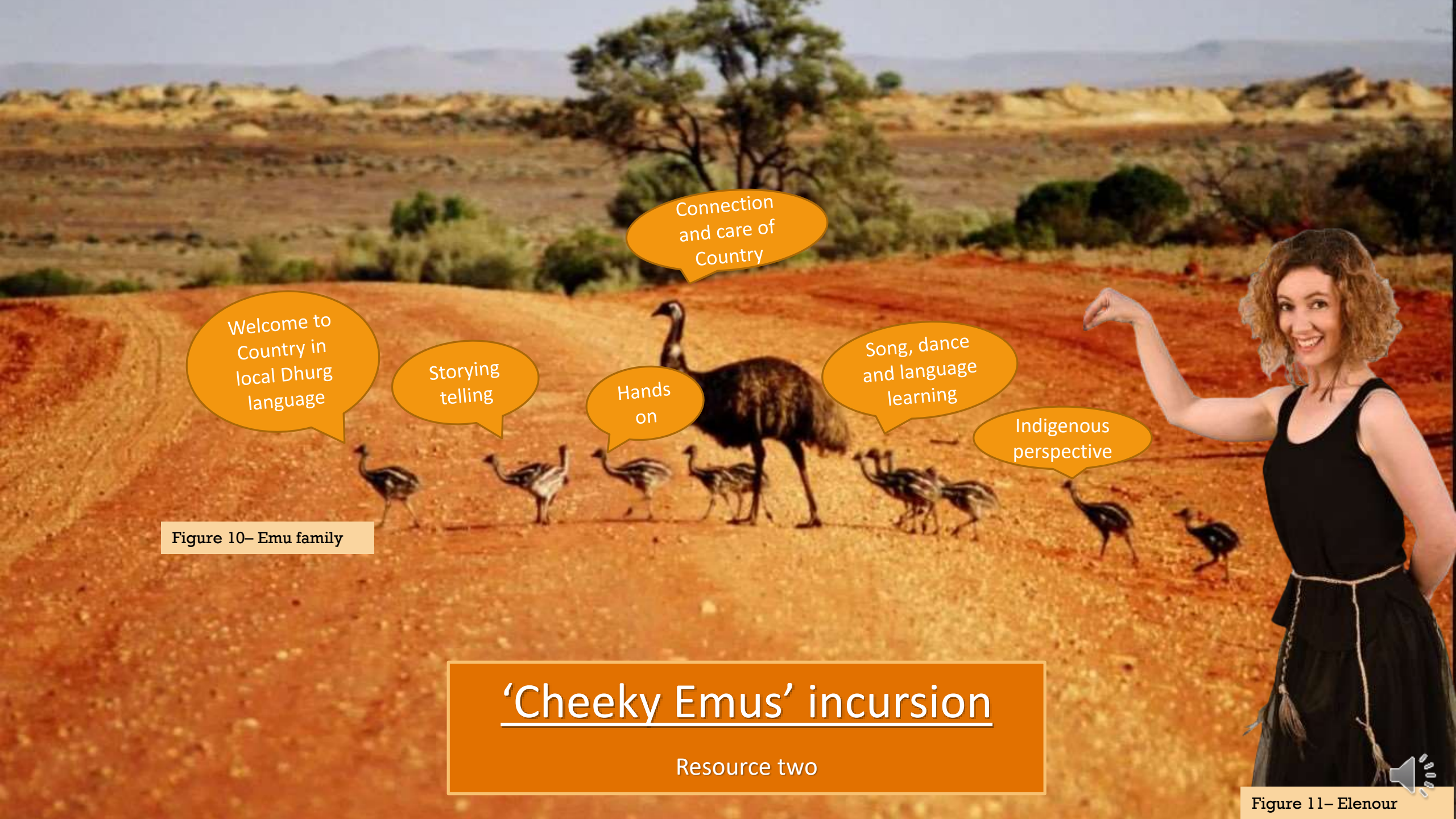


Figure 10– Emu family

‘Cheeky Emus’ incursion

Resource two

Figure 11– Elenour

Suitability & Authenticity

1. Authenticity

*2. Balanced
nature*

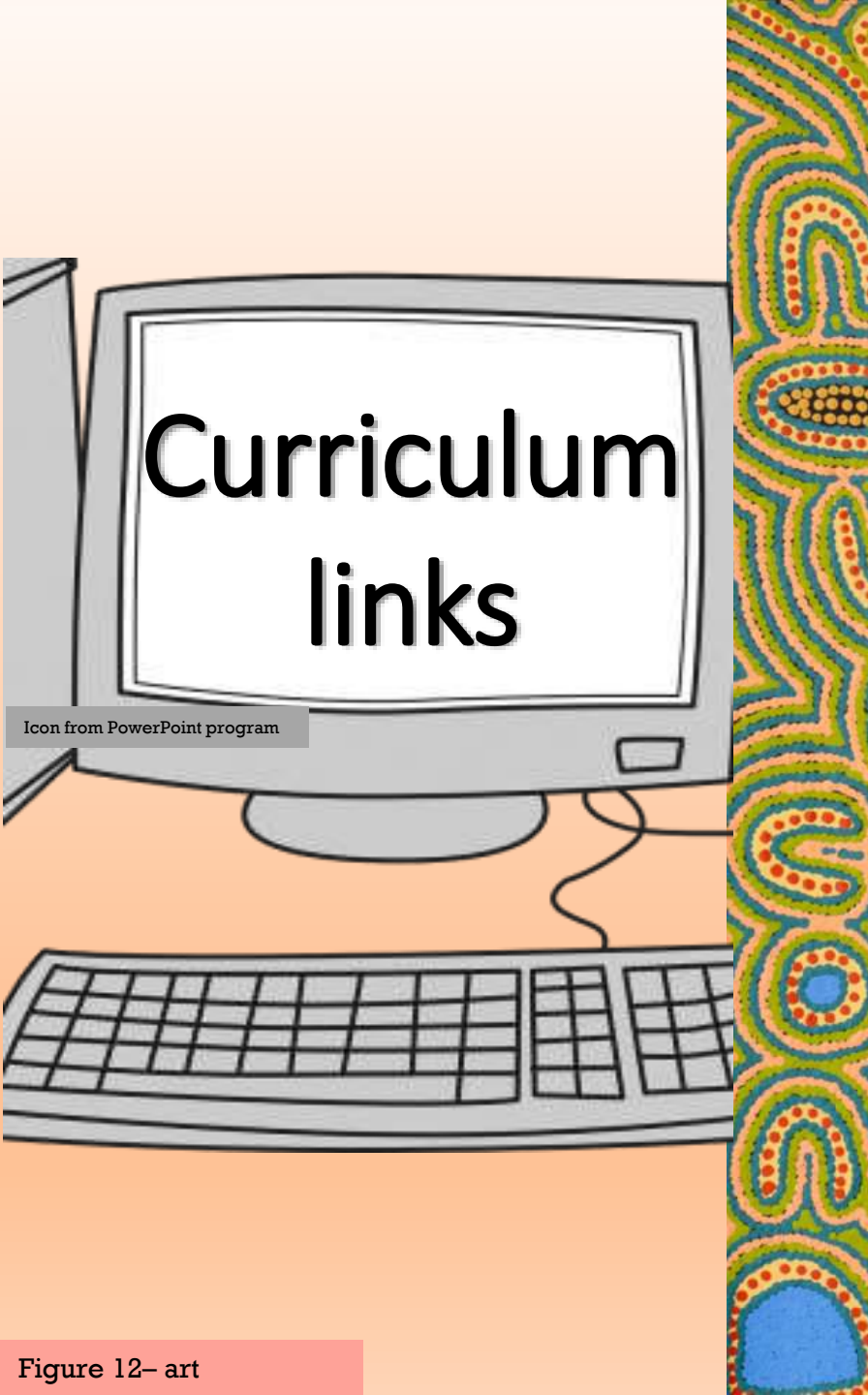
*3. Aboriginal
and Torres
Strait Islander
participation*

*4. Accuracy
and support*

*5. Exclusion of
content of a
secret or sacred
nature*

- ✓ Created and endorsed by Aboriginal and Torres straight islander peoples
- ✓ Run by Indigenous presenter
- ✓ Incorporates perspectives of local indigenous people
- ✓ Authentic and accurate
- ✓ Positive
- ✓ Balanced resources
- ✓ Exclusion of content of a secret or sacred nature





Curriculum links

Icon from PowerPoint program

Early Years Learning Framework [EYLF]

- Children begin to develop strong identities and learn about identify of others
- learn about the world around them, different cultures and diversity (learning outcome 1 and 2).

Australian Curriculum, Assessment and Reporting Authority (ACARA) Cross curriculum - Aboriginal and Torres Strait Islander Histories and Cultures

- Children learn about connection to and responsibility for Country/Place (OI.2)
- Indigenous Belief systems connected to the land, sea, sky and waterways (OI.3)
- Learn about different language Groups (OI.4)

Australian Institute for Teaching and School Leadership (AITSL) Standards 1.4 & 2.4 a

1.4: Strategies for teaching Aboriginal and Torres Strait Islander Students
Focus Area 2.4: Understand and respect Aboriginal and Torres Strait Islander people

8 ways of learning

- Story telling, community links, non-verbal and land links

How it will be implemented
and what the children will do

Listen, learn and respect

- Whole school - Classroom
- Dance and sing
- Repeating words
- Asking questions
- Share in discussions
- Watch and repeat



Photograph taken by
Grace Hughes

Figure 13- Emu in sky





Figure 14

Resource 3: Museum Excursion at Muru Mittigar Aboriginal Cultural and Education center.

- Connection to the country and Darug People
- Hands-on cultural activities such as, Ochre face painting
- Local Aboriginal presenters
- Using natural paint such as, clay, soil and stone to create ochre paint.

Suitability & Authenticity Resource 3

- 1. Authenticity
- 2. Balanced nature
- 3. Aboriginal and Torres Strait Islander participation
- 4. Accuracy and support
- 5. Exclusion of content of a secret or scared nature

Queensland Curriculum & Assessment Authority (ACAA). (2007).



Figure 15

Curriculum Links: Resource 3

Outcome 2.2: Children respond to diversity with respect." (DEEWR, 2018).

Standards 1.4: "Demonstrate board knowledge of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds." (AITSL, 2009 P.11)

Standard 2.4: 'Understand and respect Aboriginal and Torres Strait Islander histories, cultures and language.' (AITSL, 2009 P.13)



Figure 16
Yunkaporta (2009) 8 ways of learning

- Symbols
- Land links
- Community links
- Story sharing

ACARA Curriculum outcomes

Year 1 English: ACELA 1444

ACELY1655

Year 1 Science: ACSHE002



Figure 17



Figure 18

Learning Experiences



Figure 19

- The Aboriginal teaching assistants will demonstrate how to make ochre paint in front of the students.
- Students will use the ochre paint on their Aboriginal art symbol worksheet.

References

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Image References

Figure 1. Coogee Mittaggar (2019) . <https://www.magabala.com/products/cooee-mittigar>

Figure 2. stars .

Figure 3. Black swan CNBC(2017). <https://www.cnbc.com/2017/01/05/here-are-7-black-swan-events-that-could-upend-oil-commodity-prices.html>

Figure 4. Coogee Mittaggar(2019).<https://www.magabala.com/products/cooee-mittigar>

Figure 5. Coogee Mittaggar(2019).<https://www.magabala.com/products/cooee-mittigar>

Figure 6.Yunkaporta's (2009) 8 ways of learning <https://www.8ways.online/>

Figure 7.https://www.riverdetectives.net.au/wp-content/uploads/2020/11/Seven-Seasons-Ver.-1c_670-2.jpg

Figure 8. Wanka Tjukurpa [Spiderman] (2007). <https://www.lifeandnews.com/articles/dreamings-and-place-aboriginal-monsters-and-their-meanings/>

Figure 9. Dot painting map (2022). <https://www.artyfactory.com/aboriginal-art/aboriginal-art-lesson-dot-art.html>

Figure 10. Hip chick (2022) <https://thehipchick.com/easy-guide-to-feeding-your-pet-emu/>

Figure 11. Young Australia Workshop (2019) <https://youngausperspectives.com.au/wp-content/uploads/2019/09/KINDY2020.pdf>.

Figure 12 - Native seed dreaming (2012) <https://www.aboriginal-art-australia.com/artworks/dorothy-napurrurla-dickson-native-seed-dreaming-5422-21/>

Figure 13 –Emu in the sky <https://www.Artyfactory.Com/aboriginal-art/aboriginal-art-dreaming-stories-the-emu-in-the-sky.Html>

Figure 14- Muru Mittaggar (2022). https://www.murumittigar.com.au/?gclid=Cj0KCQiA99ybBhD9ARIsALvZavW5Qw7XEFkTIB1SEPrIclpCd29I-g5XLavOn4xrnKXx0jMo5OChELUaAkvHEALw_wcB

Figure 15- Muru Mittaggar (2022). https://www.murumittigar.com.au/?gclid=Cj0KCQiA99ybBhD9ARIsALvZavW5Qw7XEFkTIB1SEPrIclpCd29I-g5XLavOn4xrnKXx0jMo5OChELUaAkvHEALw_wcB

Figure 16- Muru Mittaggar (2022). https://www.murumittigar.com.au/?gclid=Cj0KCQiA99ybBhD9ARIsALvZavW5Qw7XEFkTIB1SEPrIclpCd29I-g5XLavOn4xrnKXx0jMo5OChELUaAkvHEALw_wcB